



# Common Data Project

2018 Annual Report  
School Year 2016-2017

Improving the Quality and Comparability of State Educational Data across New England



NEW ENGLAND  
SECONDARY SCHOOL  
CONSORTIUM

## About the NESSC Common Data Project

In 2009, the state education agencies participating in the New England Secondary School Consortium (NESSC) began collecting, calculating, and reporting data on key indicators using consistent procedures. To promote more accurate and reliable data comparability across member states, the NESSC Common Data Project develops and implements standardized procedures designed to minimize variance that may result from divergent data systems or computational errors. The Common Data Project also employs additional quality control mechanisms that further improve the reliability and comparability of state-reported data.

To our knowledge, the NESSC Common Data Project is the first initiative of its kind in the United States.



### About the NESSC

The New England Secondary School Consortium (NESSC) is a regional partnership that promotes forward-thinking innovations in the design and delivery of secondary education across New England. All six New England states—Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont—work together to close persistent achievement gaps and promote greater educational equity and opportunity for all students.



### About the Great Schools Partnership

The Great Schools Partnership is a 501(c)(3) nonprofit school-support organization working to redesign public education and improve learning for all students. We are a team of passionate, committed educators and school leaders who bring decades of collective service in public schools. The Great Schools Partnership is the lead coordinator of the New England Secondary School Consortium and League of Innovative Schools.



### About Plimpton Research

Plimpton Research offers data collection and analysis services to help organization leaders refine policies, assess impacts, and improve strategies. We offer expertise in education and community, workforce, and youth development. Plimpton Research serves as the data coordinator for the Common Data Project.



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# Executive Summary

The NESSC Common Data Project Annual Report provides transparent, comparable data about high school and college outcomes from the six New England states. We began tracking high school graduation and dropout rates in 2009. Since then, extended high school graduation rates have been added as well as college enrollment, persistence, and completion measures.

The 2018 Annual Report is different from past editions in two exciting ways. For the first time, we are reporting data from Massachusetts, completing representation of all six New England states. Additionally, we include data disaggregated by racial/ethnic student subgroups for each of our six indicators.

Disaggregating the data by student characteristics across all six indicators allows us to examine educational equity in New England secondary school outcomes by economic disadvantage (ED), English learner status (EL), disability status, gender, and now race/ethnicity.\*

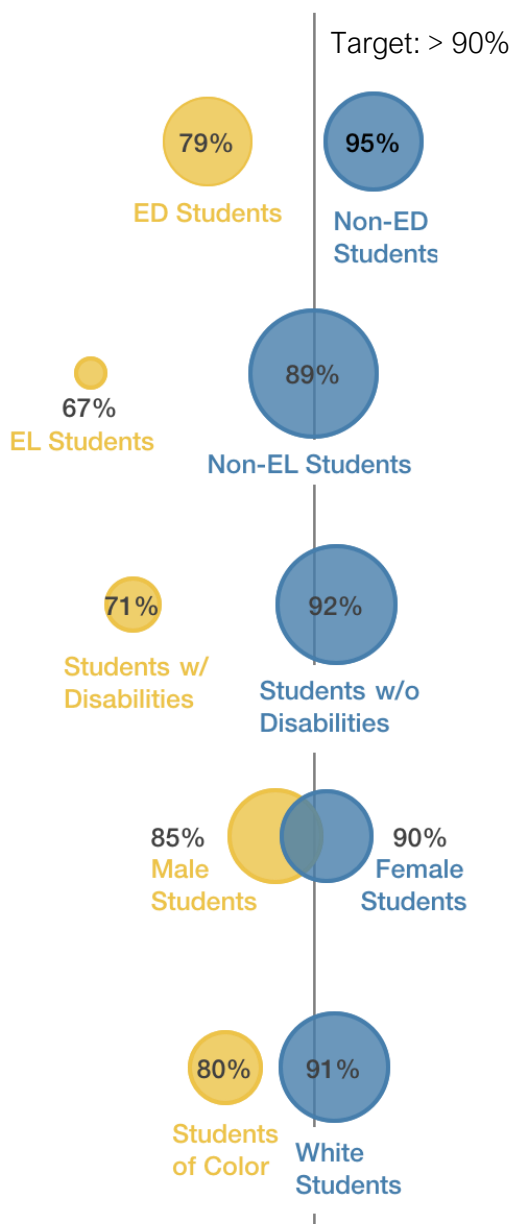
There is much to celebrate in this year's high school graduation data for the class of 2017 (illustrated to the right). Four-year graduation rates for many student groups have reached the NESSC target of 90%. One notable positive trend is a reduction in the graduation gap between economically-disadvantaged students and their peers in New England. Moreover, the high school dropout rate for economically-disadvantaged students has fallen by nearly half since 2009. However, the data also reveal persistent achievement gaps that disproportionately impact historically disadvantaged students. We examine achievement gaps for the region, as well as variations across states, in greater detail throughout the report.

The data presented on the following pages have implications for educators at all levels, employers, policymakers, and residents throughout New England and beyond. With the population in our region aging and workforce needs evolving quickly, it is critical that all of our young people succeed in secondary and postsecondary education. These data show where we are succeeding, and where there is still more work to do.

\* Detailed definitions of these sub-groups are provided in Appendix 1 (page 58).

Across the region, the four-year high school graduation rate for the class of 2017 is 88%. Depicted below are the graduation rate gaps for different groups of students.

The circles are sized proportionally to the student population, and help illustrate the scale of inequitable outcomes.



# Key Findings

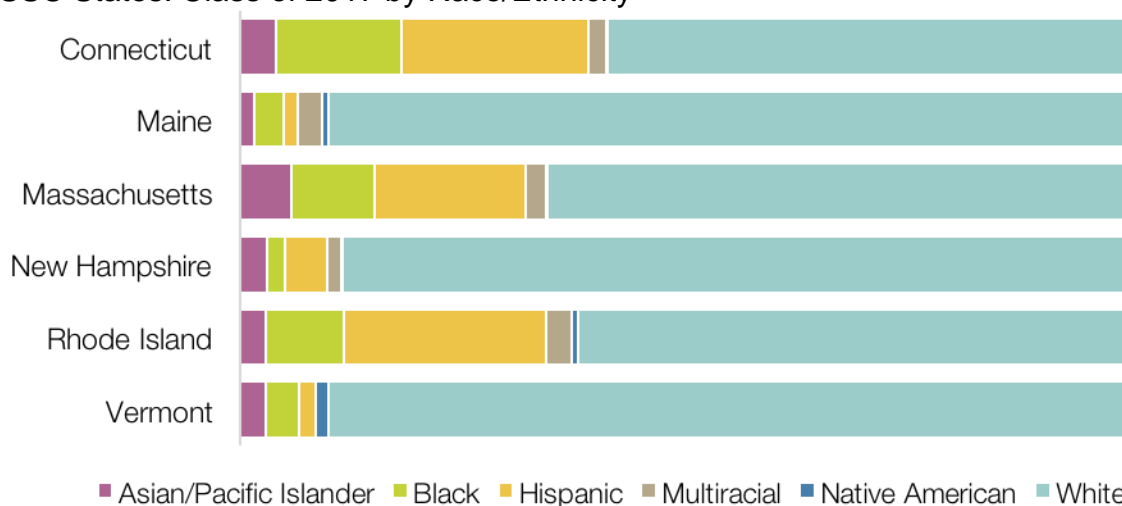
All six New England states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes. Notable gains have been made in improving high school graduation rates and reducing high school dropout rates. But some groups of students complete high school at rates far below the average.\* College enrollment and completion rates remain well below NESSC targets, and are alarmingly low for some student sub-groups.

## Student Characteristics Vary by State

Our data demonstrate significant differences among the six New England states, both in size of student population and in the socioeconomic and demographic composition of students.

- Nearly 160,000 students entered high school across New England in 2013 as members of the 'class of 2017'. Massachusetts students accounted for 46% of the class, and students in Connecticut made up another 27%. Maine and New Hampshire each have about 9% of New England's entering high school students, Rhode Island has 6%, and Vermont has 4%.
- New England's population is aging, and the number of young people in our region is on the decline. Comparing the high school classes of 2014 and 2017, region-wide the class size dropped by 2%, ranging by state from no decrease in Massachusetts to a 12% drop in Rhode Island.
- Across the region, 44% of the class of 2017 was economically-disadvantaged during high school. More than half (53%) of the Maine and Rhode Island classes were economically-disadvantaged, compared with 45% in Vermont, 44% in Connecticut and Massachusetts, and 30% in New Hampshire.
- The proportion of students with disabilities in the region averages 18%, ranging from 21% in Maine, 19% in Massachusetts, and 17% in New Hampshire, to 16% in Connecticut, Rhode Island, and Vermont.
- The racial/ethnic composition of class of 2017 students varies considerably by state, as shown below.

NESSC States: Class of 2017 by Race/Ethnicity



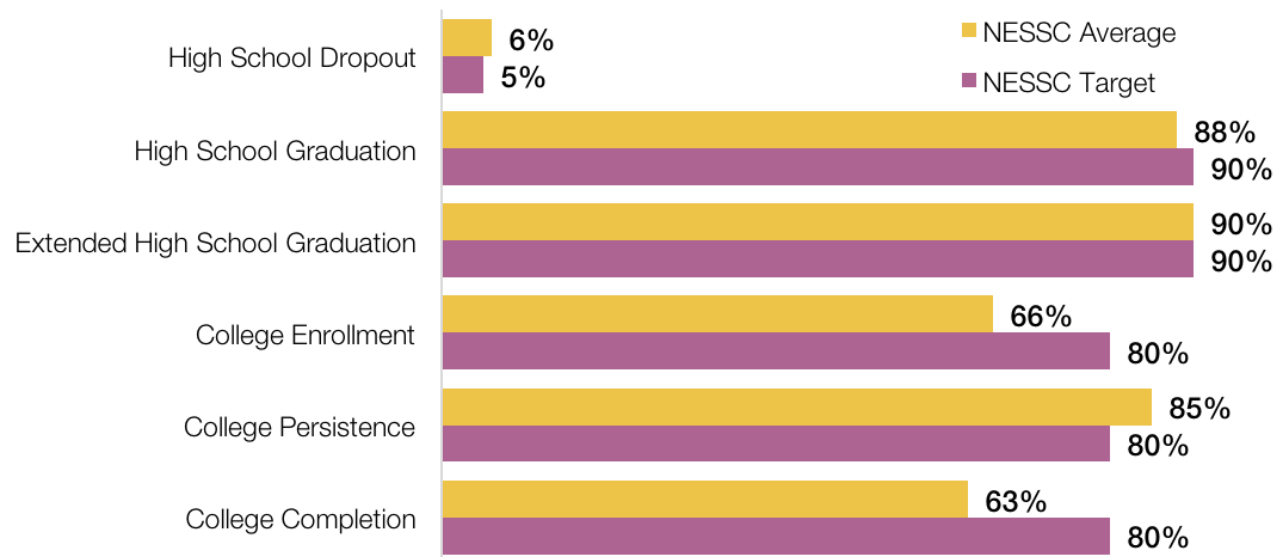
\* NESSC averages are weighted averages. For example, NESSC graduation rates are calculated by summing the numbers of graduates in each state, and dividing that sum by the sum of the adjusted cohorts in each state. We do not report an NESSC average if the figures for two or more states are missing (unless data are missing because of data suppression for low numbers or in earlier years when Massachusetts was not yet reporting to this project).



## Regionally, Student Achievement Approaches NESSC Targets

On average, NESSC states have not yet met the targets set by the Consortium for high school graduation, high school dropout, college enrollment, and college completion. The regional averages do meet NESSC's extended high school graduation and college persistence targets.

NESSC Averages and Targets



## Persistent Achievement Gaps Remain for Some Student Sub-Groups

Some student sub-groups have met several of the NESSC targets. Non-economically-disadvantaged students, non-English learners, students without disabilities, female students, Asian/Pacific Islander students, and White students all demonstrate high levels of achievement.

Students with below-average performance on all indicators monitored by the NESSC include economically-disadvantaged students; English learners; students with disabilities; male students; and Black, Hispanic, Multiracial, and Native American students. These student sub-groups demonstrate notable variations in their trajectories through secondary and postsecondary education:

- Dropout rates range from 16% for English learners to 7% for male and multiracial students.
- English learners are the only sub-group with a high school graduation rate below 70%, while 85% of male and multiracial students graduate from high school on time.
- Students with disabilities and English learners gain the most through the support of up to two extra years to graduate from high school, and economically-disadvantaged, male, black, multiracial, and Native American students all achieve extended graduation rates above 80%.
- The only student groups with college enrollment rates below 50% are students with disabilities, English learners, and Native Americans.
- College persistence for students with below-average performance on all NESSC indicators ranges from 72% for students with disabilities to 82% for male students.
- 59% of male students complete college, the highest of the below-average student groups, while Black students and students with disabilities complete college at rates below 40%.

Many other comparisons are possible, and we encourage you to continue exploring the data yourself. We hope that this report will inform efforts to achieve the NESSC mission of closing persistent achievement gaps and promoting greater educational equity and opportunity for all students.

# How to Use This Report

**We understand that different users turn to the NESSC Data Report for different reasons.**

With this in mind, we outline here some of the ways in which you might review the data contained in the following sections and provide support for interpreting data visualizations that might be less familiar to some readers. If you are a longtime user of the NESSC Common Data Project Annual Report, or if you know exactly what you're looking for, please feel free to skip ahead.

**There are two primary ways of approaching the data contained within this report.** The more common approach is to review the data sequentially by indicator. However, readers interested in a particular student sub-group may choose instead to skip around the report to review data for that sub-group across multiple indicators. Both approaches are outlined below.

## Reviewing Data by Indicator

Each section of the data report corresponds with a different indicator of student achievement (e.g., 4-year high school graduation, college enrollment). The first page of each section describes the indicator and displays a regional trendline depicting the aggregate performance of all students. On the pages that follow, data for the same indicator are displayed by sub-group. Each sub-group page includes a regional sub-group trendline, a bar or bubble graph showing the current year's data by state, and a data table that includes both the number and percent of students in that particular sub-group that achieved the specified indicator (see page 8 for an illustration of the standard page layout).

For instance, if you are interested in understanding regional dropout rates, you could turn to the first page of Section III to review the regional trend. Then you could compare the sub-group trendlines on subsequent pages to assess dropout rates for economically-disadvantaged students against those for English learners.

Each section of the report corresponds with an indicator of student achievement (e.g., high school graduation, college enrollment). The data visualizations within each have standardized x- and y-axes to support comparison of data within that section.

The NESSC Common Data Project disaggregates data by five student sub-group categories:

- economic disadvantage
- English learners
- students with disabilities
- gender (i.e., male/female)
- race/ethnicity.

These sub-groups are defined in Appendix 1 (page 58). All sections of the report contain separate pages for data disaggregated by each student sub-group. Collated sub-group pages are available on the NESSC website.

For instance, if you are interested in seeing how achievement gaps change for students of different racial and ethnic backgrounds as they progress from high school into college, you could look at the Race/Ethnicity pages for Section I (4-year high school graduation) and Section IV (college enrollment).

The consistent layout of these pages is intended to assist readers in reviewing sub-group data across different indicators. Please take care, however, when comparing bar graphs across high school and college indicators. The scale used for bar graphs in depicting high school data (Sections I through III) is smaller than that used for graphs depicting college data (Sections IV through VI) because of the different ranges of data reported.

## Reviewing Data by Student Sub-Group

In addition to trendlines and data tables, we have incorporated some data visualizations that you may not have encountered before. The explanations below offer some tips for interpreting overlapping bar graphs and bubble graphs.

## Overlapping Bars

We use overlapping bar graphs throughout the Report to illustrate how close students in each sub-group came to meeting the NESSC target by state. These graphs depict data for a single year, providing a snapshot of student achievement at one point in time.

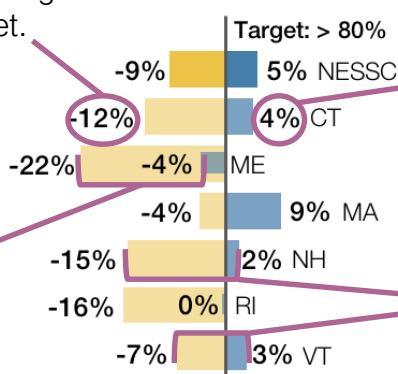
For example, the overlapping bar graph below shows the 2017 college persistence data for students with disabilities (found on page 47). We can see that:

1. College persistence of **students with disabilities** in Connecticut was 12 percentage points below the 80% target.

2. College persistence of **students without disabilities** in Connecticut was 4 points above the target.

4. Whereas the persistence gap in **Maine** stood at 18 points.

3. The persistence gap in **New Hampshire** (17 points) was larger than the gap in **Vermont** (10 points).



## Bubbles

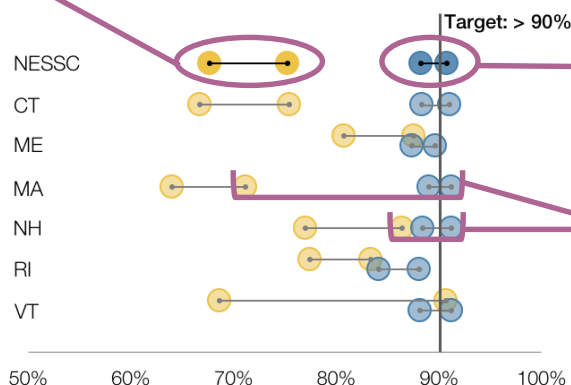
We use bubble graphs *instead of* overlapping bars to show differences in student achievement for different racial/ethnic sub-groups in a single year.

We also use bubble graphs in Section II to highlight the difference between 4- and 6-year graduation rates. For example, the bubble graph below shows the 2017 4-year and 6-year high school graduation data for English learners (found on page 25). We can see that:

1. Having two extra years to meet graduation requirements increased graduation rates substantially for **English learners** across the region.

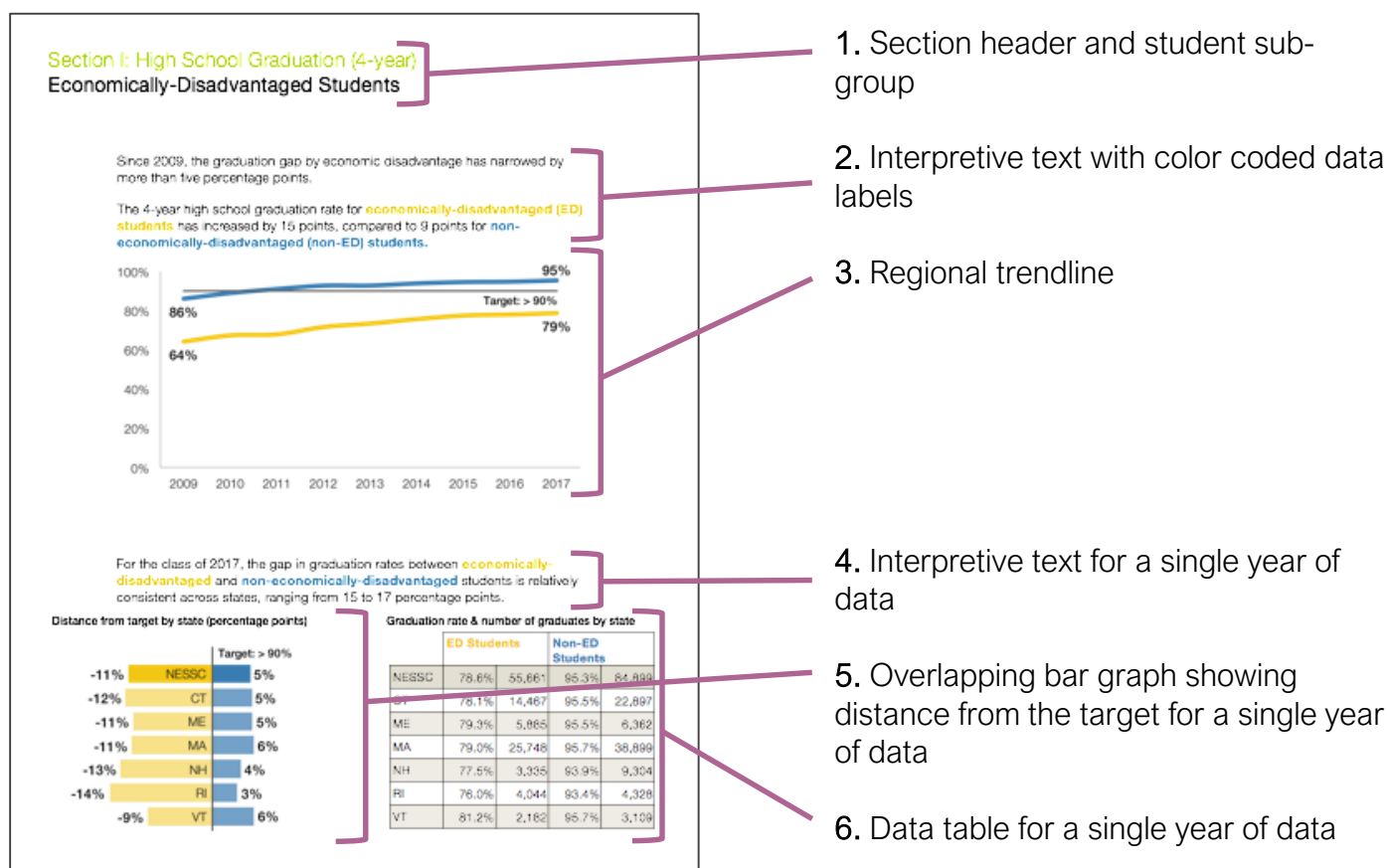
2. While gains were smaller for **non-English learners**.

3. The extended graduation rate gap was greater in **Massachusetts** than in **New Hampshire**.



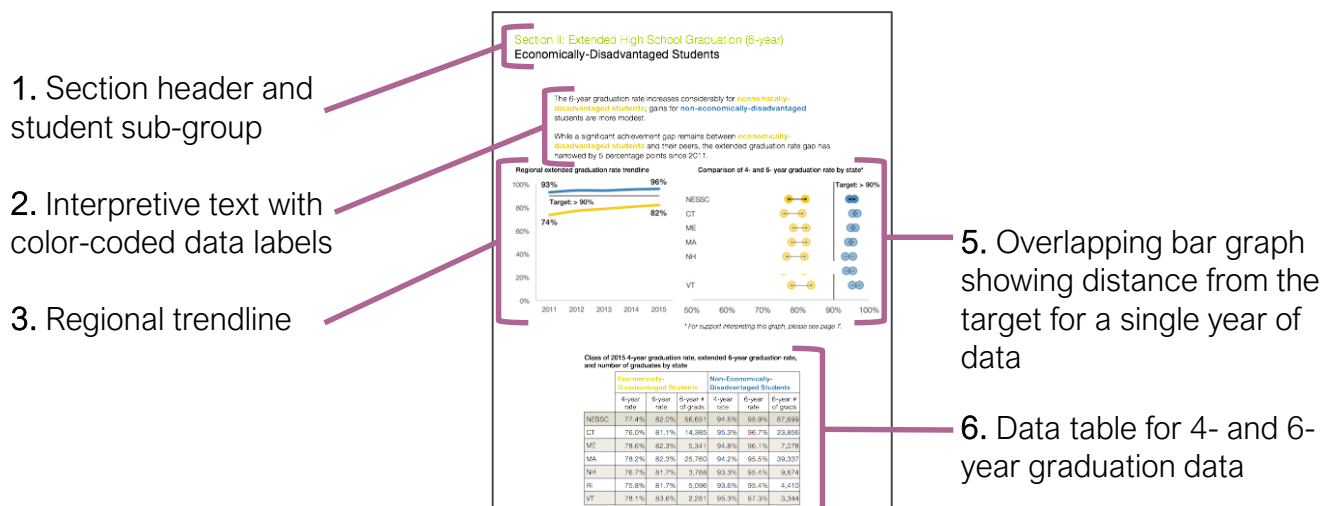


Putting these pieces together, the data displayed on each page of the report progresses from being more general to more specific. Using the page on 4-year high school graduation for economically-disadvantaged students (found on page 17) as an example, most pages flow like this:



The last two pages of each Section review the data for racial/ethnic student sub-groups. The data visualizations are split across two pages in order to clearly display data for all six sub-groups, but the flow is the same.

