The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

DATA SYSTEMS UPDATE

BACKGROUND

The purpose of this presentation is to provide Board members with an overview of current development in statewide longitudinal data systems, explore how the early learning, K-12, and postsecondary education systems are working together, and what data developments are coming in the next year. Topics that connect to strategic plan goals will be highlighted.

ESHB 2261,[1] signed into law in May 2009, established several critical objectives for educational data. The bill established the expectation for a K-12 education data improvement system, a data governance group at the Office of Superintendent of Public Instruction, and the Education Research and Data Center.

K-12 Educational Data Improvement System
ESHB 2261 established a K-12 education data improvement system for financial, student, and educator data. The objectives of the new data improvement system include: monitoring student progress, gathering information on teacher quality, monitoring and analyzing costs of programs, providing financial integrity and accountability, and linking various data elements by student, class, teacher, school, district, and statewide. Users of this new data system specifically include teachers, parents, superintendents, school boards, the Legislature, OSPI, and the public.

When complete, the data system will include 12 specific elements (here cross walked with the SBE strategic plan goals):

ESHB 2261 Data Elements	Goal 1: Governance	Goal 2: Closing Achievement Gaps	Goal 3: High School and College Preparation	Goal 4: Math and Science	Goal 5: Effective Workforce
Comprehensive educator information, including grade level and courses taught, building or location, program, job assignment, years of experience, the institution of higher education from which the educator obtained his or her degree, compensation, class size, mobility of class, socioeconomic data of class, number of languages and which languages are spoken by students, general resources available for curriculum and other classroom needs, and number and type of instructional support staff in the building.		X		X	X

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[1] http://apps.leg.wa.gov/billinfo/summary.aspx?bill=2261&year=2009

ESHB 2261 Data Elements	Goal 1: Governance	Goal 2: Closing Achievement Gaps	Goal 3: High School and College Preparation	Goal 4: Math and Science	Goal 5: Effective Workforce
The capacity **to link educator assignment information with educator certification information** such as certification number, type of certification, route to certification, certification program, and certification assessment or evaluation scores.					X
Common coding of secondary courses and major areas of study at the elementary level or standard coding of course content.		X	X	X	
Robust student information, including but not limited to student characteristics, course and program enrollment, performance on statewide and district summative and formative assessments to the extent district assessments are used, and performance on college readiness tests.		X	X	X	
Student information elements to serve as a **dropout early warning system**.		X	X		
Capacity to **link educator information with student information**.					X
A common, standardized structure for **reporting the costs of programs** at the school and district level with