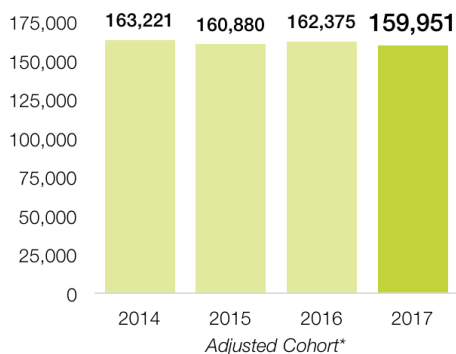
The pages in section II look a little bit different, but follow the same general pattern. For example, the page on 6-year high school graduation for economically-disadvantaged students (found on page 24) looks like this:



# Regional and State Context Information

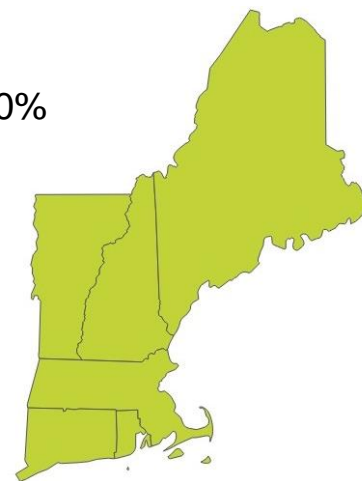
## Regional Context

The number of students in the adjusted cohort decreased by **2.0%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

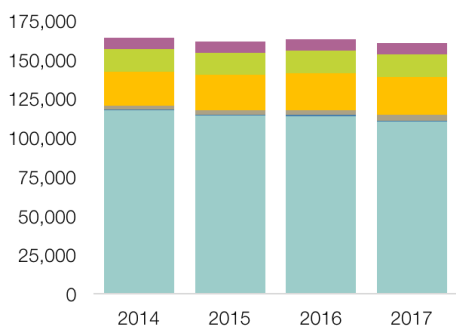
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



## Race/Ethnicity

**31.3%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

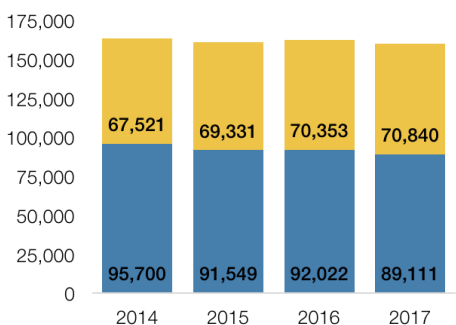


	2014	2015	2016	2017
Asian/Pacific Islander	7,119	7,162	7,335	7,205
Black	14,351	14,160	14,388	14,490
Hispanic	21,744	22,476	23,764	24,383
Multiracial	2,605	2,863	3,056	3,451
Native American	607	647	654	566
White	117,040	113,863	113,481	110,159

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

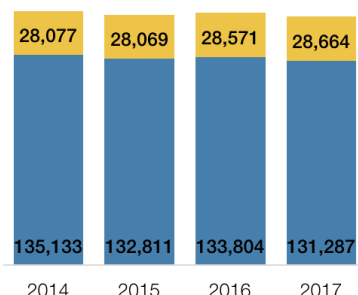
## Economically-Disadvantaged Students

**44.3%** of the class of 2017 qualified as economically disadvantaged.



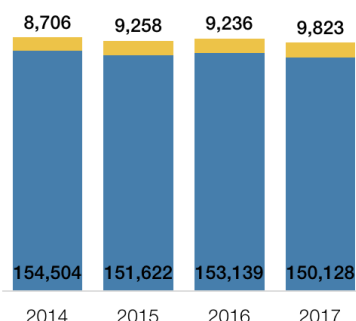
## Students with Disabilities

**17.9%** of the class of 2017 qualified as having a disability.



## English Learners

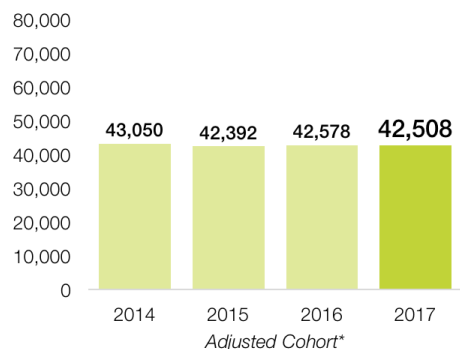
**6.1%** of the class of 2017 qualified as an English learner.



# Regional and State Context Information

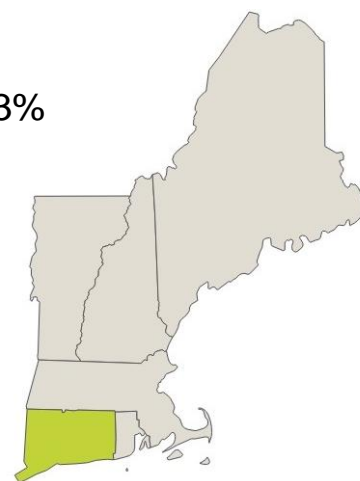
## Connecticut State Context

The number of students in the adjusted cohort decreased by **1.3%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

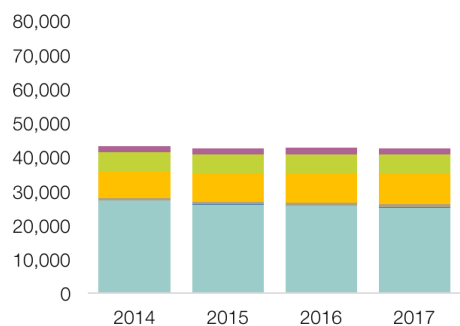
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



### Race/Ethnicity

**41.1%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

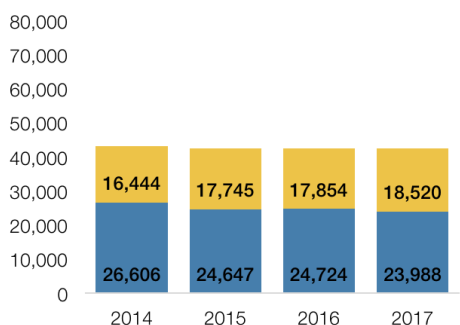


	2014	2015	2016	2017
Asian/Pacific Islander	1,764	1,746	1,853	1,800
Black	5,731	5,850	5,682	5,844
Hispanic	7,716	8,177	8,614	8,842
Multiracial	641	675	797	856
Native American	131	124	136	116
White	27,067	25,820	25,496	25,050

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

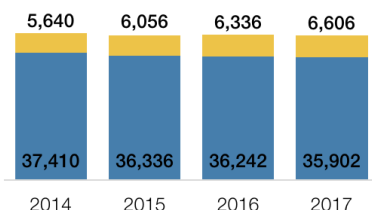
### Economically-Disadvantaged Students

**43.6%** of the class of 2017 qualified as economically disadvantaged.



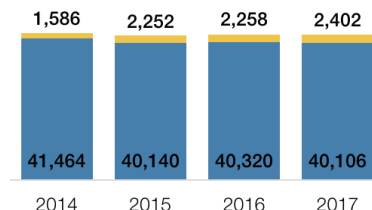
### Students with Disabilities

**15.5%** of the class of 2017 qualified as having a disability.



### English Learners

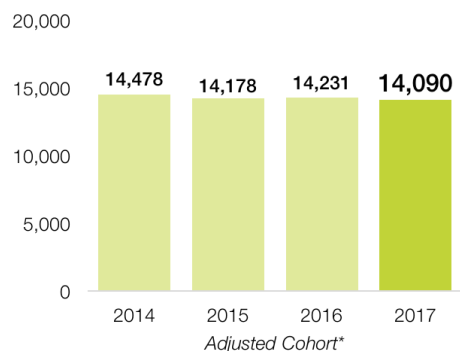
**5.7%** of the class of 2017 qualified as an English learner.



# Regional and State Context Information

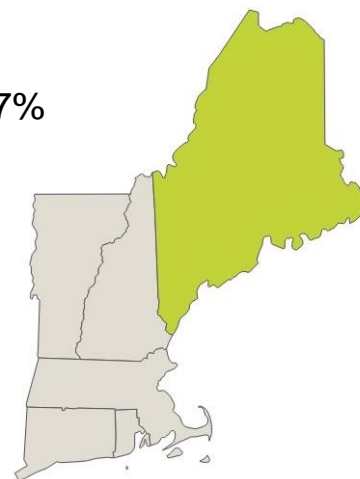
## Maine State Context

The number of students in the adjusted cohort decreased by **2.7%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

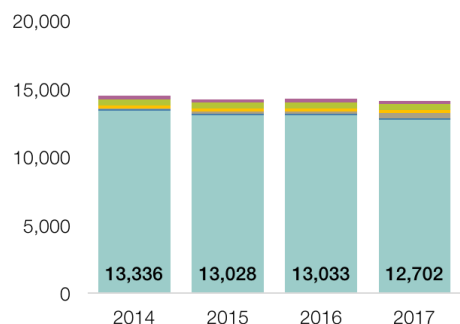
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



## Race/Ethnicity

**9.8%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

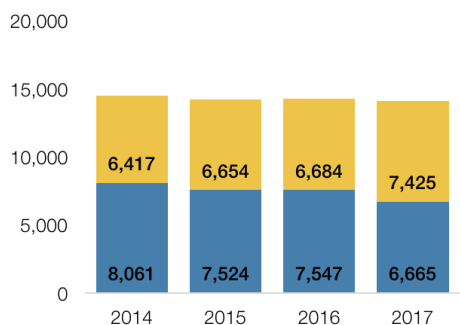


	2014	2015	2016	2017
Asian/Pacific Islander	258	207	245	224
Black	462	469	436	454
Hispanic	196	210	252	227
Multiracial	92	156	159	388
Native American	123	108	106	87
White	13,336	13,028	13,033	12,702

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

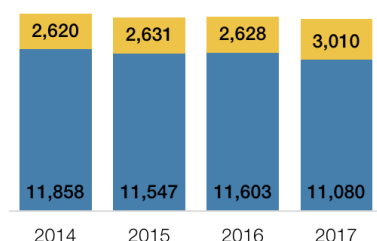
## Economically-Disadvantaged Students

**52.7%** of the class of 2017 qualified as economically disadvantaged.



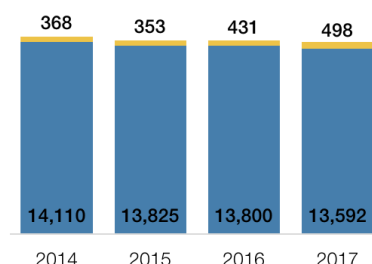
## Students with Disabilities

**21.4%** of the class of 2017 qualified as having a disability.



## English Learners

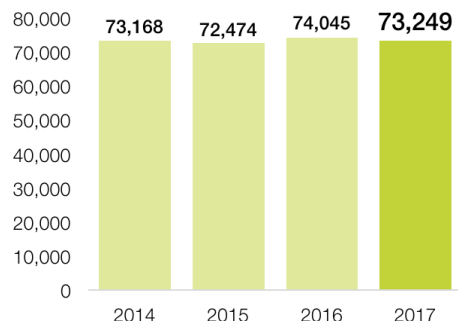
**3.5%** of the class of 2017 qualified as an English learner.



# Regional and State Context Information

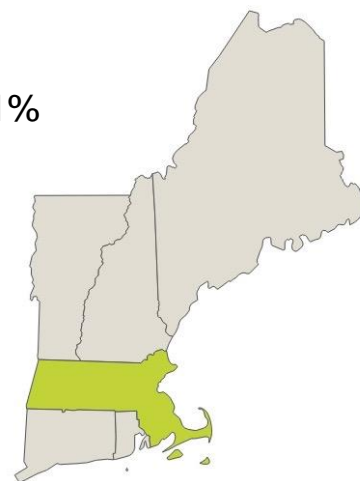
## Massachusetts State Context

The number of students in the adjusted cohort increased by **0.1%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

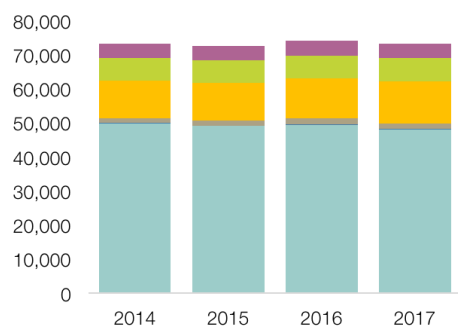
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



### Race/Ethnicity

**34.5%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

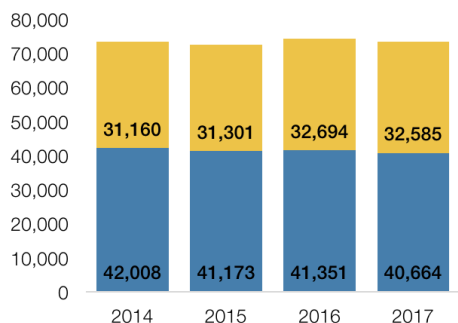


	2014	2015	2016	2017
Asian/Pacific Islander	4,173	4,215	4,300	4,290
Black	6,719	6,468	6,826	6,809
Hispanic	10,851	11,040	11,675	12,274
Multiracial	1,447	1,555	1,639	1,702
Native American	162	195	185	167
White	49,816	49,001	49,420	48,007

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

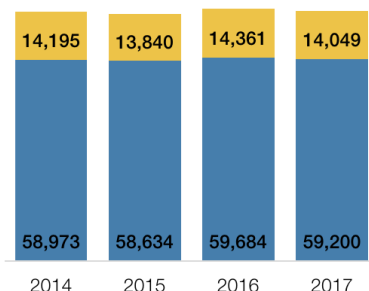
### Economically-Disadvantaged Students

**44.5%** of the class of 2017 qualified as economically disadvantaged.



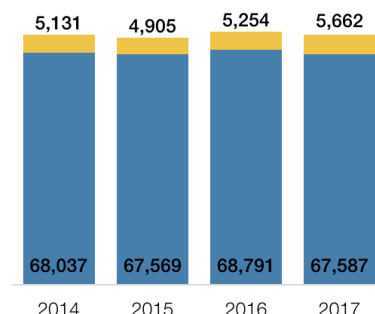
### Students with Disabilities

**19.2%** of the class of 2017 qualified as having a disability.



### English Learners

**7.7%** of the class of 2017 qualified as an English learner.

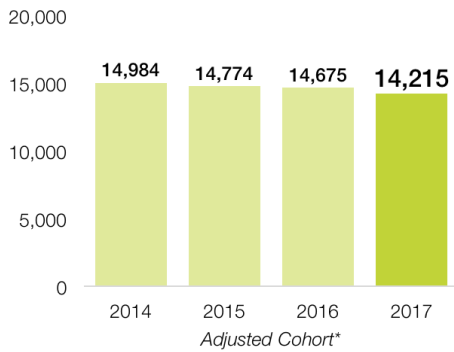




# Regional and State Context Information

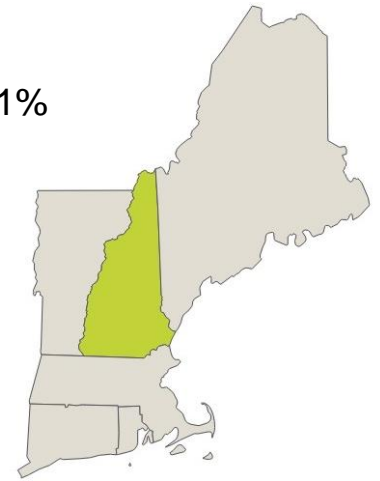
## New Hampshire State Context

The number of students in the adjusted cohort decreased by **5.1%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

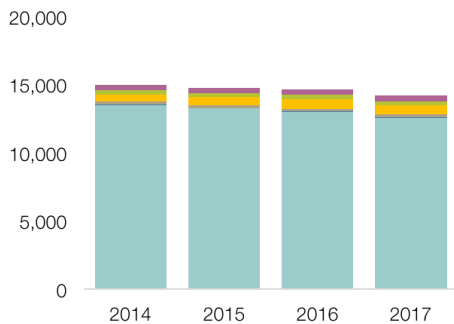
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



### Race/Ethnicity

**11.4%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

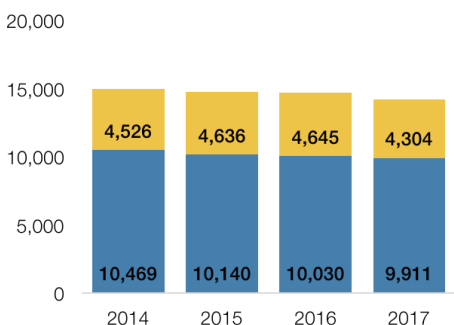


	2014	2015	2016	2017
Asian/Pacific Islander	402	401	407	414
Black	280	289	311	288
Hispanic	529	603	714	673
Multiracial	201	182	197	220
Native American	45	40	50	32
White	13,518	13,250	12,987	12,580

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

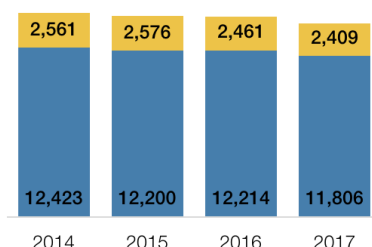
### Economically-Disadvantaged Students

**30.3%** of the class of 2017 qualified as economically disadvantaged.



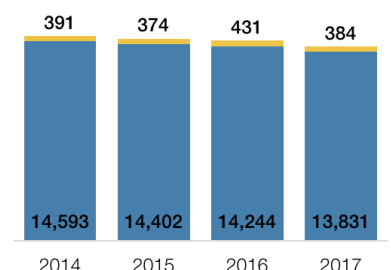
### Students with Disabilities

**16.9%** of the class of 2017 qualified as having a disability.



### English Learners

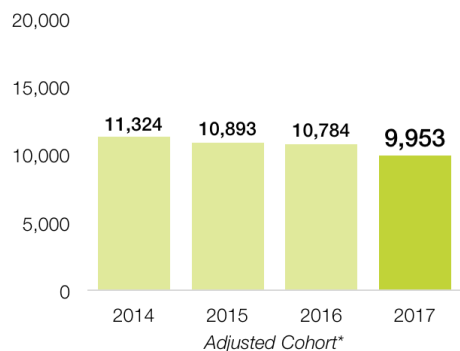
**2.7%** of the class of 2017 qualified as an English learner.



# Regional and State Context Information

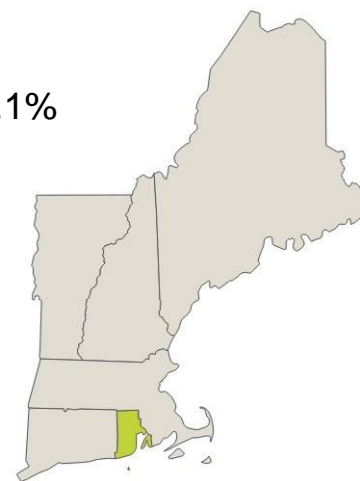
## Rhode Island State Context

The number of students in the adjusted cohort decreased by **12.1%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

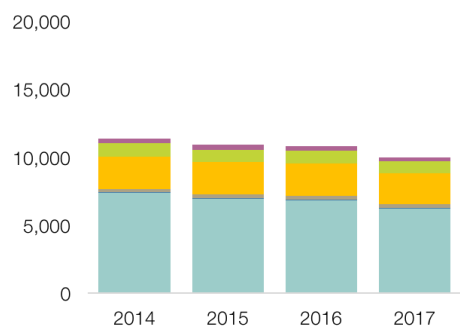
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



### Race/Ethnicity

**37.9%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

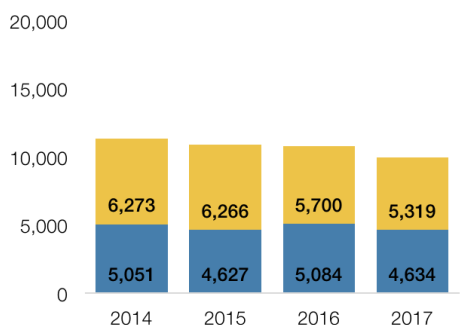


	2014	2015	2016	2017
Asian/Pacific Islander	330	405	330	296
Black	978	891	936	870
Hispanic	2,367	2,332	2,390	2,249
Multiracial	224	295	264	285
Native American	54	82	85	74
White	7,371	6,888	6,779	6,179

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

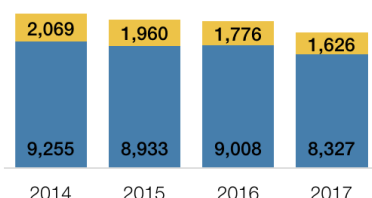
### Economically-Disadvantaged Students

**53.4%** of the class of 2017 qualified as economically disadvantaged.



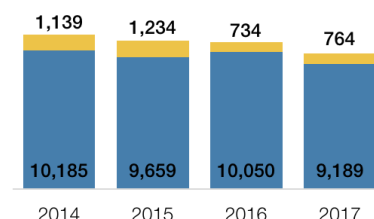
### Students with Disabilities

**16.3%** of the class of 2017 qualified as having a disability.



### English Learners

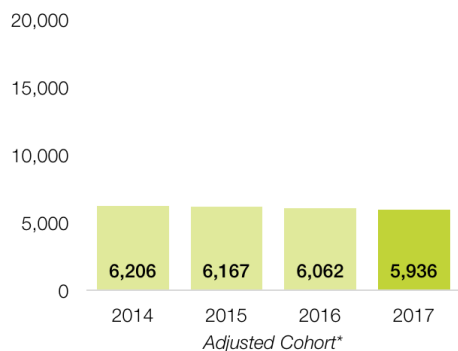
**7.7%** of the class of 2017 qualified as an English learner.



# Regional and State Context Information

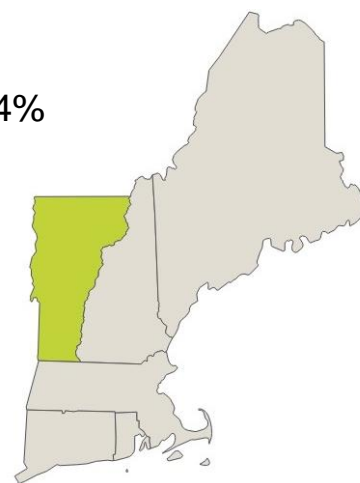
## Vermont State Context

The number of students in the adjusted cohort decreased by **4.4%** between the class of 2014 and the class of 2017.



\* The adjusted cohort represents the number of students who enter 9<sup>th</sup> grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

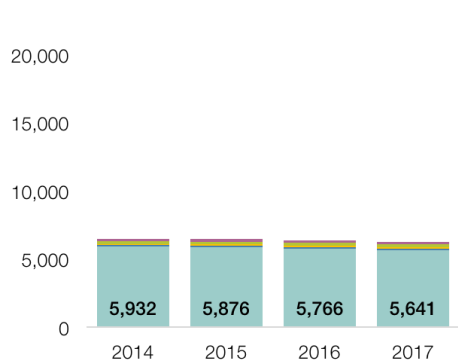
We use the term 'class' to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2013 is the class of 2017).



## Race/Ethnicity

**10.3%** of students in the class of 2017 identified as students of color.

Number of Students\*\*

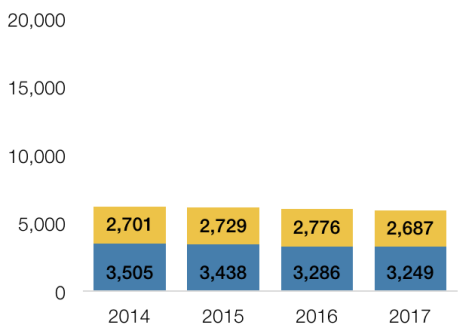


	2014	2015	2016	2017
Asian/Pacific Islander	192	188	200	181
Black	181	193	197	225
Hispanic	85	114	119	118
Multiracial	Not submitted to NESSC			
Native American	92	98	92	90
White	5,932	5,876	5,766	5,641

\*\* Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting these data, and some students may not identify with a major racial or ethnic group. To protect privacy, student counts of fewer than 12 in any category are not reported.

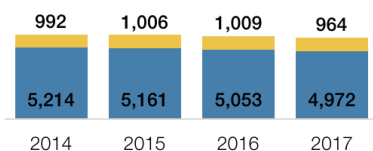
## Economically-Disadvantaged Students

**45.3%** of the class of 2017 qualified as economically disadvantaged.



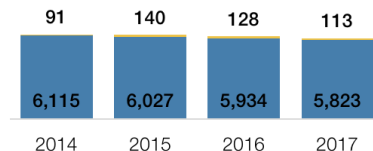
## Students with Disabilities

**16.2%** of the class of 2017 qualified as having a disability.



## English Learners

**1.9%** of the class of 2017 qualified as an English learner.



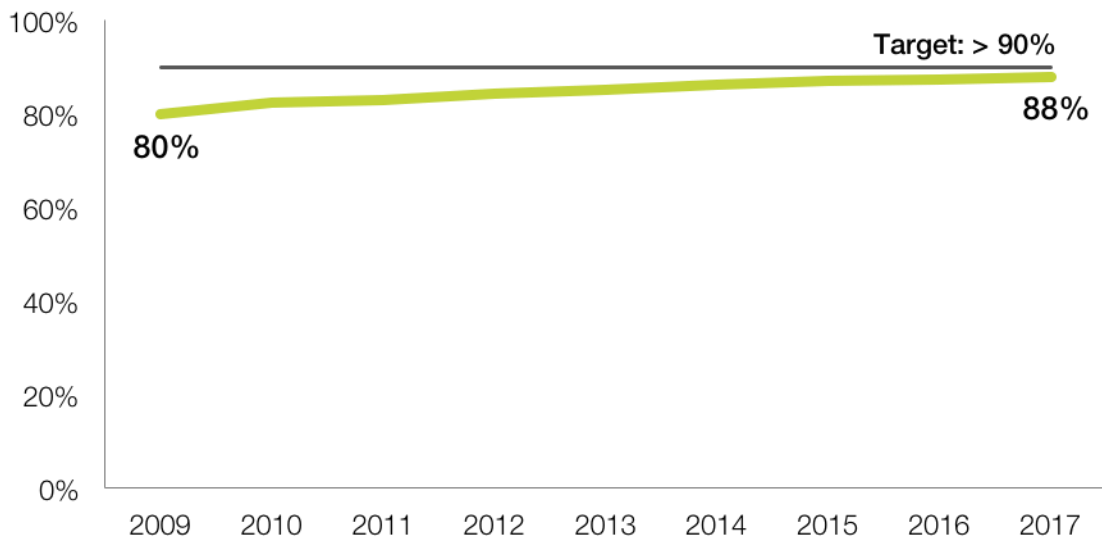
# Section I: High School Graduation (4-Year)

*In this section, we explore how high school graduation rates have changed over time across the region, and highlight persistent achievement gaps between different groups of students.*

The **NESSC regional graduation rate** increased for the ninth consecutive year in 2017.

The growth in graduation rates was more dramatic in earlier years and slowed once the regional average surpassed 85% in 2013.

The upward trajectory of this trendline is particularly noteworthy because many NESSC states have worked to implement more rigorous graduation requirements since 2009, and because the underlying data were collected and verified consistently across states and over time.



Graduation rate by state

	2009	2010	2011	2012	2013	2014	2015	2016	2017
NESSC	79.6%	82.5%	82.9%	84.3%	85.2%	86.3%	87.1%	87.4%	87.9%
CT	79.3%	81.9%	82.7%	84.8%	85.5%	87.0%	87.2%	87.4%	87.9%
ME	80.4%	82.8%	81.5%	84.3%	85.1%	85.5%	87.2%	87.1%	86.9%
MA	Not submitted to NESSC					86.1%	87.3%	87.5%	88.3%
NH	81.0%	85.9%	86.6%	86.7%	87.9%	88.7%	88.1%	88.2%	88.9%
RI	75.8%	76.8%	77.5%	77.3%	80.0%	80.8%	83.4%	85.3%	84.1%
VT	85.5%	87.1%	87.9%	87.8%	86.6%	87.8%	87.7%	87.7%	89.1%

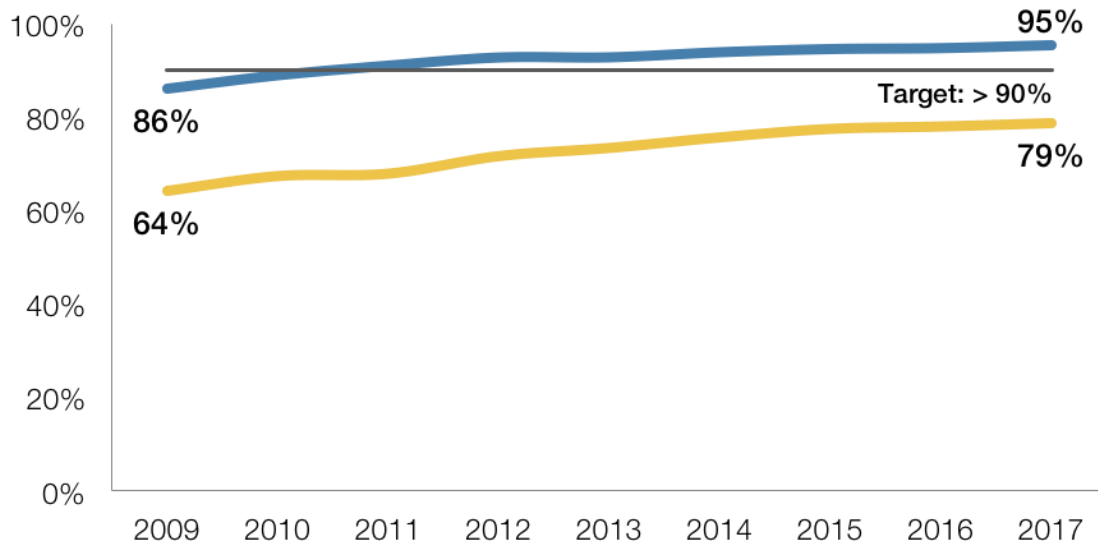
Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

## Section I: High School Graduation (4-Year)

### Economically-Disadvantaged Students

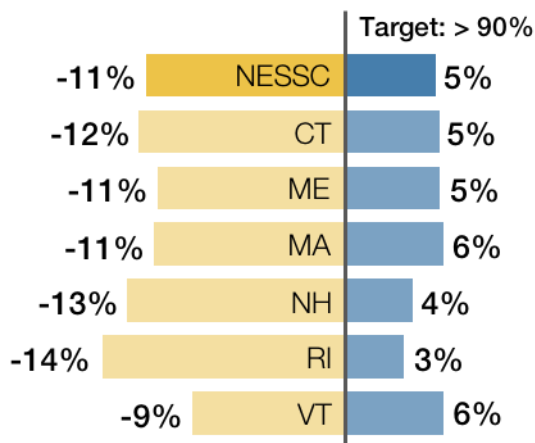
Since 2009, the graduation gap by economic disadvantage has narrowed by more than five percentage points.

The 4-year high school graduation rate for **economically-disadvantaged (ED) students** has increased by 15 points, compared to 9 points for **non-economically-disadvantaged (non-ED) students**.



For the class of 2017, the gap in graduation rates between **economically-disadvantaged** and **non-economically-disadvantaged** students is relatively consistent across states, ranging from 15 to 17 percentage points.

Distance from target by state (percentage points)



Graduation rate & number of graduates by state

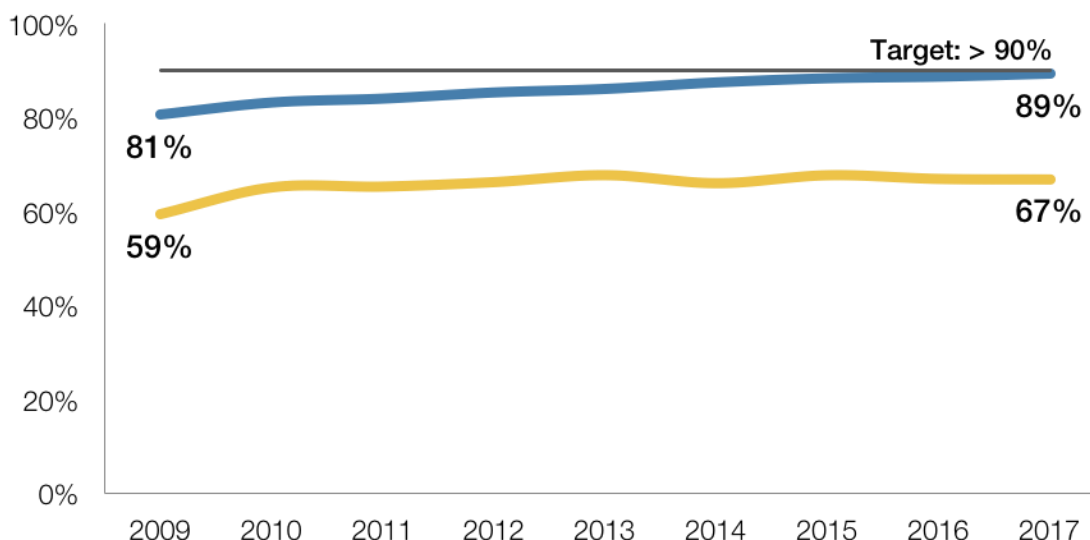
	ED Students		Non-ED Students	
	Rate (%)	Count	Rate (%)	Count
NESSC	78.6%	55,661	95.3%	84,899
CT	78.1%	14,467	95.5%	22,897
ME	79.3%	5,885	95.5%	6,362
MA	79.0%	25,748	95.7%	38,899
NH	77.5%	3,335	93.9%	9,304
RI	76.0%	4,044	93.4%	4,328
VT	81.2%	2,182	95.7%	3,109



## Section I: High School Graduation (4-Year) English Learners

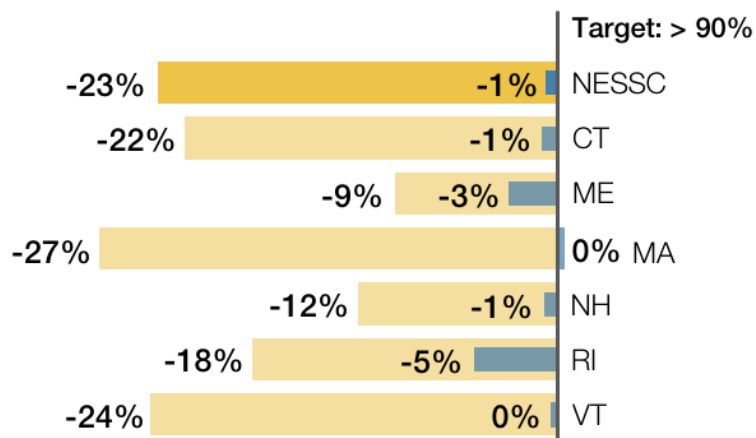
Graduation rates for **English learners** and **non-English learners** have increased comparably since 2009.

At 22 percentage points, the gap in graduation rates between **English learners** and **non-English learners** represents the largest disparity among student sub-groups examined in this report.



The NESSC average graduation rate for **English learners** masks wide variation across states for the class of 2017.

Distance from target by state (percentage points)



Graduation rate & number of graduates by state

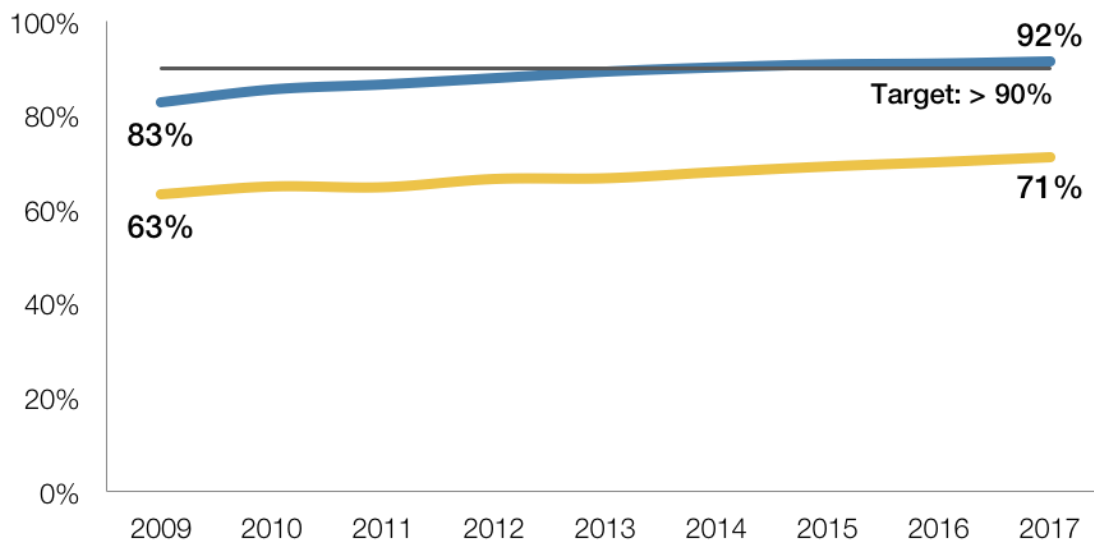
	English Learners		Non-English Learners	
NESSC	66.8%	6,561	89.3%	134,000
CT	68.4%	1,642	89.1%	35,722
ME	80.5%	401	87.2%	11,847
MA	63.4%	3,590	90.3%	61,057
NH	78.4%	301	89.2%	12,338
RI	72.3%	552	85.1%	7,820
VT	66.4%	75	89.6%	5,216

## Section I: High School Graduation (4-Year)

### Students with Disabilities

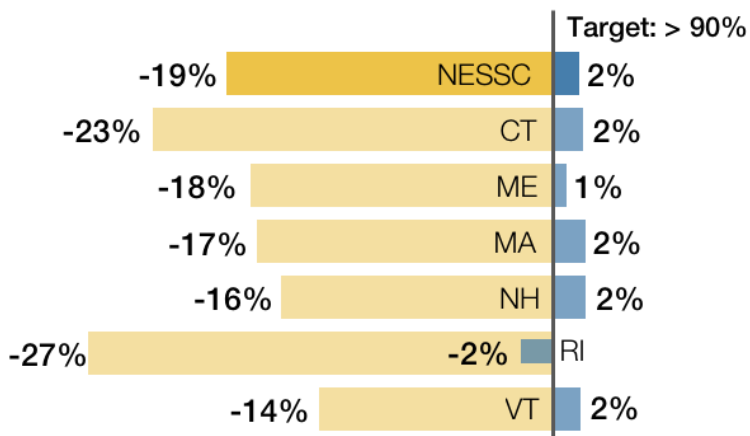
Graduation rates have increased comparably among **students with disabilities** and **students without disabilities** since 2009.

The graduation gap between **students with disabilities** and their non-disabled peers stood at 20 percentage points in 2009, and had increased slightly to 21 points by 2017.



**Students with disabilities** in the class of 2017 have 4-year graduation rates 19 points below the target on average, ranging from 14 points below the target in Vermont to 27 points below in Rhode Island.

Distance from target by state (percentage points)



Graduation rate & number of graduates by state

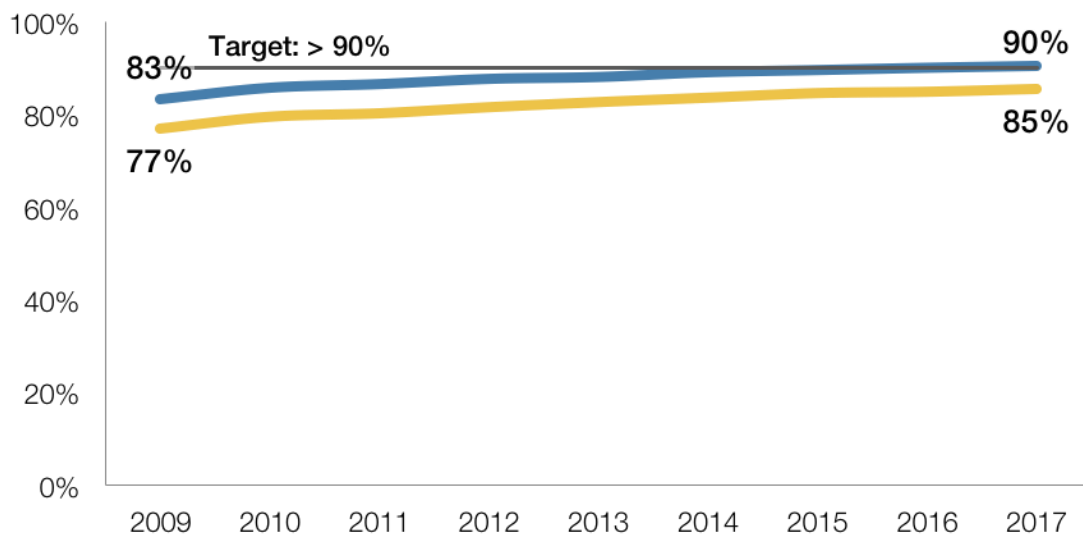
	Students w/ Disabilities		Students w/o Disabilities	
NESSC	71.1%	20,369	91.5%	120,191
CT	66.7%	4,408	91.8%	32,956
ME	72.5%	2,181	90.8%	10,066
MA	72.8%	10,232	91.9%	54,415
NH	74.2%	1,787	91.9%	10,852
RI	63.0%	1,024	88.2%	7,348
VT	76.5%	737	91.6%	4,554

## Section I: High School Graduation (4-Year)

### Gender

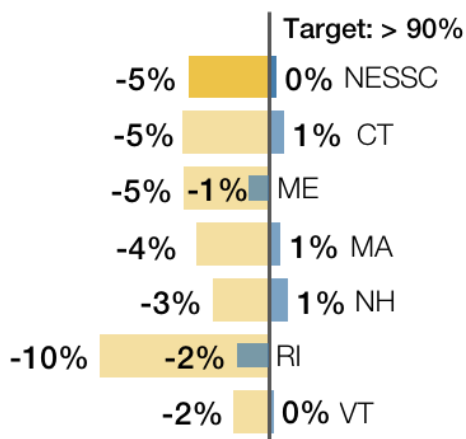
Across New England, **female students** graduate from high school in four years at a higher rate than **male students**.

In 2017, the graduation gap between **female** and **male** students stood at 5 percentage points, down from 6 percentage points in 2009.



For the class of 2017, **male students** trailed the NEESC target for high school graduation by about 5 percentage points on average. In four of the six NEESC states, **female students** graduated at the NEESC target of above 90%.

Distance from target by state (percentage points)



Graduation rate & number of graduates by state

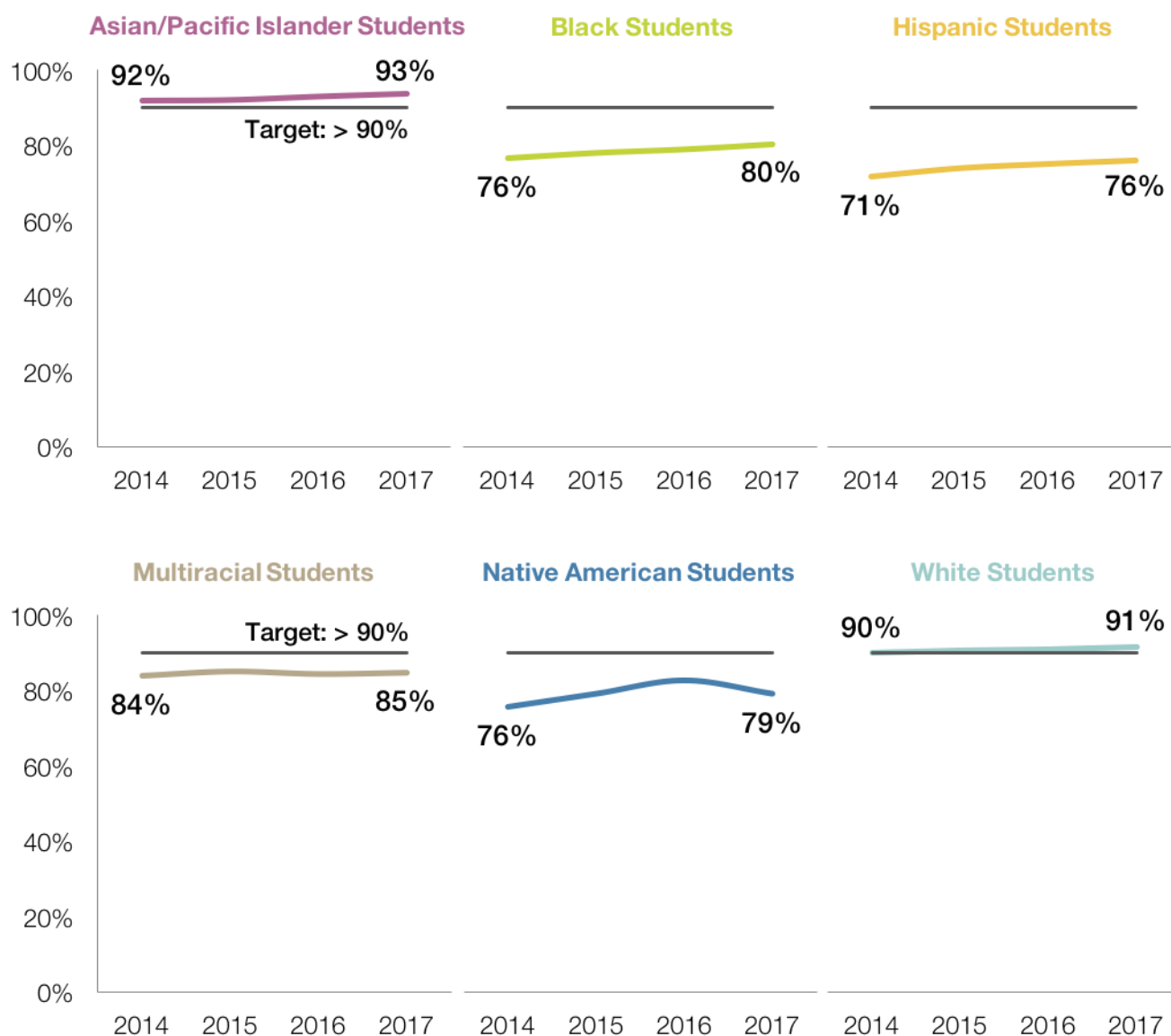
	Male Students		Female Students	
NEESC	85.4%	70,010	90.5%	70,537
CT	85.1%	18,658	90.9%	18,706
ME	85.1%	6,223	88.8%	6,024
MA	85.9%	31,939	90.7%	32,695
NH	86.8%	6,400	91.2%	6,239
RI	80.3%	4,091	88.2%	4,281
VT	88.0%	2,699	90.3%	2,592

## Section I: High School Graduation (4-Year)

### Race/Ethnicity

Averaged across the region, **Asian/Pacific Islander** and **White** students have reached the 90% graduation target. **Multiracial** and **Black** students are within 10 points of the target, while **Native American** and **Hispanic** students have graduation rates trailing the NESSC target by more than 10 percentage points.

This is the first year that the NESSC Common Data Project has reported data by race and ethnicity



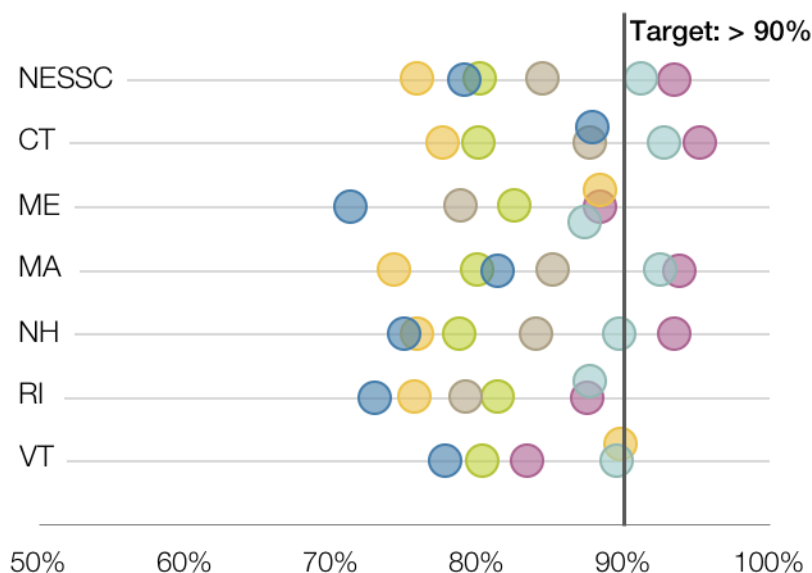
## Section I: High School Graduation (4-Year)

### Race/Ethnicity

Across the region, the gap between the racial/ethnic groups with the highest and lowest graduation rates in the class of 2017 is 17.5 percentage points.

State-level graduation gaps by race/ethnicity range from 12 percentage points in Vermont to 19 percentage points in New Hampshire.

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



Graduation rate & number of graduates by state

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	93.5%	6,736	80.2%	11,623	76.0%	18,523	84.6%	2,918	79.2%	448	91.3%	100,570
CT	95.2%	1,714	80.1%	4,682	77.7%	6,869	87.7%	751	87.9%	102	92.8%	23,246
ME	88.4%	198	82.6%	375	88.5%	201	78.9%	306	71.3%	62	87.4%	11,097
MA	93.9%	4,027	80.0%	5,449	74.4%	9,132	85.2%	1,450	81.4%	136	92.6%	44,453
NH	93.5%	387	78.8%	227	75.9%	511	84.1%	185	75.0%	24	89.8%	11,298
RI	87.5%	259	81.5%	709	75.8%	1,704	79.3%	226	73.0%	54	87.7%	5,420
VT	83.4%	151	80.4%	181	89.8%	106	N/A		77.8%	70	89.6%	5,056



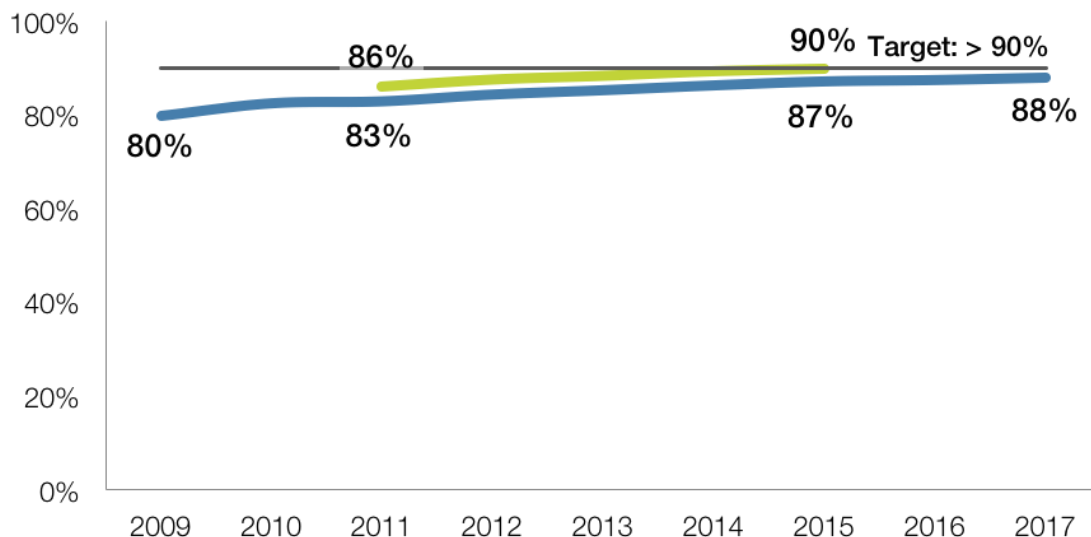
## Section II: Extended High School Graduation

In this section, we examine how graduation rates change when students have up to two extra years to meet graduation requirements, as per federal regulations requiring that high schools continue to serve students until the year in which they turn 21. We pay particular attention to the effect of extended high school graduation on achievement gaps between student sub-groups.

**Extended graduation rates across the region** are consistently 3 percentage points higher than **4-year graduation rates**.

Extended graduation rates have grown comparably with 4-year rates over the past five years, increasing by 4 percentage points.

With the class of 2011, we began collecting data on graduates for up to two years after their traditional 4-year graduation date. Our most recent data are for the class that had completed four years of high school in 2015.



Extended graduation rate by state

	2009	2010	2011	2012	2013	2014	2015	2016	2017
NESSC	The NESSC did not begin collecting data on the extended graduation rate until 2011.		86.1%	87.6%	88.4%	89.4%	89.9%	Extended graduation rate data is not yet available for students who entered high school as members of the class of 2016 or 2017.	
CT			86.0%	88.1%	88.6%	90.0%	90.2%		
ME			84.2%	86.7%	87.6%	87.7%	87.6%		
MA			Not submitted to NESSC				89.8%		
NH			89.8%	90.0%	94.1%	91.5%	91.1%		
RI			81.3%	81.9%	84.4%	85.0%	87.5%		
VT			91.1%	90.5%	90.5%	91.4%	91.2%		

Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

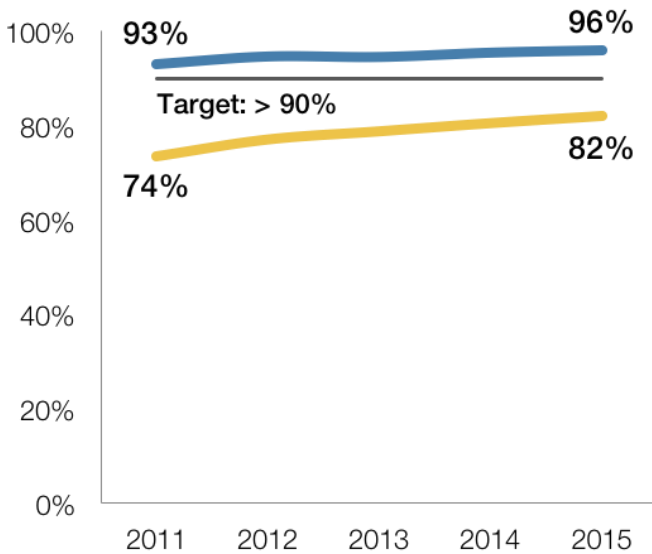
## Section II: Extended High School Graduation (6-Year)

### Economically-Disadvantaged Students

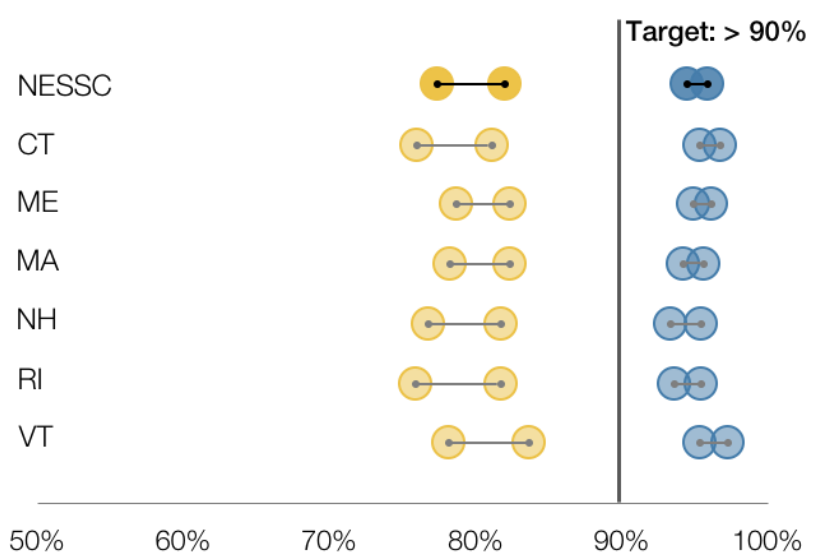
The 6-year graduation rate increases considerably for **economically-disadvantaged students**, while gains for **non-economically-disadvantaged** students are more modest.

While a significant achievement gap remains between **economically-disadvantaged students** and their peers, the extended graduation rate gap has narrowed by 5 percentage points since 2011.

Regional extended 6-year graduation rate trendline



Comparison of 4- and 6-year graduation rate by state\*



\* For support interpreting this graph, please see page 7.

Class of 2015 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

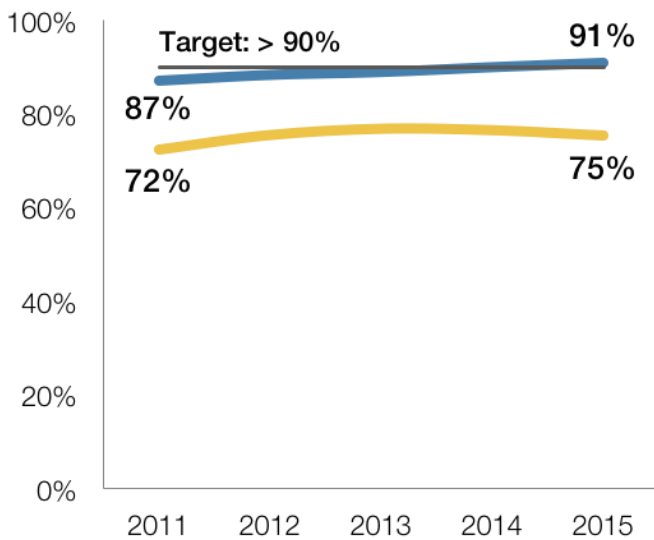
	Economically-Disadvantaged Students			Non-Economically-Disadvantaged Students		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	77.4%	82.0%	56,651	94.5%	95.9%	87,699
CT	76.0%	81.1%	14,385	95.3%	96.7%	23,856
ME	78.6%	82.3%	5,341	94.8%	96.1%	7,078
MA	78.2%	82.3%	25,760	94.2%	95.5%	39,337
NH	76.7%	81.7%	3,788	93.3%	95.4%	9,674
RI	75.8%	81.7%	5,096	93.6%	95.4%	4,410
VT	78.1%	83.6%	2,281	95.3%	97.3%	3,344

## Section II: Extended High School Graduation (6-Year) English Learners

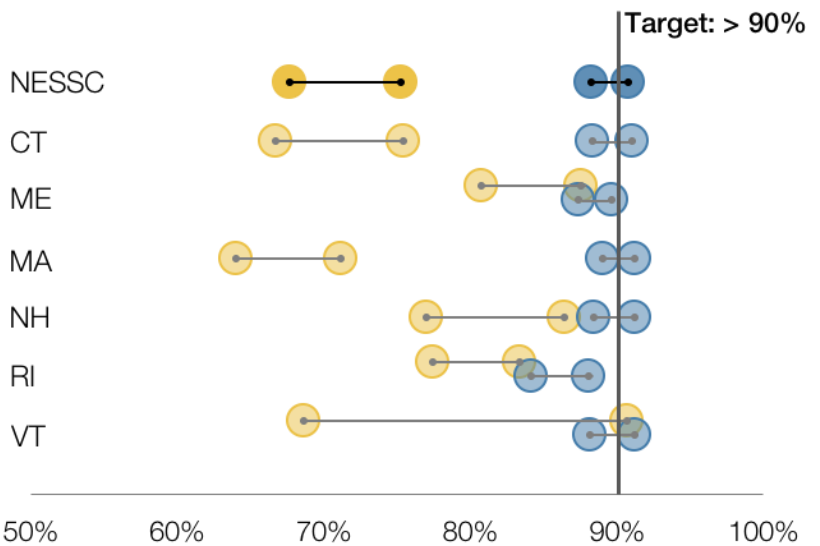
**English learners** are one of the student sub-groups that gains the most when we examine extended graduation rates. Even so, the gap in extended graduation rates by English-learner status stands at 16 percentage points.

Extended graduation rates for **English learners** rose by about 4 percentage points between 2011 and 2014, then dropped by a percentage point in 2015. Extended graduation for **non-English learners** increased steadily over this period.

Regional extended 6-year graduation rate trendline



Comparison of 4- and 6-year graduation rate by state\*



\* For support interpreting this graph, please see page 7.

Class of 2015 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

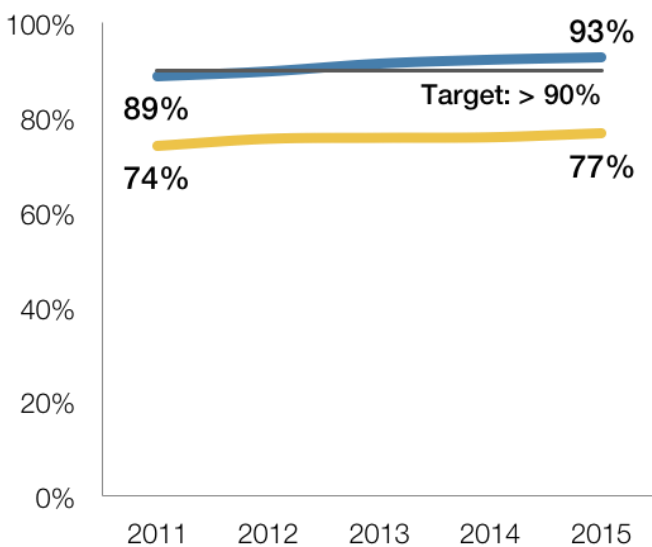
	English Learners			Non-English Learners		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	67.7%	75.3%	6,984	88.3%	90.8%	137,365
CT	66.7%	75.4%	1,711	88.3%	91.0%	36,530
ME	80.7%	87.5%	308	87.4%	89.7%	12,110
MA	64.0%	71.1%	3,489	89.0%	91.2%	61,608
NH	77.0%	86.4%	323	88.4%	91.2%	13,139
RI	77.4%	83.3%	1,026	84.1%	88.0%	8,480
VT	68.6%	90.7%	127	88.1%	91.2%	5,498

## Section II: Extended High School Graduation (6-Year) Students with Disabilities

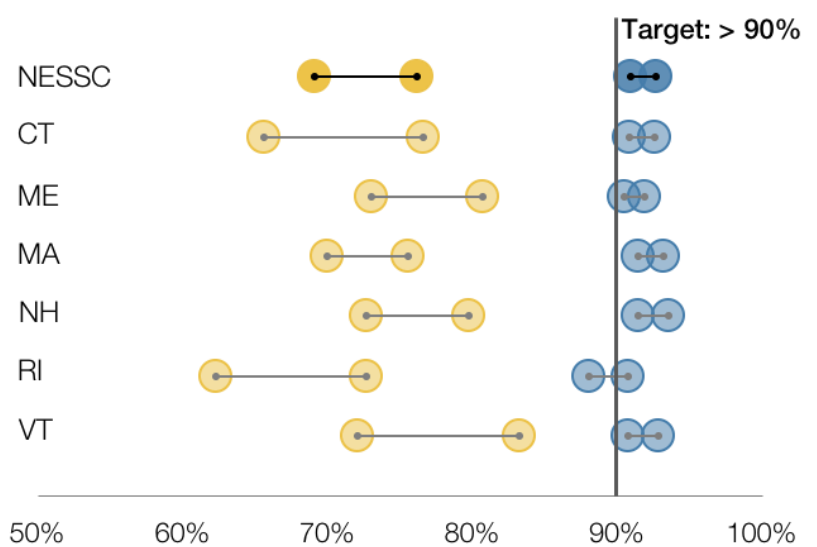
High school graduation rates among **students with disabilities** increase significantly with up to two extra years, but the gap in graduation rates by disability status has remained at 15 percentage points or more since 2011.

The regional high school graduation rate for **students with disabilities** in the class of 2015 increased 8 percentage points from 69% (4-year rate) to 77% (6-year rate). Small increases in the graduation rate were also reported for **students without disabilities**.

Regional extended 6-year graduation rate trendline



Comparison of 4- and 6-year graduation rate by state\*



\* For support interpreting this graph, please see page 7.

Class of 2015 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	Students w/ Disabilities			Students w/o Disabilities		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	69.1%	76.6%	21,593	90.9%	92.7%	122,756
CT	65.6%	76.2%	4,577	90.8%	92.5%	33,664
ME	73.0%	80.6%	2,258	90.5%	91.9%	10,160
MA	69.9%	75.5%	10,455	91.4%	93.2%	54,642
NH	72.7%	79.7%	2,054	91.4%	93.5%	11,408
RI	62.3%	72.6%	1,412	88.0%	90.7%	8,094
VT	72.1%	83.2%	837	90.7%	92.8%	4,788

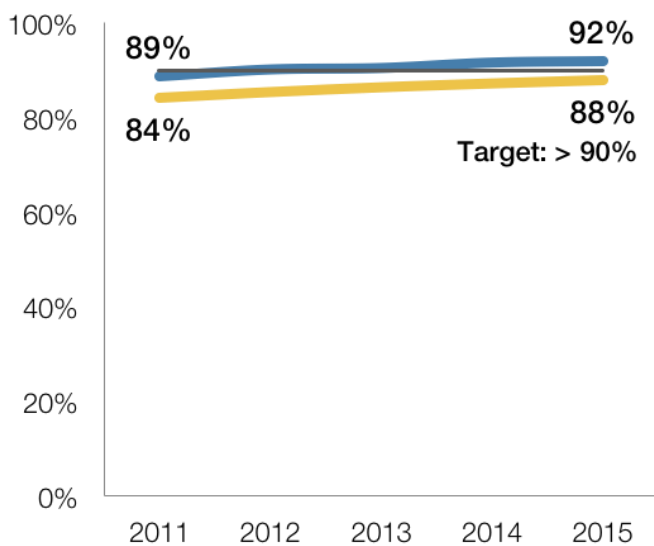
## Section II: Extended High School Graduation (6-Year)

### Gender

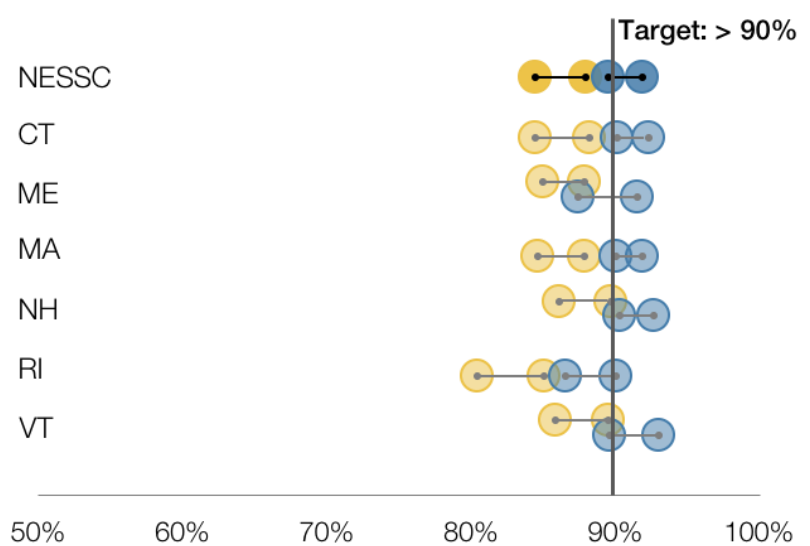
Across the region, the extended graduation rate for **male students** demonstrates slightly higher gains than that for **female students**.

For the class of 2015, **female students** improved their graduation rate by 2 percentage points by 2017, compared to 3 percentage points for **male students**. **Female students** in all six NESSC states now have extended graduation rates at or above the NESSC 90% target, while **male students** do not meet the target in any state.

Regional extended 6-year graduation rate trendline



Comparison of 4- and 6-year graduation rate by state\*



\* For support interpreting this graph, please see page 7.

Class of 2015 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	Male Students			Female Students		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	84.5%	88.0%	72,117	89.6%	91.9%	72,232
CT	84.4%	88.2%	19,136	90.1%	92.3%	19,105
ME	84.9%	87.8%	6,330	87.4%	91.5%	6,088
MA	84.7%	87.8%	32,323	90.0%	91.9%	32,774
NH	86.1%	89.7%	6,800	90.3%	92.6%	6,662
RI	80.4%	85.1%	4,712	86.5%	90.0%	4,794
VT	85.9%	89.5%	2,816	89.6%	93.0%	2,809

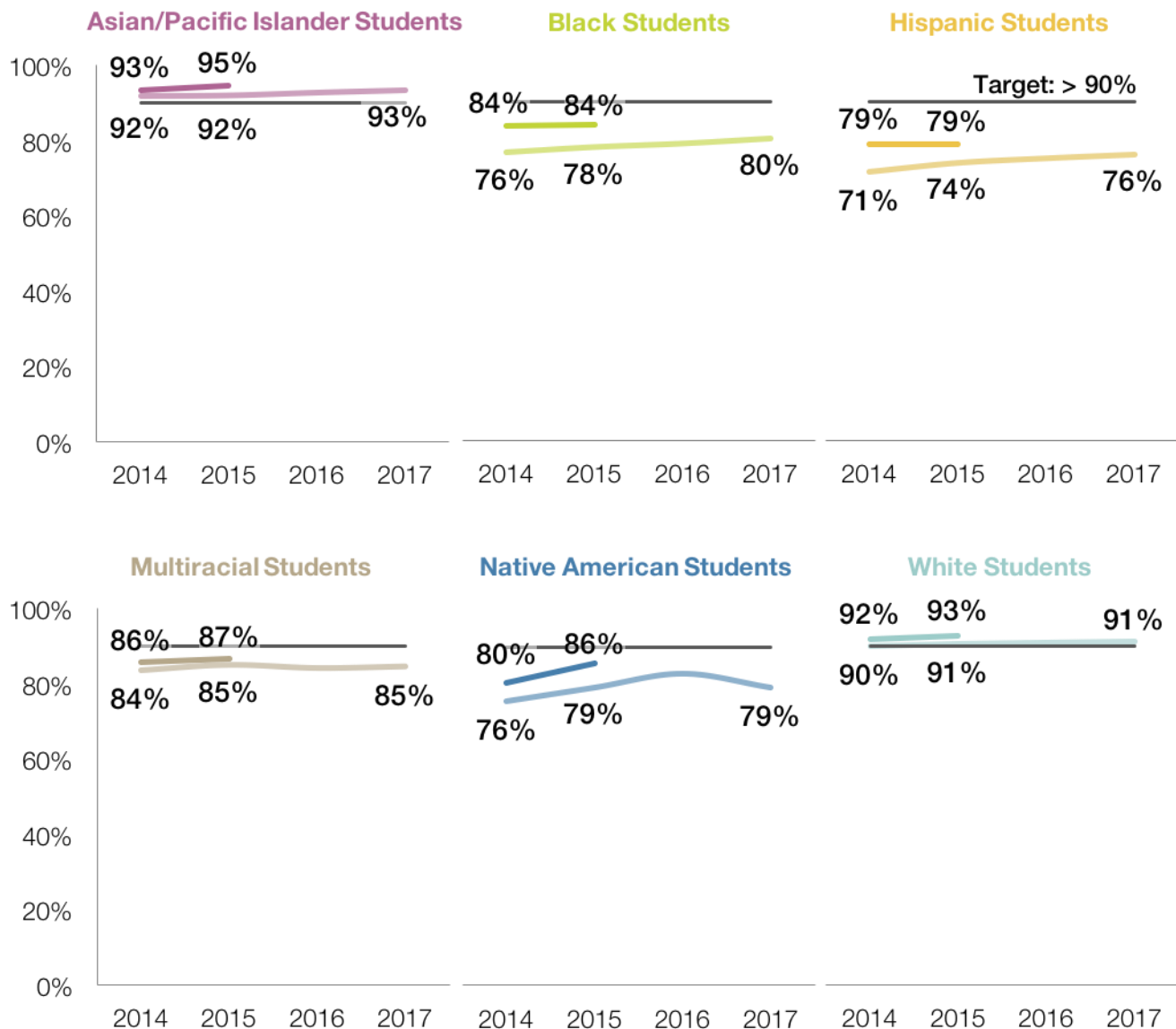


## Section II: Extended High School Graduation (6-Year)

### Race/Ethnicity

As with 4-year high school graduation rates, significant variation exists in extended graduation rates by race/ethnicity. Racial/ethnic groups with lower four-year graduation rates—**Hispanic**, **Native American**, and **Black** students—tend to gain more from the additional time than **Asian/Pacific Islander**, **Multiracial**, and **White** students.

The NESSC has limited historical data on extended graduation rates by race/ethnicity since this is the first year that we have reported these data.

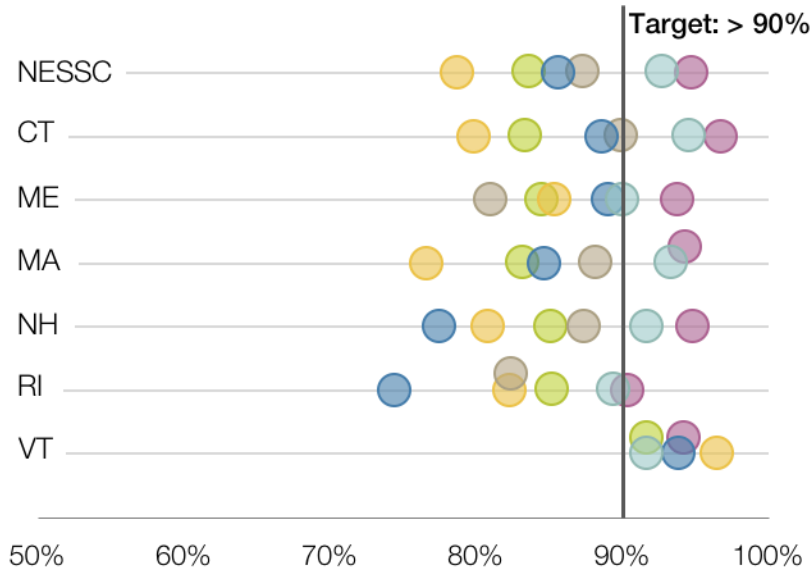


## Section II: Extended High School Graduation (6-Year)

### Race/Ethnicity

**Asian/Pacific Islander** students have met the NESSC target in all NESSC states.

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



Class of 2015 4-year graduation rate, extended 6-year graduation rate, and number of graduates by state

	Asian/Pacific Islander			Black			Hispanic		
	4-yr %	6-yr %	6-yr #	4-yr %	6-yr %	6-yr #	4-yr %	6-yr %	6-yr #
NESSC	92.0%	94.7%	6,754	77.9%	83.6%	11,803	73.8%	78.7%	17,677
CT	93.8%	96.7%	1,693	78.1%	83.4%	4,879	74.8%	79.8%	6,528
ME	91.8%	93.8%	166	79.7%	84.5%	360	80.5%	85.4%	175
MA	92.3%	94.2%	3,972	77.5%	83.2%	5,382	72.2%	76.6%	8,458
NH	91.0%	94.8%	380	79.9%	85.1%	246	75.0%	80.8%	487
RI	87.7%	90.4%	366	77.3%	85.8%	759	76.5%	82.6%	1,919
VT	80.3%	94.1%	177	79.8%	91.7%	177	81.6%	96.5%	110
	Multiracial			Native American			White		
	4-yr %	6-yr %	6-yr #	4-yr %	6-yr %	6-yr #	4-yr %	6-yr %	6-yr #
NESSC	83.2%	87.3%	2,635	79.1%	85.6%	523	90.6%	92.8%	105,256
CT	86.7%	90.0%	609	87.1%	88.6%	109	92.7%	94.6%	24,423
ME	84.6%	81.0%	252	81.5%	89.0%	65	87.6%	90.0%	11,389
MA	85.9%	88.2%	1,372	79.5%	84.6%	165	91.6%	93.4%	45,748
NH	83.0%	87.4%	159	75.0%	77.5%	31	88.9%	91.7%	12,148
RI	77.6%	83.2%	243	64.6%	74.4%	61	86.7%	89.5%	6,158
VT	N/A			79.6%	93.9%	92	88.1%	91.7%	5,390

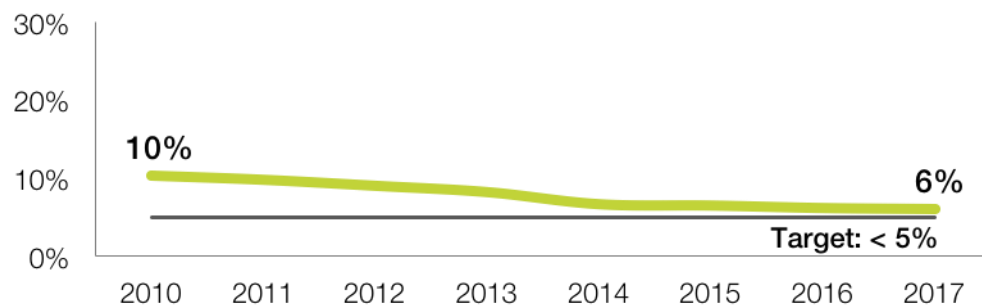
## Section III: High School Dropouts

In this section, we explore how high school dropout rates have changed over time across New England. We also compare dropout rates for different student sub-groups.

High school **dropout rates across New England** fell by 4 percentage points between 2010 and 2017.

State dropout rates vary significantly, but all states in the region have experienced declining dropout rates since 2012. Massachusetts and New Hampshire have achieved the NESSC target of dropout rates below 5%.

Dropouts are students who have not completed high school and are no longer enrolled in high school. The graduation rate and the dropout rate do not add up to 100% to the extent that students remain enrolled beyond four years. For additional information about how NESSC states calculate dropout rates, see Appendix 2.



Dropout rate by state

	2010	2011	2012	2013	2014	2015	2016	2017
NESSC	10.3%	9.8%	9.0%	8.1%	6.6%	6.4%	6.1%	5.9%
CT	12.0%	10.7%	9.8%	8.8%	7.3%	8.1%	7.1%	6.5%
ME		10.7%	10.0%	8.8%	9.2%	8.8%	8.9%	8.8%
MA	Not submitted to NESSC				5.6%	5.1%	4.9%	4.9%
NH	6.3%	5.6%	5.6%	5.4%	4.7%	4.5%	5.1%	4.9%
RI	10.5%	10.5%	9.2%	7.8%	8.2%	6.7%	5.9%	7.4%
VT	10.1%	9.5%	8.8%	9.6%	8.3%	8.6%	9.2%	8.1%

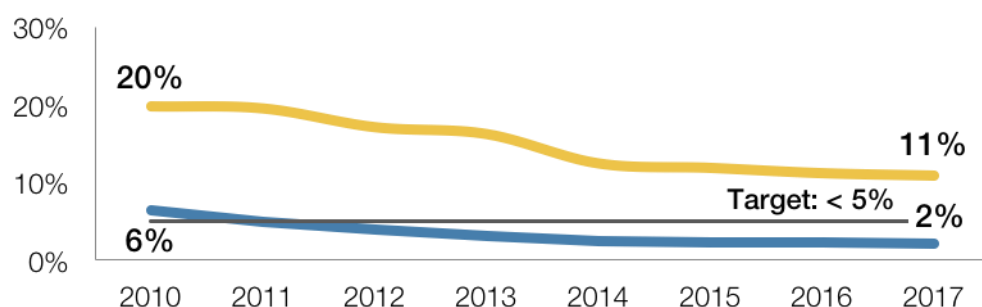
Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

## Section III: High School Dropouts

### Economically-Disadvantaged Students

The high school dropout rate among **economically-disadvantaged (ED) students** has fallen by nearly half, from 20% in 2010 to 11% in 2017. For **students who are not economically disadvantaged (non-ED)**, dropout rates have declined from 6% to 2%.

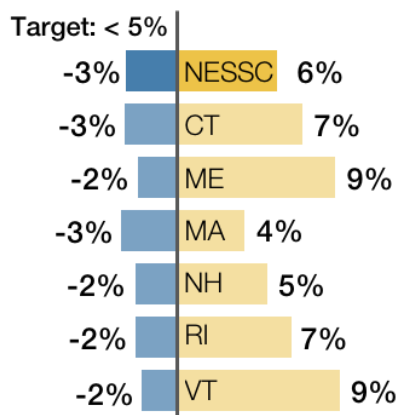
The gap in dropout rates for **economically-disadvantaged students** has declined by 35%—from 14 to 9 percentage points—since 2010.



For the class of 2017, **students who are not economically disadvantaged** have met the NESSC target of dropout rates below 5% in all six states, while dropout rates among **economically-disadvantaged students** remain above the target by 4 to 9 percentage points across the region.

*Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.*

Distance from target by state (percentage points)



Dropout rate & number of dropouts by state

	ED Students		Non-ED Students	
NESSC	10.8%	7,686	2.0%	1,807
CT	12.3%	2,278	1.9%	467
ME	14.2%	1,055	2.7%	181
MA	8.9%	2,902	1.7%	692
NH	10.3%	442	2.6%	254
RI	11.7%	620	2.6%	119
VT	14.5%	389	2.9%	94

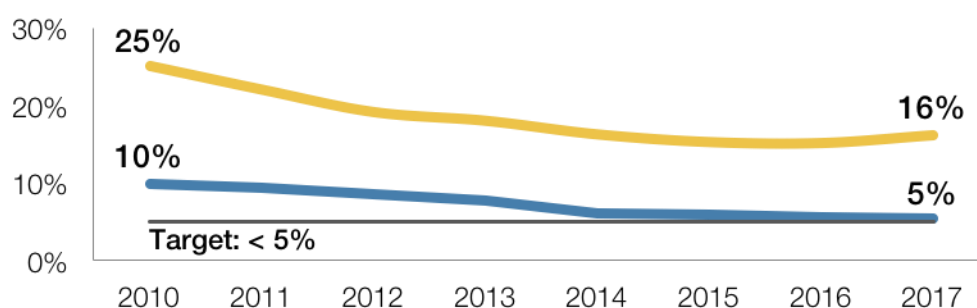
## Section III: High School Dropouts

### English Learners

Dropout rates among **English learners** in New England fell from 25% in 2010 to 15% in 2016, then rose slightly to 16% in 2017. For **students who are not English learners**, dropout rates have declined steadily from 10% in 2010 to 5% in 2017.

The gap in dropout rates by **English learner** status has dropped from 15 percentage points in 2010 to 11 percentage points in 2017.

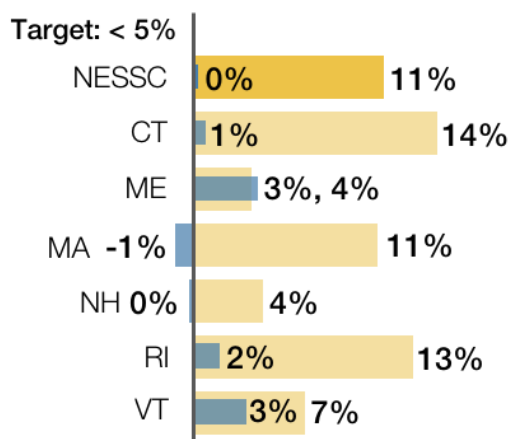
Student numbers for **English learners** are very low in some states. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



The difference in dropout rates by **English learner** status for students in the class of 2017 varies significantly – by nearly ten percentage points – across NESSC states.

*Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.*

Distance from target by state (percentage points)



Dropout rate & number of dropouts by state

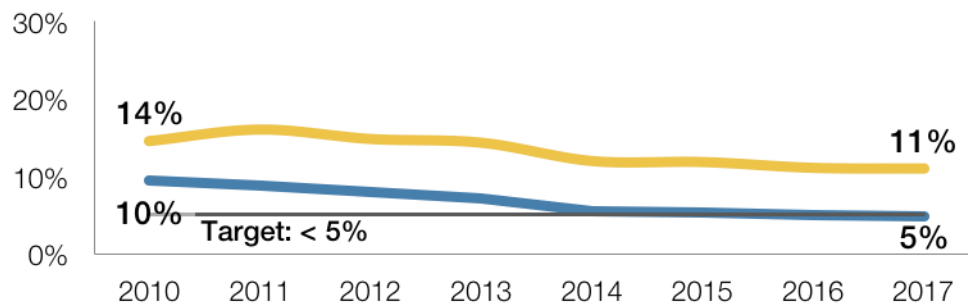
	English Learners		Non-English Learners	
NESSC	16.1%	1,580	5.3%	7,913
CT	19.2%	461	5.7%	2,284
ME	8.4%	42	8.8%	1,194
MA	15.8%	893	4.0%	2,701
NH	9.1%	35	4.8%	661
RI	17.8%	136	6.6%	603
VT	11.5%	13	8.1%	470

## Section III: High School Dropouts

### Students with Disabilities

Dropout rates for **students with disabilities** have been on the decline across the region, from 16% in 2011 to 11% in 2017. For **students without disabilities**, dropout rates have fallen steadily since 2010, from 10% to 5%.

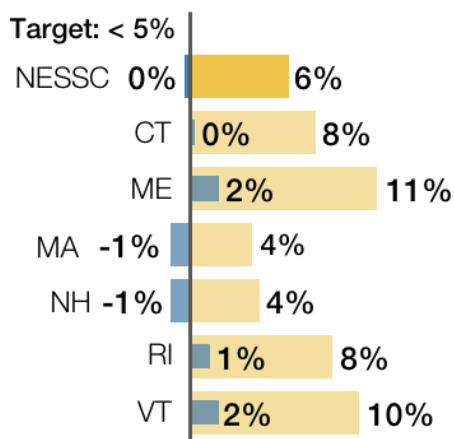
The difference in dropout rates between **students with disabilities** and **students without disabilities** has remained stable regionally at around 6 percentage points over the past eight years.



For students in the class of 2017, there is more variation among NESSC states in **students with disabilities'** dropout rates than for **students without disabilities**. Dropout rates for non-disabled students in Massachusetts and New Hampshire have met the NESSC target of less than 5%.

*Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.*

Distance from target by state (percentage points)



Dropout rate & number of dropouts by state

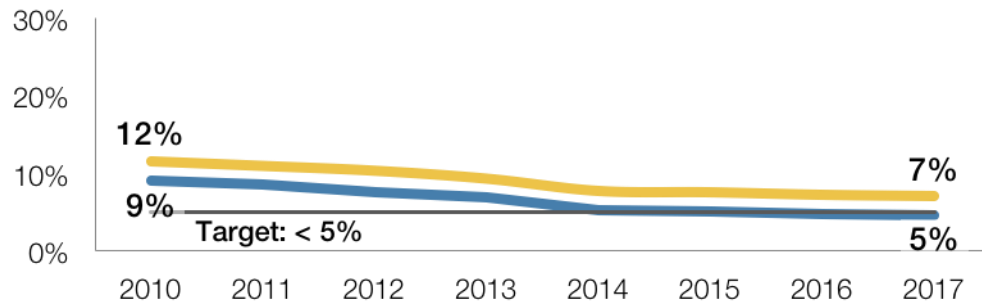
	Students w/ Disabilities		Students w/o Disabilities	
NESSC	10.9%	3,128	4.8%	6,365
CT	12.5%	826	5.3%	1,919
ME	16.1%	485	6.8%	751
MA	8.8%	1,231	4.0%	2,363
NH	9.2%	222	4.0%	474
RI	13.5%	219	6.2%	520
VT	15.0%	145	6.8%	338

## Section III: High School Dropouts

### Gender

Dropout rates for **female students** in the region have fallen from 9% in 2010 to 5% in 2017, compared with a decline of 12% to 7% among **male students**.

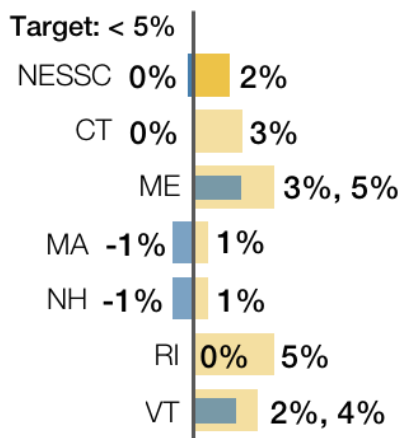
Dropout rates for **female** and **male** students have declined at similar rates since 2010. The regional average gender gap in dropout rates has remained stable at 2 percentage points.



Three states—Connecticut, Massachusetts, and New Hampshire—reported dropout rates for **female students** in the class of 2017 at or below the NESSC's target of 5%.

*Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.*

Distance from target by state (percentage points)



Dropout rate & number of dropouts by state

	Male Students		Female Students	
NESSC	7.1%	5,842	4.7%	3,650
CT	7.9%	1,731	4.9%	1,014
ME	9.7%	709	7.8%	527
MA	5.9%	2,201	3.9%	1,392
NH	5.9%	434	3.8%	262
RI	9.8%	497	5.0%	242
VT	8.8%	270	7.4%	213



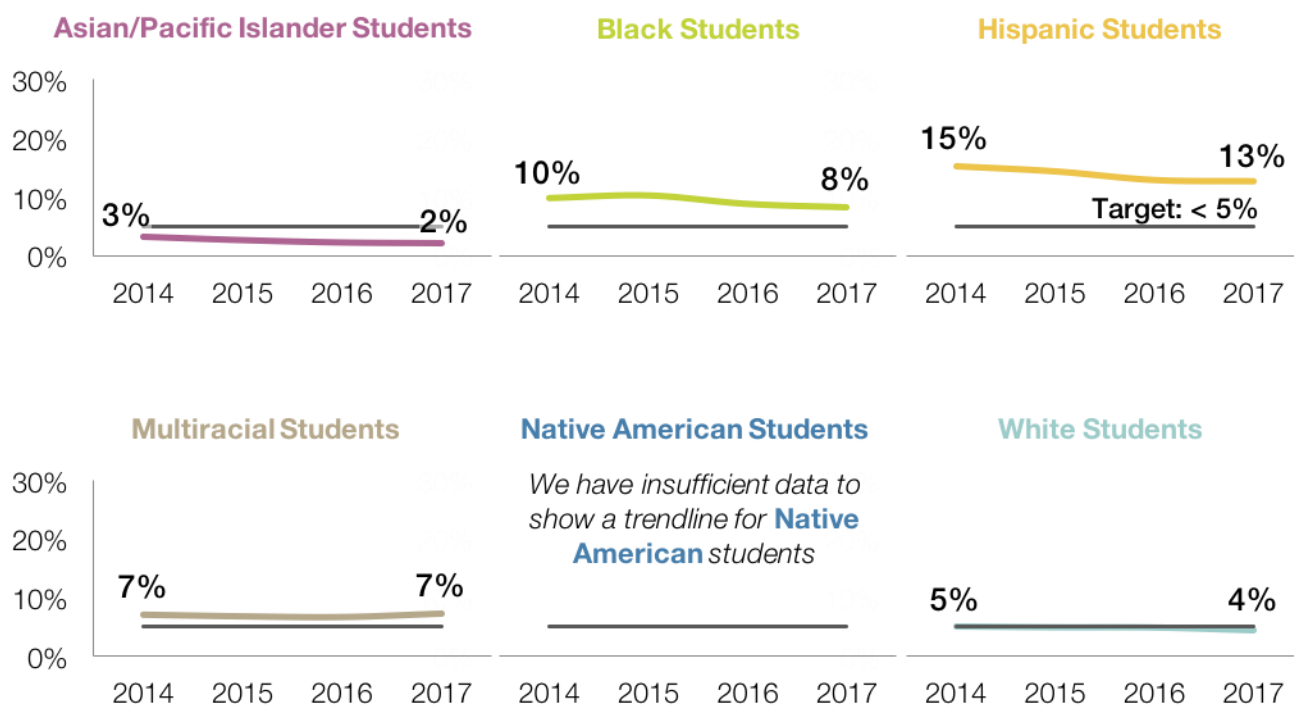
## Section III: High School Dropouts

### Race/Ethnicity

Dropout rates vary substantially by race/ethnicity in New England.

Since 2014, NESSC states have on average reported small decreases in dropout rates for students in most racial and ethnic groups.

**Asian/Pacific Islander** and **White** students meet the NESSC target of dropout rates below 5%. **Multiracial** and **Black** students have dropout rates two to three percentage points above the target, while **Hispanic** students have high school dropout rates above 10%.



## Section III: High School Dropouts

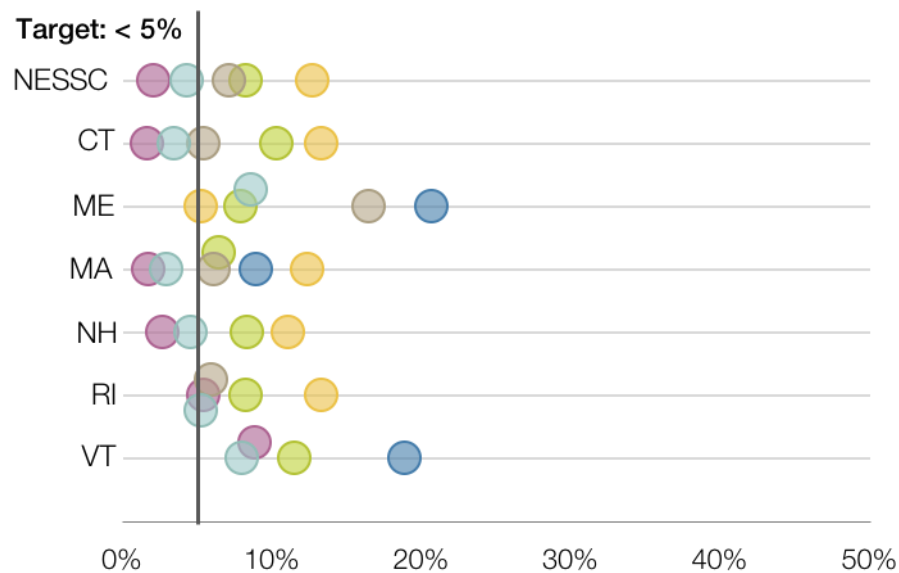
### Race/Ethnicity

For students in the class of 2017, NESSC dropout rates by race/ethnicity exhibited some variation across states.

Regionally, the gap between the racial/ethnic groups with the highest and lowest dropout rates is 11 percentage points. State-level dropout gaps by race/ethnicity range from 8 percentage points in Rhode Island to 15 percentage points in Maine.

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.

*Note: In the dropout rate bar graph below, the aim is to be below the 5% target. For all other indicators discussed in this report (e.g., graduation rate, college enrollment) the aim is to be above the target.*



Dropout rate & number of dropouts by state

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	2.1%	146	8.3%	1,203	12.7%	3,089	7.2%	233	insufficient data		4.3%	4,753
CT	1.6%	29	10.4%	606	13.3%	1,179	5.5%	47		*	3.5%	872
ME		*	7.9%	36	5.3%	12	16.5%	64	20.7%	18	8.6%	1,098
MA	1.7%	75	6.4%	439	12.4%	1,523	6.2%	105	9.0%	15	3.0%	1,433
NH	2.7%	11	8.3%	24	11.1%	75		*		*	4.6%	574
RI	5.4%	15	8.3%	72	13.3%	300	6.0%	17		*	5.2%	324
VT	8.8%	16	11.6%	26		*	N/A		18.9%	17	8.0%	452

\* data suppressed due to small numbers

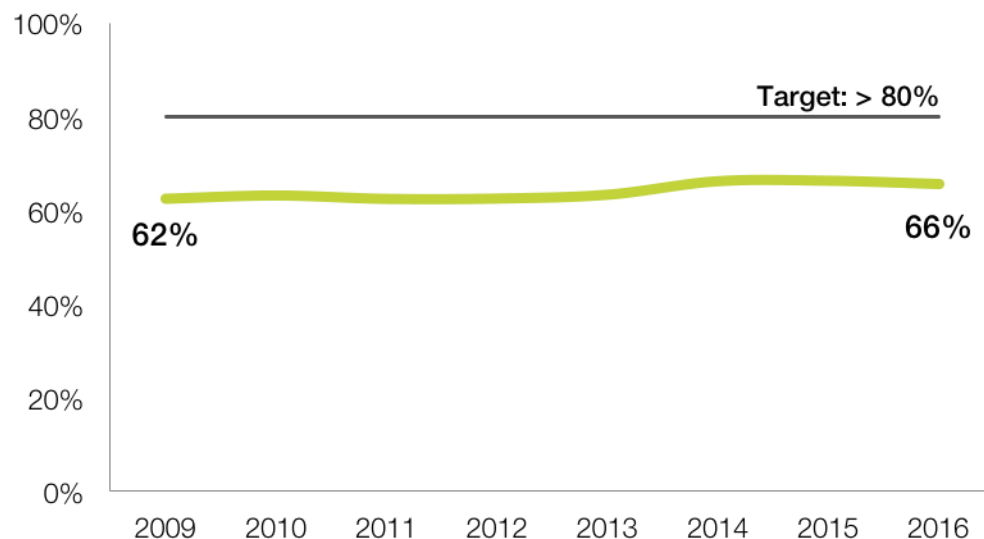
## Section IV: College Enrollment

In this section, we examine the data about college enrollment across New England. This year, the Common Data Project changed its college enrollment measurement period from enrollment in the fall after high school graduation to enrollment within 16 months after graduation. The new measure uses the same definition used in state reporting to the federal government. Next year we will report on college enrollment rates for the 2017 high school graduating class.

Note: The cohort years in this section refer to the high school graduation year.

Between 2009 and 2014, **college enrollment in the region** rose by 4 percentage points from 62%, and has remained stable at around 66%. State college enrollment rates vary substantially.

The National Student Clearinghouse matches state high school graduate records with college enrollment records that capture 98% of students enrolled in public and private postsecondary education institutions in the U.S. We use National Student Clearinghouse data as measures of college enrollment, persistence and completion.



College enrollment rate by state

	2009	2010	2011	2012	2013	2014	2015	2016
NESSC	62.3%	63.1%	62.3%	62.4%	63.2%	66.3%	66.4%	65.6%
CT	66.8%	67.4%	67.1%	67.2%	68.0%	68.3%	68.4%	68.1%
ME	61.7%	63.2%	62.3%	63.3%	63.5%	63.0%	63.5%	62.3%
MA	Not submitted to NESSC					69.8%	69.8%	69.2%
NH	58.4%	58.6%	57.9%	57.2%	57.5%	58.2%	57.1%	54.3%
RI	60.0%	60.0%	58.0%	57.9%	59.2%	58.9%	60.6%	59.2%
VT	51.5%	52.7%	50.6%	50.9%	52.7%	52.1%	52.6%	52.3%

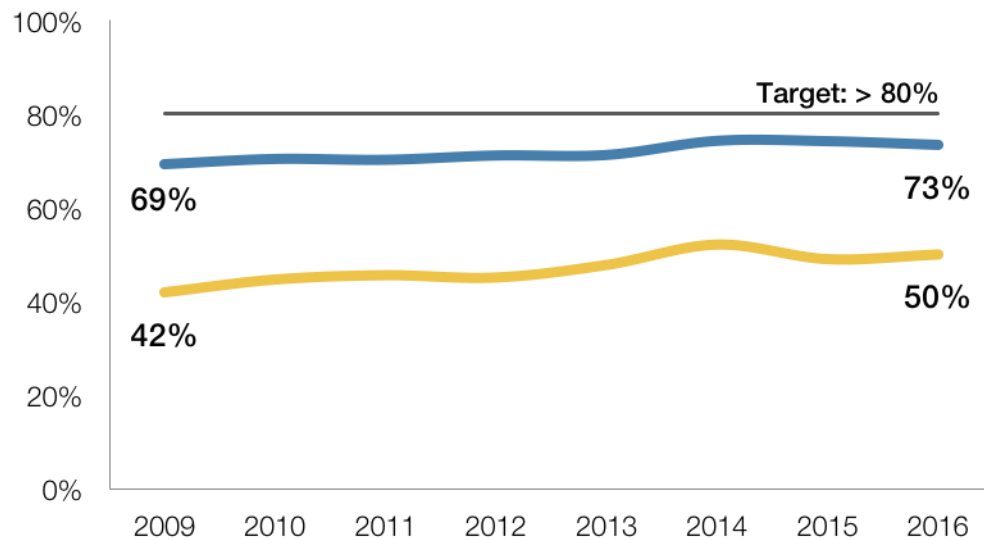
Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

## Section IV: College Enrollment

### Economically-Disadvantaged Students

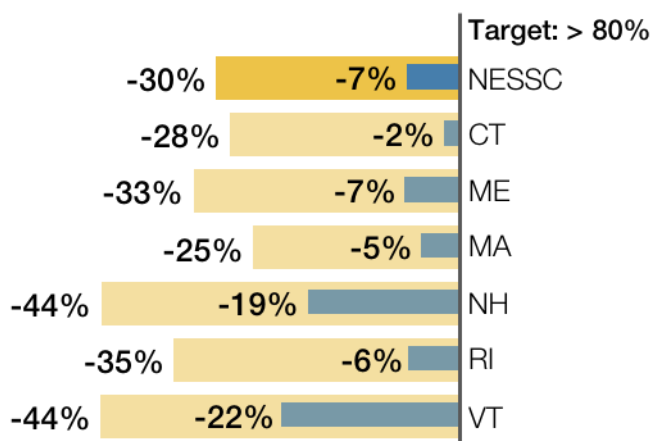
The college enrollment rate for **economically-disadvantaged (ED) students** in New England now stands at 50%, having grown by 8 percentage points since 2009. 74% of **non-economically-disadvantaged (non-ED) students** enrolled in college in 2016, up 4 percentage points since 2009.

The gap in college enrollment between **economically-disadvantaged** and **non-economically-disadvantaged** students has dropped from 27 to 23 percentage points.



For the high school graduating class of 2016, no state met the NESSC target of college enrollment above 80% for either student sub-group.

Distance from target by state (percentage points)



Enrollment rate & number of students by state

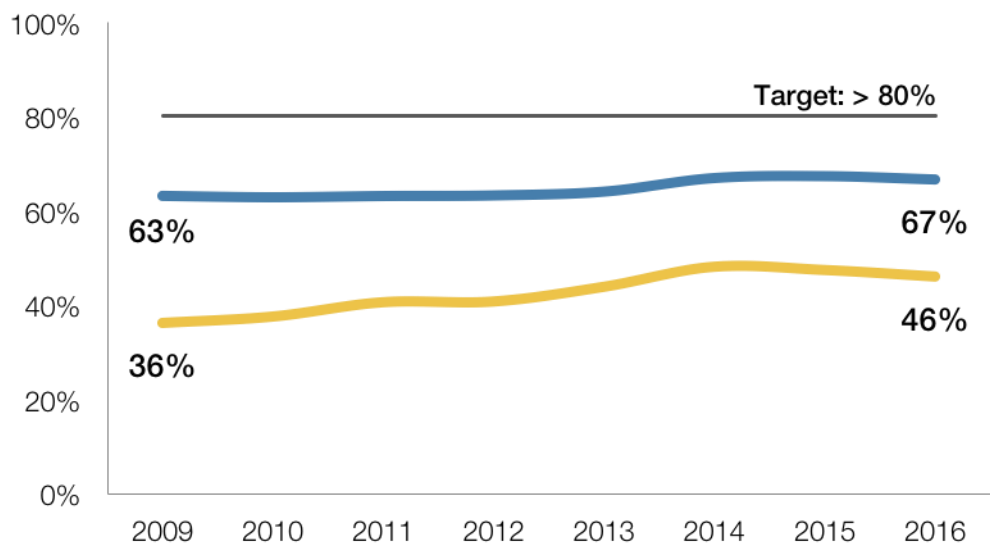
	ED Students		Non-ED Students	
NESSC	50.1%	24,739	73.5%	71,887
CT	51.9%	7,590	78.0%	18,659
ME	47.5%	2,476	73.1%	5,250
MA	54.6%	10,551	75.1%	35,880
NH	36.3%	1,370	61.4%	5,917
RI	44.9%	2,163	73.6%	3,530
VT	36.0%	589	58.1%	2,651

# Section IV: College Enrollment

## English Learners

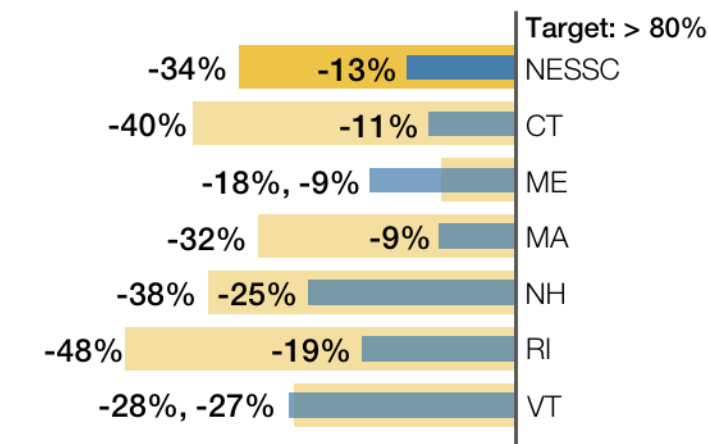
While college enrollment rates among **English learners** trailed those of **non-English learners** by about 20 percentage points in 2016, the gap has nonetheless decreased by 7 percentage points since 2009.

College enrollment by **English learners** has increased by about 10 percentage points since 2009—with the highest enrollment rate of 48% reported in 2014—compared with a 4-percentage point increase for **non-English learners**.



College enrollment rates for both **English learners** and **non-English learners** alike fell below the target for students graduating high school in 2016. College enrollment rates for English learners by state can be unstable due to the small number of English learners in northern New England.

Distance from target by state (percentage points)



Enrollment rate & number of students by state

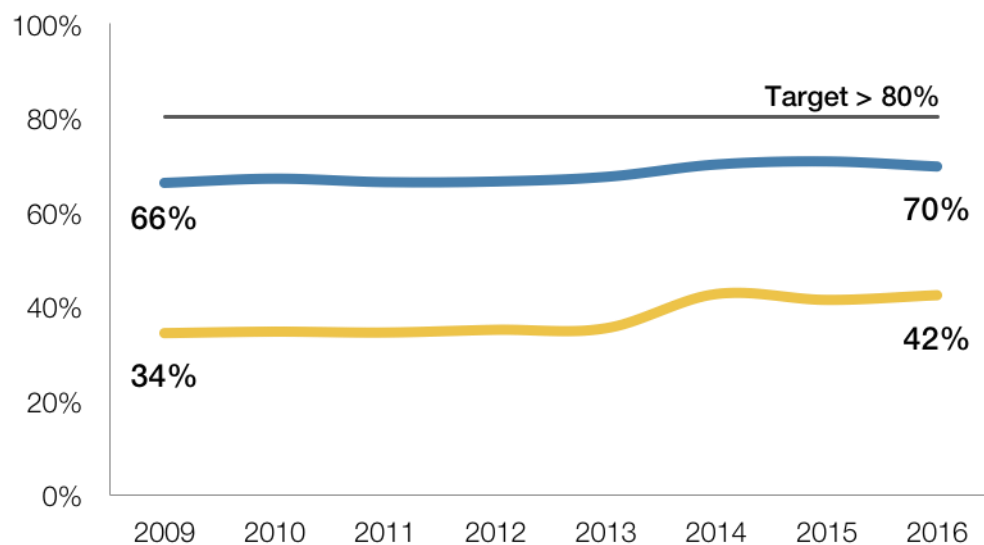
	English Learners		Non-English Learners	
NESSC	46.0%	3,315	66.6%	93,311
CT	40.5%	684	69.4%	25,565
ME	70.8%	238	62.1%	7,488
MA	48.4%	1,909	70.6%	44,522
NH	42.4%	147	54.6%	7,140
RI	32.1%	205	61.1%	5,488
VT	52.8%	132	52.3%	3,108

## Section IV: College Enrollment

### Students with Disabilities

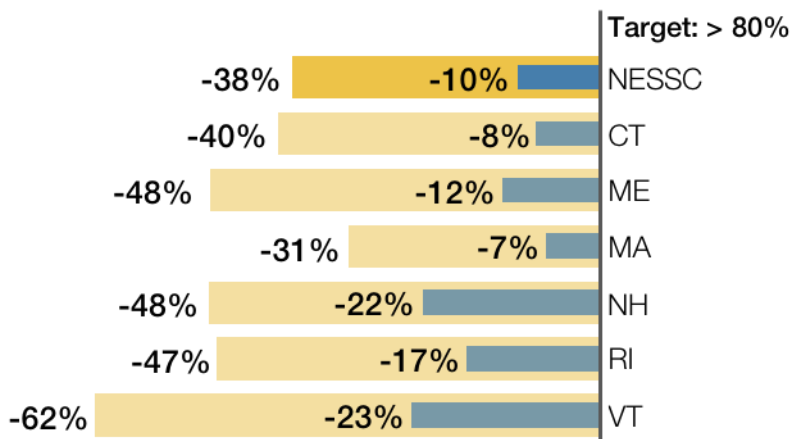
College enrollment for **students without disabilities** increased by 4 percentage points between 2009 and 2016, while the enrollment rate for **students with disabilities** shows an increase of 8 percentage points.

However, much of this increase can be attributed to the addition of Massachusetts data to the regional dataset. **Students with disabilities** in Massachusetts enroll in college at a higher rate than in the other NESSC states, which caused the regional average to rise by about 7 percentage points in 2014 (the first year for which data from Massachusetts is included in this report). The enrollment rate for **students without disabilities** rose by 3 percentage points with the addition of Massachusetts.



College enrollment rates for **students with disabilities** graduating in 2016 vary widely across states. Neither students with disabilities nor their peers have approached the NESSC target of more than 80% college enrollment.

Distance from target by state (percentage points)



Enrollment rate & number of students by state

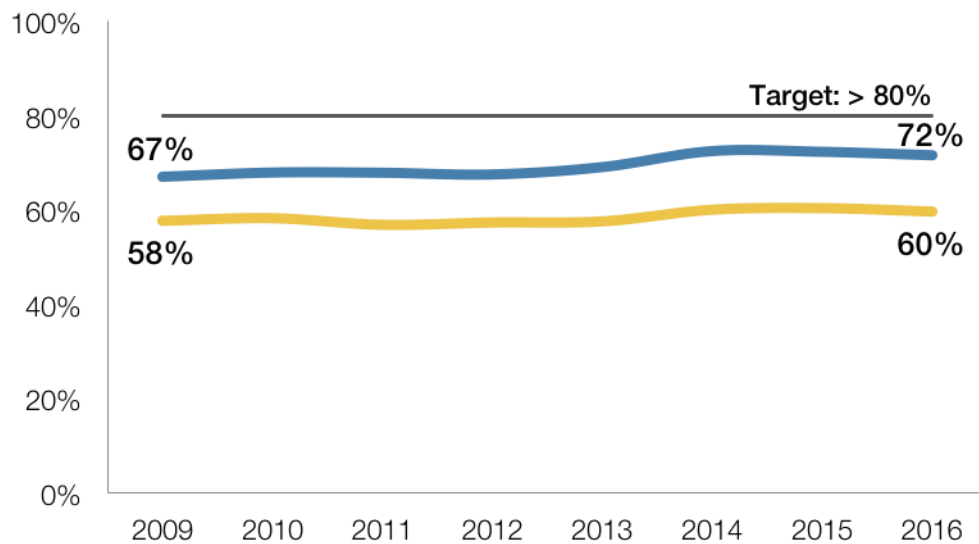
	Students w/ Disabilities		Students w/o Disabilities	
NESSC	42.2%	9,195	69.7%	87,431
CT	40.5%	1,920	72.0%	24,329
ME	32.1%	611	67.8%	7,115
MA	49.1%	5,467	73.3%	40,964
NH	32.0%	637	58.2%	6,650
RI	32.9%	434	63.4%	5,259
VT	18.1%	126	56.6%	3,114

## Section IV: College Enrollment

### Gender

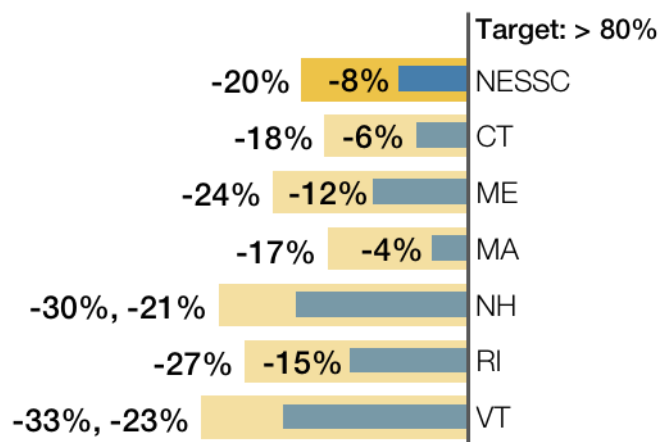
The college enrollment rate for **female students** across the region started out higher than that of **male students** in 2009. It has also increased faster, from 67% to 72% compared with 58% to 60% for males.

A small decrease in college enrollment rates of both **female** and **male** students was reported between 2015 and 2016 in nearly all NESSC states. Only Vermont saw a small increase in college enrollment during this time, and only for male students.



**Female** and **male** students from the high school graduating class of 2016 fell short of the greater than 80% NESSC college enrollment target. Female students come closer to meeting the target in all six New England states, though enrollment rates vary considerably across states.

Distance from target by state (percentage points)



Enrollment rate & number of students by state

	Male Students		Female Students	
NESSC	59.7%	43,906	71.5%	52,720
CT	62.5%	12,074	73.7%	14,175
ME	56.1%	3,453	68.4%	4,273
MA	62.9%	21,048	75.6%	25,383
NH	49.7%	3,344	58.9%	3,943
RI	52.7%	2,494	65.5%	3,199
VT	47.4%	1,493	57.3%	1,747

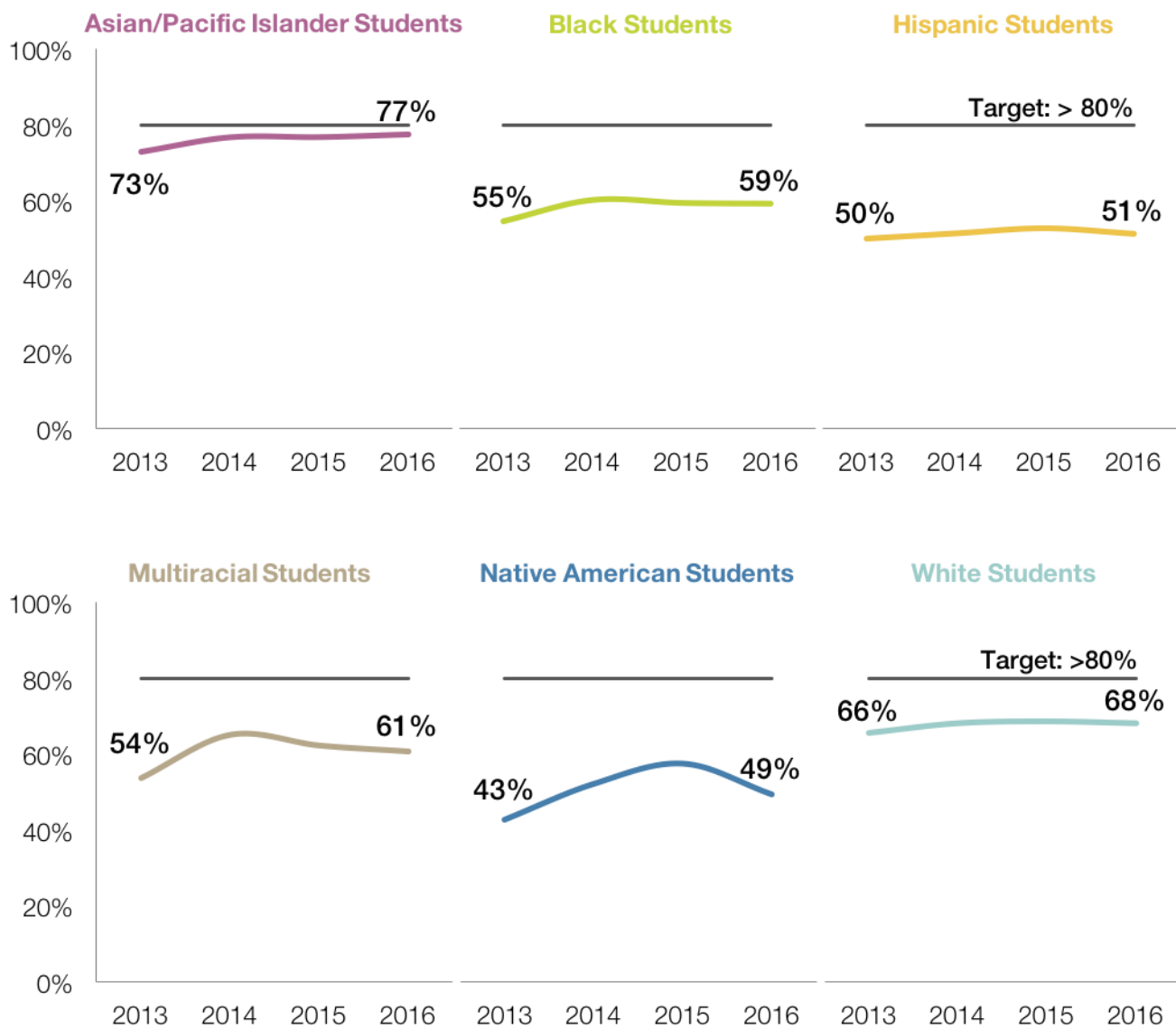


## Section IV: College Enrollment

### Race/Ethnicity

Significant differences in college enrollment by race are present across New England. **Asian/Pacific Islander students** enroll in college at the highest rates (77% in 2016), followed by **White students** (68%), **Multiracial students** (61%), **Black students** (59%), **Hispanic students** (51%), and **Native American students** (49%).

**Asian/Pacific Islander** and **Black** students have seen the largest increases in college enrollment rates since 2013 (around 4 percentage points), while college enrollment among **Hispanic** students had the smallest increase (1 percentage point).

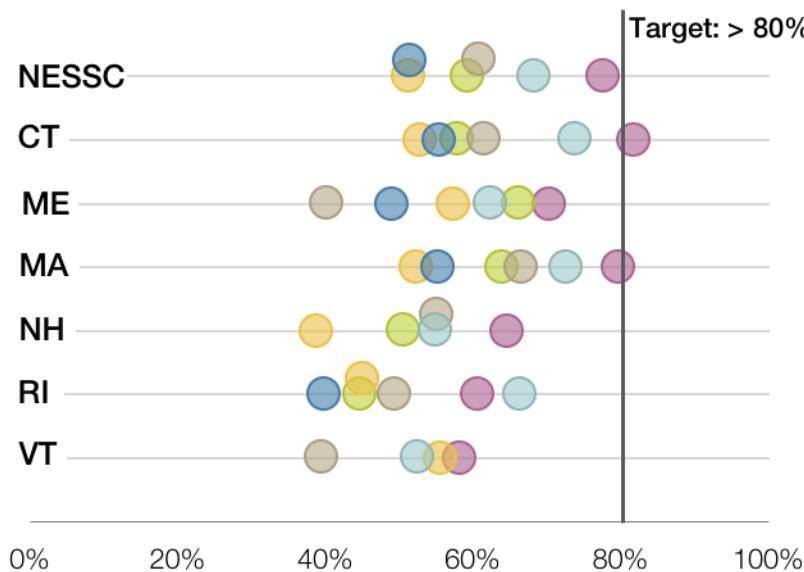


## Section IV: College Enrollment

### Race/Ethnicity

For students graduating from high school in 2016, college enrollment varied considerably both by race/ethnicity and across states.

Across the region, Vermont reported the smallest college enrollment gap by race/ethnicity (19 percentage points), while **Asian/Pacific Islander students** in Connecticut met the target.



Enrollment rate & number of students by state

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	77.4%	5,410	59.3%	7,237	51.2%	9,718	60.8%	1,625	51.4%	232	68.3%	72,330
CT	81.6%	1,454	57.9%	2,811	52.7%	3,651	61.6%	373	55.3%	68	73.8%	17,886
ME	70.2%	151	66.2%	223	57.3%	122	40.2%	51	48.9%	44	62.3%	7,101
MA	79.6%	3,239	63.8%	3,705	52.1%	4,746	66.6%	951	55.2%	91	72.5%	33,699
NH	64.5%	251	50.6%	131	38.7%	225	55.0%	93		*	54.8%	6,569
RI	60.6%	189	44.6%	367	44.9%	909	49.3%	110	39.7%	29	66.3%	4,083
VT	58.1%	126	not reported		55.6%	65	39.5%	47	not reported		52.5%	2,992

\* data suppressed due to low numbers

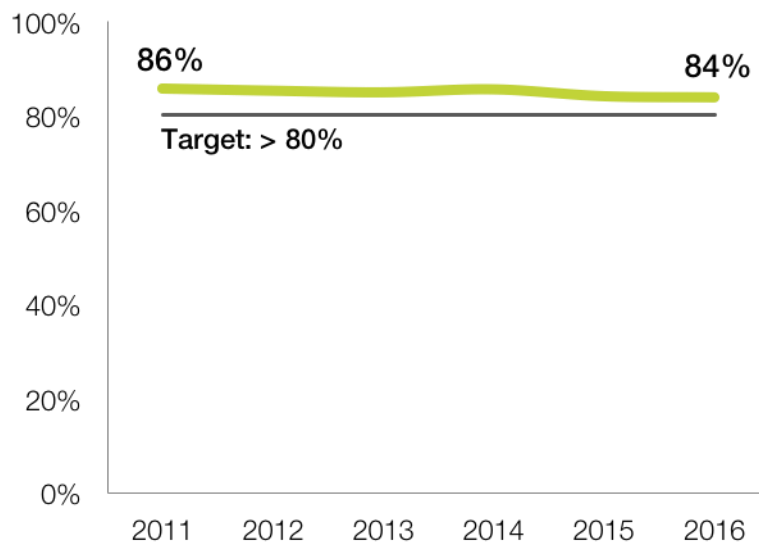
## Section V: College Persistence

In this section, we explore the data about college persistence across New England, defined as the rate of college enrollees who return to college for a second year. Some of the student sub-groups discussed in the pages that follow have quite small populations. Consequently, in some cases apparently wide variations in persistence rates actually refer to a small number of students.

Note: The cohort years in this section refer to the year of college entry.

**College persistence across the region** has remained steady above 84% since we began measuring with the college entering class of 2011.

College persistence rate trends have remained stable in some NESSC states, while states like Maine and Rhode Island have reported fluctuations in persistence rates from year to year.



College persistence rate by state

	2011	2012	2013	2014	2015	2016
NESSC	85.8%	85.3%	85.0%	85.6%	84.1%	83.9%
CT	84.9%	85.0%	84.7%	84.6%	84.1%	83.2%
ME	90.6%	90.0%	89.9%	89.7%	76.8%	74.9%
MA	Not submitted to NESSC			87.0%	87.0%	87.3%
NH	81.9%	82.2%	81.7%	81.9%	79.8%	80.6%
RI	89.8%	87.7%	85.7%	81.8%	81.5%	78.4%
VT	83.7%	80.0%	81.9%	82.1%	80.4%	82.7%

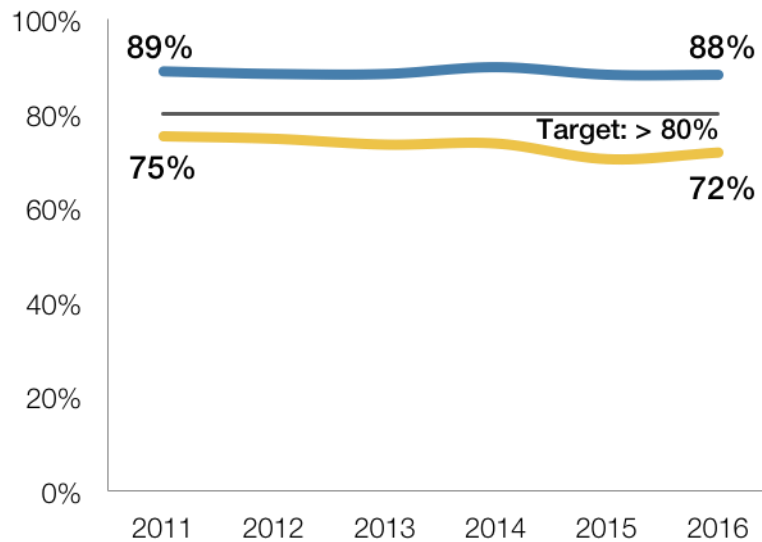
Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

## Section V: College Persistence

### Economically-Disadvantaged Students

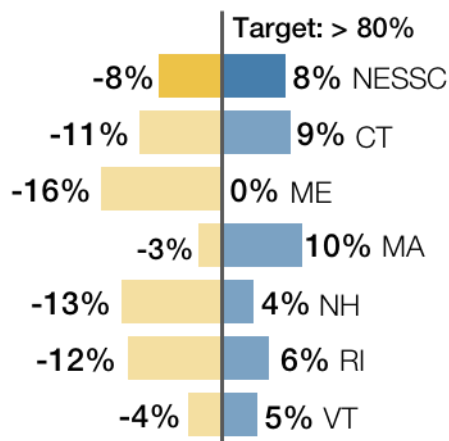
The college persistence gap between **economically-disadvantaged (ED)** and **non-economically-disadvantaged (non-ED)** students has increased from 14 percentage points in 2011 to 16 percentage points in 2016.

**Economically-disadvantaged students** persisted in college at lower rates across the region in 2016 (72%) than in 2011 (75%).



**Non-economically-disadvantaged students** have met the NESSC college persistence target of above 80% in all states except Maine in 2016. **Economically-disadvantaged students** have not met that target in any state.

Distance from target by state (percentage points)



Persistence rate & number of students persisting by state

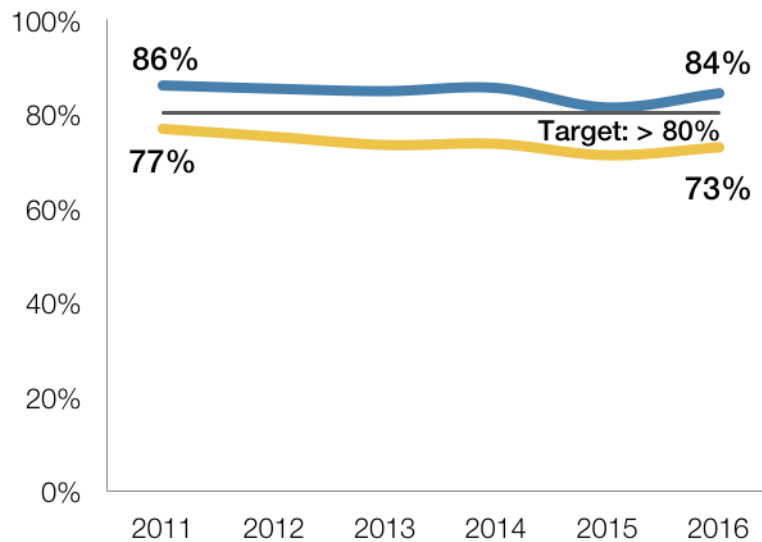
	ED Students		Non-ED Students	
NESSC	71.7%	18,741	88.2%	65,220
CT	69.2%	5,343	88.8%	16,927
ME	64.2%	1,649	79.9%	4,373
MA	76.9%	8,118	90.4%	32,418
NH	66.9%	1,086	84.0%	5,530
RI	67.8%	2,005	86.1%	3,509
VT	75.6%	540	84.5%	2,463

## Section V: College Persistence

### English Learners

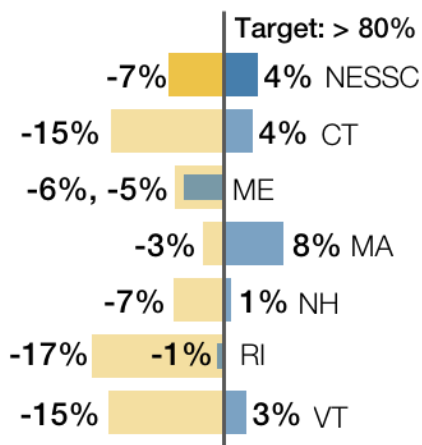
**English learners'** college persistence rates have fallen by 4 percentage points, from 77% for the class entering college in 2011 to 73% in 2016. College persistence of **non-English learners** decreased by 2 percentage points during the same period.

Persistence rates vary from year to year for **English learners** because the number of students in this sub-group is low—fewer than 250 students—in many New England states.



In 2016, **non-English learners** met the NESSC college persistence target of over 80% in all states except Maine and Rhode Island, but **English learners** did not meet the target in any state.

Distance from target by state (percentage points)



Persistence rate & number of students persisting by state

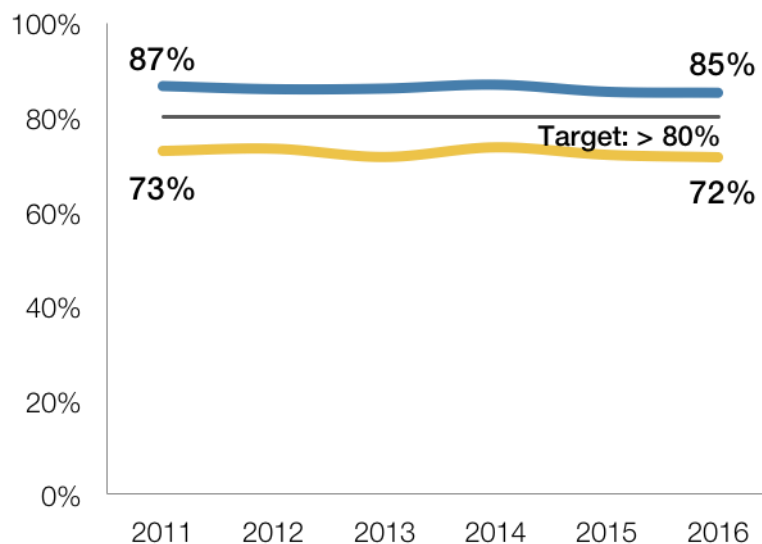
	English Learners		Non-English Learners	
	Persistence Rate (%)	Number of Students	Persistence Rate (%)	Number of Students
NESSC	72.7%	2,471	84.3%	81,490
CT	65.2%	465	83.7%	21,805
ME	73.6%	173	74.9%	5,849
MA	77.3%	1,475	87.7%	39,061
NH	73.4%	124	80.8%	6,492
RI	62.8%	221	79.2%	5,293
VT	65.0%	13	82.8%	2,990

## Section V: College Persistence

### Students with Disabilities

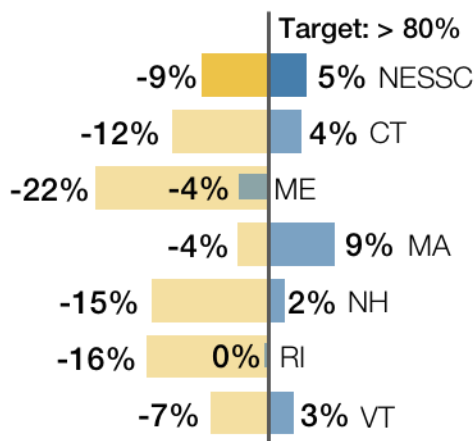
Compared with 2011, average college persistence rates in 2016 dropped by 1 percentage point for **students with disabilities** across New England, and by 2 percentage points for **students without disabilities**.

The college persistence gap by student disability status stands at 13 percentage points for the college entering class of 2016.



**Students without disabilities** have met the NESSC college persistence target of 80% in all states except Maine and Rhode Island, while **students with disabilities** have not yet met the NESSC persistence target in any state.

Distance from target by state (percentage points)



Persistence rate & number of students persisting by state

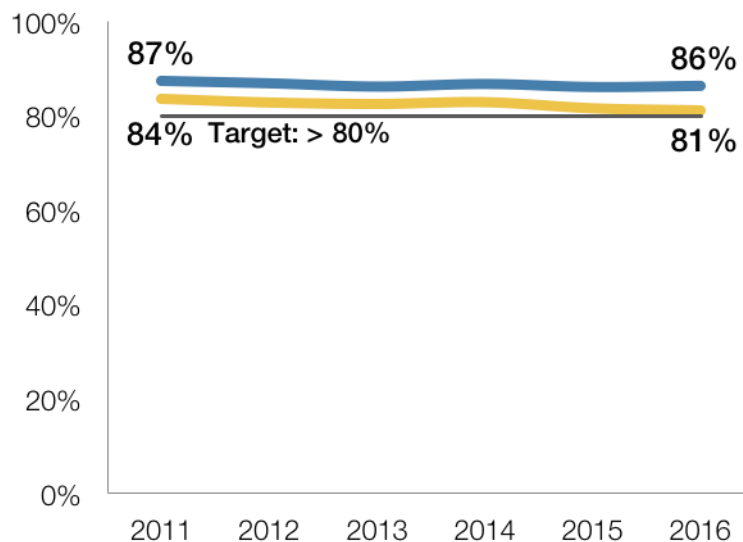
	Students w/ Disabilities		Students w/o Disabilities	
NESSC	71.5%	7,002	85.2%	76,959
CT	67.7%	1,388	84.5%	20,882
ME	57.7%	369	76.4%	5,653
MA	76.2%	4,168	88.8%	36,368
NH	65.0%	499	82.3%	6,117
RI	64.3%	405	79.8%	5,109
VT	72.7%	173	83.4%	2,830

## Section V: College Persistence

### Gender

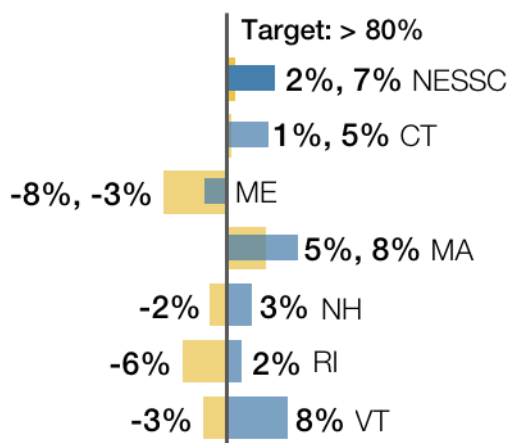
Across New England, **female students** persist in college at rates about 5 percentage points higher than **male students**.

College persistence among **female students** across the region has remained steady near 87% since 2011, while persistence among **male students** fell by 3 percentage points between 2011 and 2016.



In 2016, **female students** met the NESSC college persistence target in all states except Maine, while **male students** also met the target in Connecticut and Massachusetts.

Distance from target by state (percentage points)



Persistence rate & number of students persisting by state

	Male Students		Female Students	
NESSC	81.0%	37,187	86.2%	46,774
CT	80.5%	10,001	85.5%	12,269
ME	71.8%	2,644	77.1%	3,378
MA	84.9%	17,879	89.3%	22,657
NH	77.7%	2,991	83.2%	3,625
RI	74.2%	2,376	81.9%	3,138
VT	76.9%	1,296	87.8%	1,707

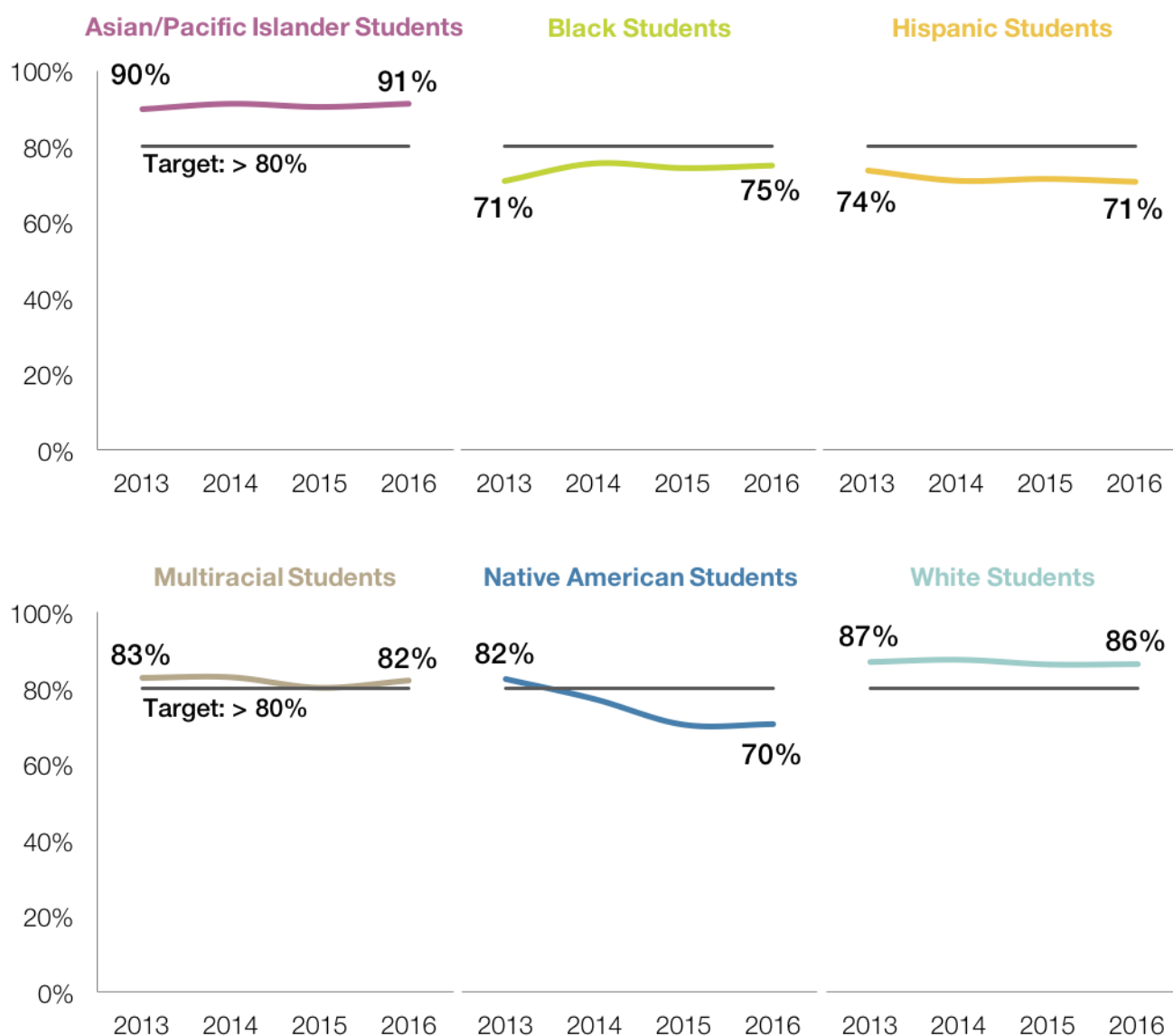


## Section V: College Persistence

### Race/Ethnicity

College persistence rates vary substantially by race/ethnicity in New England. **Asian/Pacific Islander students** consistently have the highest college persistence rates (91% in 2016), followed by **White students** (86%) and **Multiracial students** (82%). **Black students** had the fourth-highest college persistence rates in 2016 (75%), followed by **Hispanic students** (71%) and **Native American students** (70%).

**Black students** have made the largest gain—4 percentage points—in college persistence since 2013.



## Section V: College Persistence

### Race/Ethnicity

**Asian/Pacific Islander students** have met the college persistence target in all states except Vermont, and **White students** have met the target in all states except Maine.

Across the region, the college persistence gap by race/ethnicity stands at 21 percentage points in 2016. New Hampshire reports the smallest persistence gap by race/ethnicity, at 17 percentage points.



Persistence rate & number of students persisting by state

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	91.2%	5,009	75.0%	5,603	70.7%	7,234	82.0%	1,395	70.4%	188	86.3%	64,720
CT	92.9%	1,319	70.4%	1,966	68.2%	2,579	78.9%	337	79.2%	61	87.7%	16,008
ME	83.3%	125	63.1%	147	71.4%	90	75.9%	60	55.6%	25	75.3%	5,569
MA	93.1%	3,014	79.9%	2,960	73.7%	3,499	85.4%	812	73.6%	67	89.6%	30,184
NH	87.1%	237	76.9%	113	70.1%	183	83.8%	88	77.8%	14	83.1%	6,148
RI	84.1%	206	71.3%	352	67.0%	833	70.0%	98	58.3%	21	82.7%	3,967
VT	73.8%	124	63.7%	65	67.6%	50	N/A			*	83.6%	2,844

\* data suppressed due to low numbers

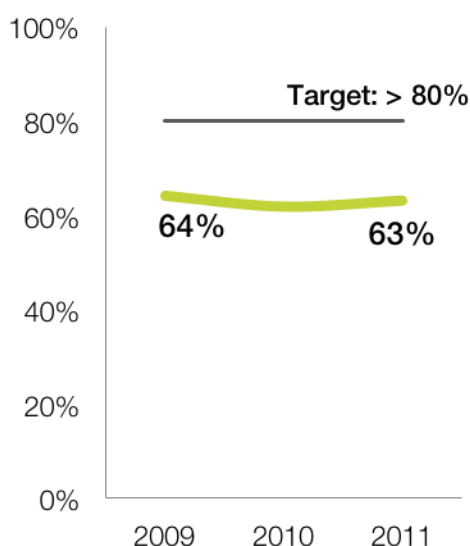
## Section VI: College Completion

In this section, we explore the data about college completion across New England. The NESSC Common Data Project measures college completion by counting the number of students who earned a two-year or four-year college degree within six years of entering college. Some of the student sub-groups discussed in the pages that follow have quite small populations. In some cases apparently wide variations in completion rates actually refer to a small number of students.

*Note: The cohort years in this section refer to the year of college entry.*

In the college-entering class of 2011, 63% of **students across five NESSC states completed a college degree** by 2017.

The NESSC Common Data Project now has enough college completion data to show the beginning of a regional trend. State trends vary: completion rates have declined in Connecticut and Maine, while New Hampshire, Rhode Island, and Vermont report increases in college completion. (Massachusetts data on college completion are not yet available through the Common Data Project.)



College completion rate by state and year of college entry

	2009	2010	2011
NESSC	64.2%	61.8%	63.2%
CT	69.9%	65.6%	64.4%
ME	60.1%	56.2%	55.5%
MA	Not submitted to NESSC		
NH	63.7%	59.7%	67.1%
RI	49.7%	53.2%	57.9%
VT	not reported	67.9%	69.9%

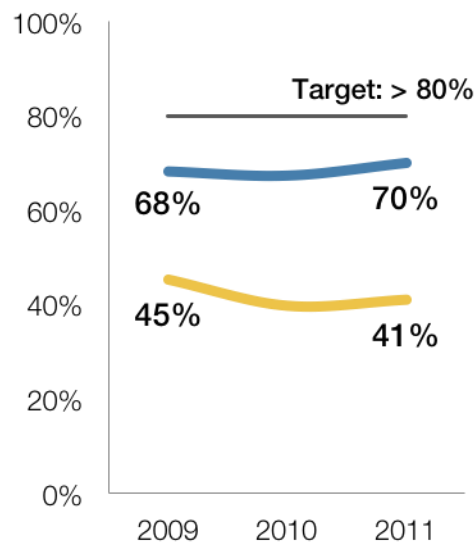
Trendlines for each state are available at [www.newenglandssc.org/resources/common-data-project](http://www.newenglandssc.org/resources/common-data-project)

## Section VI: College Completion

### Economically-Disadvantaged Students

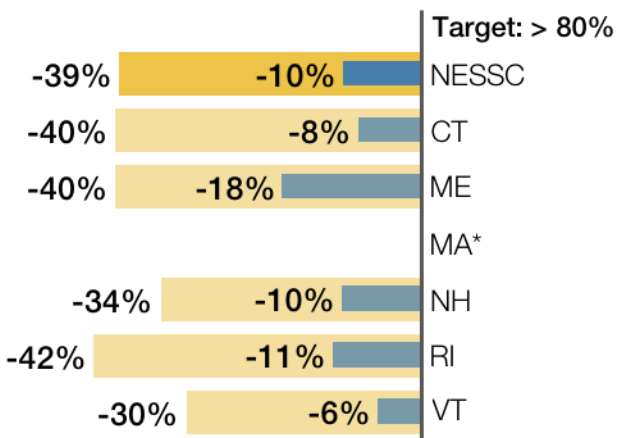
College completion by **economically-disadvantaged (ED) students**—41% of the college entering class across the region in 2011—trails that of their **non-economically-disadvantaged (non-ED)** peers by about 30 percentage points.

College completion rates for both **economically-disadvantaged students** and **non-economically-disadvantaged students** rose slightly between the college-entering classes of 2010 and 2011 in nearly every state.



Neither student sub-group met the NESSC college completion target of over 80% for students entering college in 2011. The college completion gap between **economically-disadvantaged students** and their peers ranges from 22 percentage points in Maine to 32 percentage points in Connecticut.

Distance from target by state (percentage points)



Completion rate & number of students completing by state

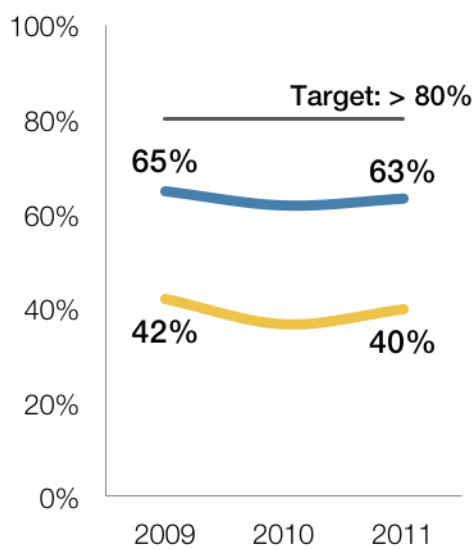
	ED Students		Non-ED Students	
NESSC	40.9%	5,331	69.9%	29,681
CT	40.4%	2,588	71.9%	14,770
ME	40.3%	1,038	61.9%	3,772
MA	* Not submitted to NESSC			
NH	46.4%	479	69.8%	5,723
RI	37.6%	868	68.7%	2,998
VT	49.7%	358	74.4%	2,418

# Section VI: College Completion

## English Learners

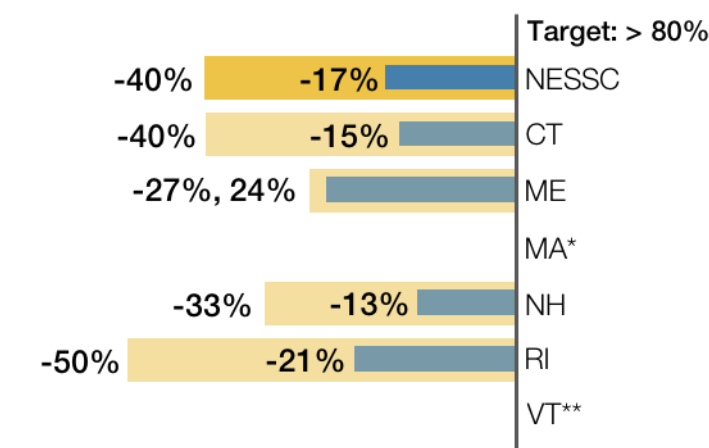
Across the region, we see large differences in college completion by English-learner status. For the college-entering class of 2011, the completion gap between **English learners** and **non-English learners** exceeded 20 percentage points.

Each year, there are fewer than 500 college completers across the reporting NESSC states who qualified as **English learners** while in high school.



For students entering college in 2011, college completion rates for **English learners** and **non-English learners** alike fell short of the NESSC target. The gap in college completion between these student sub-groups varies considerably across states, from less than 3 percentage points in Maine to 29 percentage points in Rhode Island.

Distance from target by state (percentage points)



Completion rate & number of students completing by state

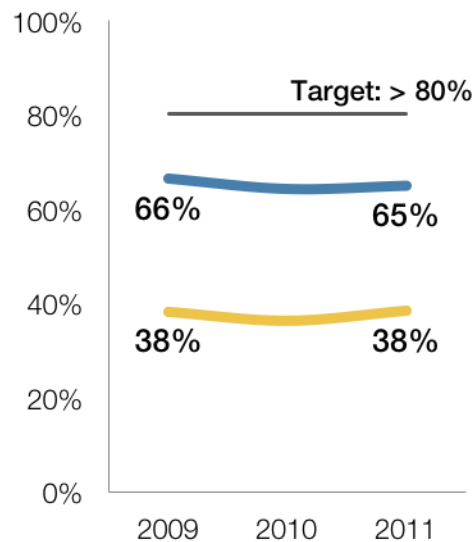
	English Learners		Non-English Learners	
NESSC	39.6%	459	63.1%	31,777
CT	39.9%	260	65.1%	17,098
ME	53.4%	71	55.5%	4,739
MA	* Not submitted to NESSC			
NH	47.4%	46	67.4%	6,156
RI	29.7%	82	59.1%	3,784
VT	** Not able to report			

## Section VI: College Completion

### Students with Disabilities

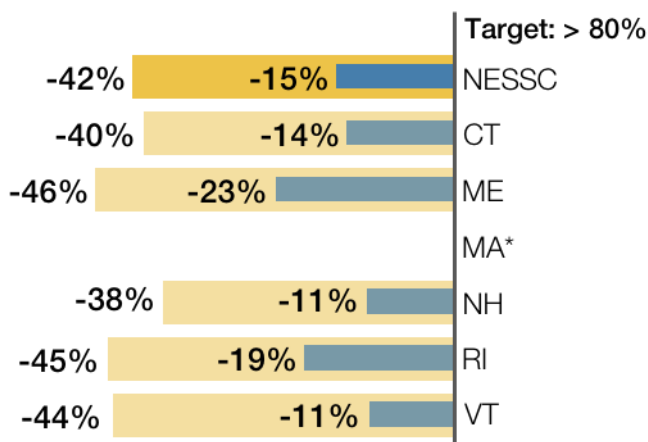
**Students with disabilities** complete college at a rate of 38% region-wide, varying from 34% in Maine to 42% in New Hampshire. This is almost 30 percentage points lower than the college completion rate for **students without disabilities**.

Only Rhode Island has experienced a steady increase in the college completion rate for **students with disabilities**.



All states reporting college completion data to the NESSC demonstrated substantial college completion gaps by disability status. The college completion rate for **students with disabilities** trails that of their peers by more than 20 percentage points in all states.

Distance from target by state (percentage points)



Completion rate & number of students completing by state

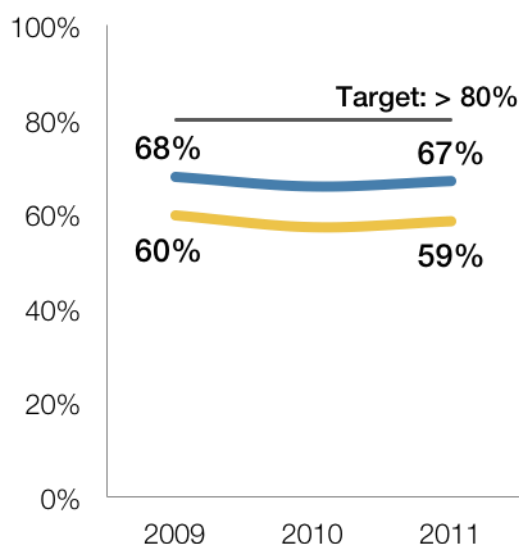
	Students w/ Disabilities		Students w/o Disabilities	
NESSC	38.4%	1,535	64.9%	33,477
CT	40.0%	758	66.3%	16,600
ME	33.6%	192	57.1%	4,618
MA	* Not submitted to NESSC			
NH	42.4%	264	68.9%	5,938
RI	35.3%	263	60.8%	3,603
VT	36.0%	58	69.2%	2,718

## Section VI: College Completion

### Gender

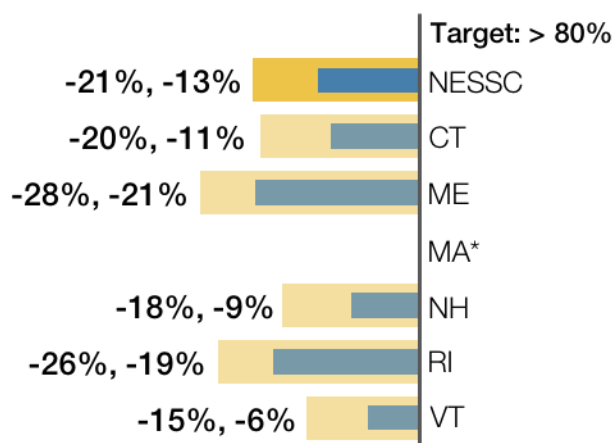
There is an 8 percentage point gender gap in college completion across the NESSC, with 67% of **female students** and 59% of **male students** who entered college in 2011 completing a college degree by 2017.

The emerging trendlines for **female** and **male** students depict similar patterns.



For students entering college in 2011, Maine and Rhode Island reported the smallest gender gap in college completion (7 percentage points). The closest group to meeting the NESSC target is **female students** in Vermont, who completed college at a rate of 74%.

Distance from target by state (percentage points)



Completion rate & number of students completing by state

	Male Students		Female Students	
NESSC	58.5%	14,905	67.0%	20,107
CT	59.5%	7,405	68.7%	9,953
ME	51.6%	2,062	58.8%	2,748
MA	* Not submitted to NESSC			
NH	62.4%	2,661	71.2%	3,541
RI	53.9%	1,616	61.2%	2,250
VT	65.5%	1,161	73.5%	1,615

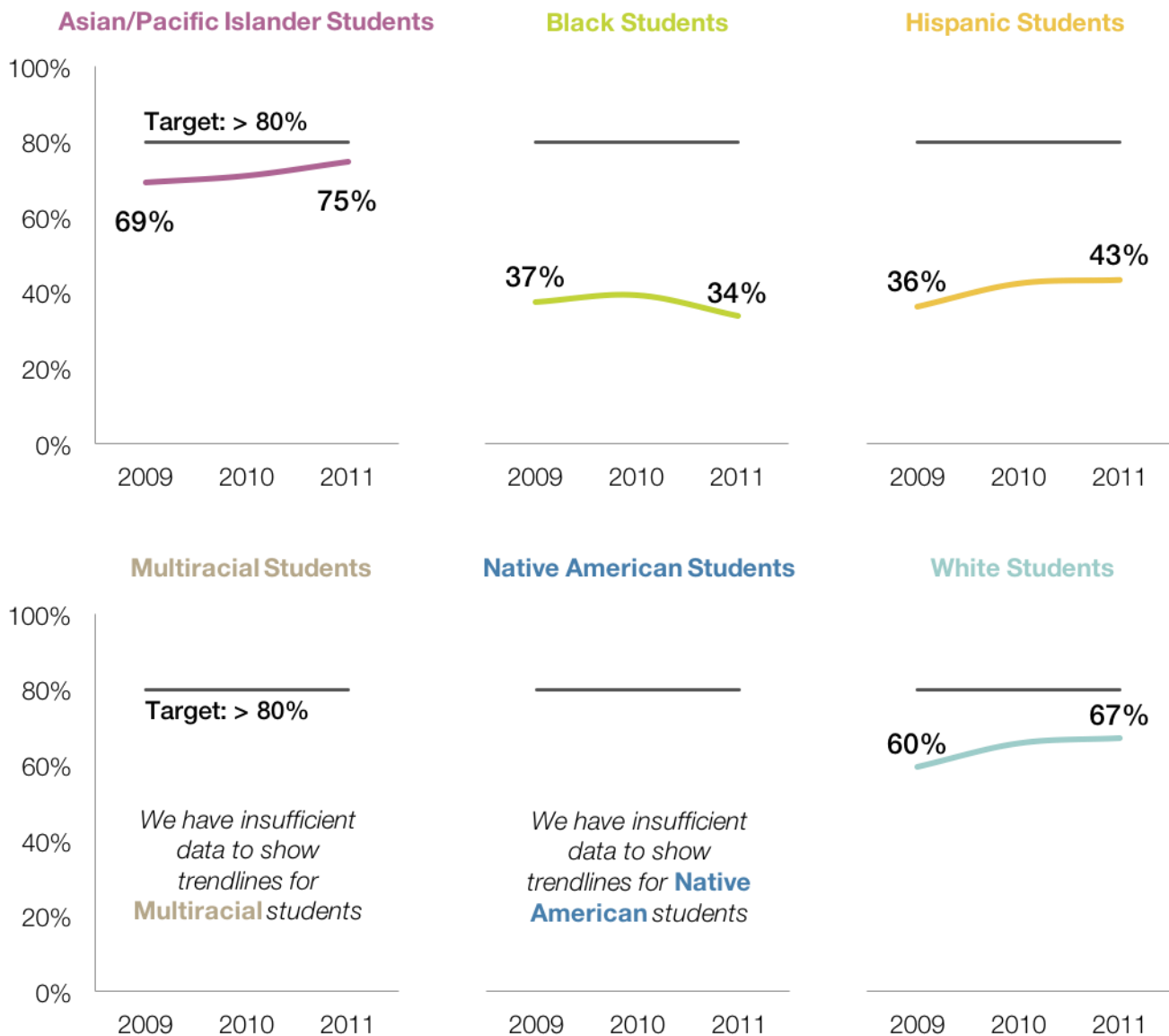


## Section VI: College Completion

### Race/Ethnicity

There are notable variations in college completion rates across New England by race/ethnicity. About three in four **Asian/Pacific Islander students** (75%) now complete college within six years, compared with two in three **White students** (67%), 43% of **Hispanic students**, and 34% of **Black students**.

**Asian/Pacific Islander**, **White**, and **Hispanic** students have experienced steady increases in college completion over the past three years, while college completion for **Black students** dropped slightly.

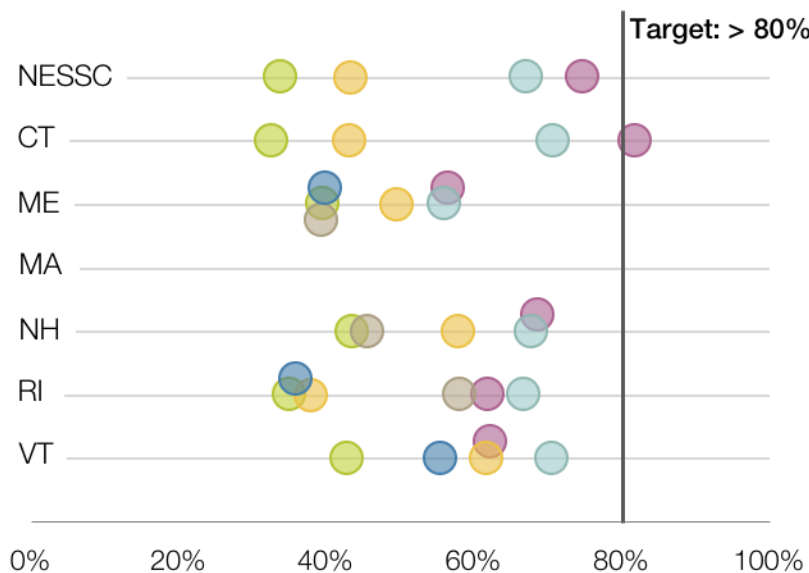


## Section VI: College Completion

### Race/Ethnicity

The completion gap by race/ethnicity varies widely across states for students entering college in 2011. Maine reported the smallest gap (17 percentage points), while Connecticut reported the widest gap (49 percentage points).

Student numbers for some racial/ethnic groups are very low. For example, of students entering college in 2011 there were 53 Native American college completers across three states, while the number of Native American graduates in two additional states was too small to report. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.



Completion rate & number of students completing by state

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	74.7%	1,239	33.8%	1,215	43.3%	1,709	Insufficient data for regional trend				67.1%	30,360
CT	81.8%	841	32.6%	922	43.2%	1205	not reported			*	70.7%	14,177
ME	56.5%	74	39.6%	67	49.5%	49	39.5%	15	40.0%	20	56.1%	4,585
MA	Not submitted to NESSC											
NH	68.8%	141	43.5%	57	57.9%	114	45.7%	21	65.0%	13	67.8%	5,852
RI	61.9%	99	35.1%	136	38.0%	304	58.1%	43		*	66.7%	3,085
VT	62.2%	84	42.9%	33	61.7%	37	N/A		55.6%	20	70.6%	2,661

\* data suppressed due to small numbers

# Appendix 1: Sub-group Definitions

The five student sub-groups identified in the NESSC Common Data Project Annual Report are consistent with federal reporting requirements and statutes. Sub-groups (e.g., English learners, economically-disadvantaged) include any student who met the criteria for that group at any time during secondary school. To protect privacy, student counts of fewer than 12 in any category are not reported (i.e., “suppressed”).

State education agency data teams use the following shared definitions to identify students belonging to each sub-group.

## Economically-Disadvantaged Students

In five NESSC states, economic disadvantage is defined as eligibility for free or reduced-price school meals: family income below 185% of poverty (\$46,435 for a family of four) and migrant, homeless, runaway, and foster children.

Massachusetts uses a different method for determining economically-disadvantaged status: student participation in either the Supplemental Nutrition Assistance Program (SNAP), cash assistance, foster care, or Medicaid is now its standard for determining “economic disadvantage.” The income eligibility limits for these programs are generally lower than for free or reduced-price school meals. The cutoff for Medicaid eligibility is 130% of the federal poverty guideline—\$32,630 for a family of four. Massachusetts implemented this change in 2015, and it resulted in a decrease of roughly one-third in the proportion of students identified as economically disadvantaged. For more information, see: <http://www.doe.mass.edu/infoservices/data/ed.html>

## English Learner

In this report, English learner students are defined as students who meet each state education agency’s English learner enrollment criteria. All English learner (EL) students participate in statewide assessments and are required to take language-proficiency assessments. Students are counted as EL if: (a) they are determined by states to be “non-

English proficient” (NEP); (b) they are eligible for EL services but parents have withdrawn them from these services; or (c) they are identified as “fully English proficient” (FEP) but are within the two-year transition period.

Students are identified as EL if they received or were eligible to receive English language services at any time during their secondary school years.

*Note: Vermont identifies students as EL if they received services at any time between ninth and twelfth grades (the state does not include “monitoring”).*

## Students with Disabilities

Students with disabilities are defined as students with individual education plans (IEPs) under the Individuals with Disabilities Education Act (IDEA). Students with significant cognitive disabilities participating in statewide alternate assessments are also included. Students are identified as students with disabilities if they received or were eligible to receive services at any time during their secondary school years.

## Gender

A student’s reported gender as either male or female.

*Note: Maine identifies student gender at the time of graduation for its graduation-rate indicators.*

## Race/Ethnicity

The NESSC Common Data Project began reporting data disaggregated by race/ethnicity for the first time in 2018. The Project uses

race/ethnicity categories defined by the U.S. Department of Education for required state reporting.

Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting race/ethnicity and some students may not be included in a major racial or ethnic group, or may be counted as both a single race and as multiracial.

#### Asian/Pacific Islander

Students having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent (including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam), or having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

#### Black

Students having origins in any of the black racial groups of Africa.

#### Hispanic

A student of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish culture or origin, regardless of race.

#### Multiracial

Students with a biracial or mixed-race heritage. The category also encompasses students with generationally distant genetic admixtures of more than one race in their DNA. NESSC states will report multiracial students as their data systems evolve to include this category.

*Note: Vermont includes multiracial students in the race categories in which they self-identify (i.e., some students may be counted in more than one category). Vermont has agreed to aggregate these students and report them as part of the multiracial category at their discretion.*

#### Native American

Students having origins in any of the original peoples of North America and South America (including Central America) who maintain cultural identification through tribal affiliation or community attachment.

#### White

Students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Appendix 2: Common Data Project Methodology

This appendix describes the six indicators documented by this report, as well as the quality controls used to ensure data comparability across states.

Each NESSC member state has agreed to adhere to the guidelines and business rules outlined below and discussed in more detail in the Procedural Guidebook available on the NESSC website. The role of the data coordinator is to ensure that aggregated data submitted by states to the NESSC is both credible and comparable. All member states' data are reviewed against the same quality criteria using internal audit procedures.

The common metrics, in conjunction with a standardized set of business procedures and rules, ensures the comparability of data among NESSC states. To our knowledge, only the federal government, via the National Center for Educational Statistics (NCES), has attempted to provide the public with comparable metrics on key educational initiatives.

### Indicator Descriptions

The National Center for Educational Statistics (NCES) publishes data definitions that are used by state education agencies (SEAs) to report on federal performance indicators. The Data Team uses data definitions consistent with federal reporting, except when noted otherwise.

#### Graduation Rate (4-year)

All states in the Consortium currently report the federal graduation rate computed using the formula articulated in 34 C.F.R. §200.19. The graduation rate relies on the identification and tracking of a four-year graduation cohort. The following formula is used for calculating the graduation rate:

$$\frac{\# \text{ of Graduates with a Standard Diploma}}{\# \text{ Adjusted Cohort}}$$

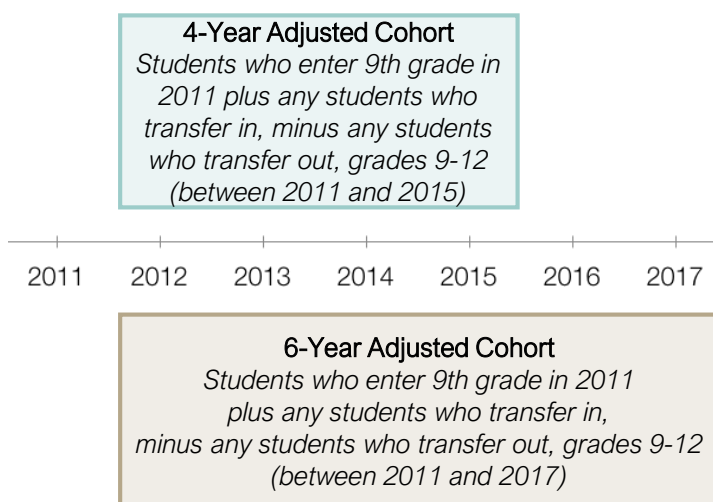
The term “adjusted cohort” means the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9-12. Students who transfer into the cohort include students who enroll after the beginning of the entering cohort's first year in high school, up to and including grade twelve. To remove a student from the cohort, a school or local education agency must confirm in writing that the student transferred out, emigrated to another country,

or died. A student who is retained in a grade level, enrolls in a GED program, or leaves school for any other reason may not be counted as having transferred out and must, therefore, remain in the adjusted cohorts – for the purpose of calculating the graduation rate.

#### Extended Graduation Rate (6-year)

In addition to the common four-year graduation rate, the NESSC decided to report six-year graduation rates. The extended graduation rate is defined as the number of students who graduate in up to six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year adjusted cohort graduation rate.

#### Illustration of Adjusted Cohort, Class of 2015



## Appendix 2

# Common Data Project Methodology

### Dropout Rate

The NESSC dropout data are closely linked to the data used in calculating the adjusted cohort graduation rate. Graduation rates and dropout rates are often reported using disparate methods; the NESSC Data Team decided that a clearer relationship between these measures would be helpful. The National Governors Association (NGA) offered guidance on the dropout rate by recommending that dropouts be counted as those students who have not completed high school and are no longer enrolled in high school. This rate is calculated as a cohort formula using the same adjusted freshmen cohort used for the graduation rate. The following formula is used for calculating dropout rate:

$$\text{Dropouts} = \# \text{ Adjusted Cohort} - (\text{Graduates} + \text{Students Still Enrolled} + \text{Other Completers})$$

$$\text{Dropout Rate} = \text{Dropouts} \div \text{Adjusted Cohort}$$

A student is considered a dropout if any one of the following occurs: (1) the student is over 16 years of age, withdraws from school, and does not enroll in any other school; (2) the student withdraws, and the school does not know where the student has gone; (3) the student withdraws and enrolls in a GED program; or (4) the student has not officially withdrawn and the school does not know where the student has gone.

### College Enrollment Rate

The rationale for collecting college enrollment data is to determine the percentage of students who go on to further education after completing high school. All NESSC states use data collected by the National Student Clearinghouse (NSC) in order to calculate college enrollment, persistence and completion. NSC reports are run during a common reporting window to reduce variance associated with ongoing updating of the national NSC database. In

2018, our definition of College

Enrollment is changing from Immediate (by October 15 of the same year as graduation) to Within 16 months (by October 15) of the subsequent year. The following formula is used for calculating college enrollment:

$$\# \text{ of Students Enrolled in College for the First Time} \div \# \text{ of High School Graduates}$$

### College Persistence Rate

College persistence is calculated by identifying the number of first-time college freshmen (by cohort) that remain enrolled in a college program in the third semester after initial enrollment. The first-time college freshmen cohort is defined as those high school graduates earning a standard diploma that enroll in college for the first time. The annual report combines both 2-year and 4-year college students that maintain their enrollment.

$$\# \text{ of Students Enrolled in 3rd Semester} \div \# \text{ of First-Time College Freshmen}$$

### College Completion Rate

College completion is determined by the percentage of the first-time college freshmen cohort who attend two- or four-year institutions of higher education and earn a college diploma within six years. The following formula is used for calculating college completion:

$$\# \text{ of Students Completing College within 6 Years} \div \# \text{ of First-Time College Freshmen}$$

### **Quality Controls**

Quality-control practices are critical to producing comparable and credible data across selected performance indicators. Quality approaches in most states constitute a combination of externally reported data, internal-review procedures, and data-verification techniques. These processes allow

agency officials to assert that their performance statistics are valid representations of events within the state. Control procedures are used to evaluate data elements during the collection and production cycle, and mitigate unwanted variance and error. Without control procedures, valid inferences about performance cannot be made. The controls must be sensitive enough to detect slight changes in the performance indicators, while also discerning actual change from natural variability and non-systematic error.

All state data contain some anomalies—some are valid, while others are not. State and local officials have limited time and human resources to investigate and validate the data in their information systems. Accounting for every student within a state is a complex task made more difficult by diverse programs, student mobility, changing policies, political demands, and secondary/external data sources (e.g., the National Student Clearinghouse).

In examining the collection and production procedures necessary to report on each NESSC indicator, the first step is for the SEA to implement its own internal controls to identify and reduce error. In addition to these internal controls, the NESSC Data Team has developed a series of external and cross-state data quality checks. Each member state provides data in accordance with the guidelines and business rules agreed upon by the Data Team, and each state's data are reviewed by the data coordinator using consistent quality-control criteria.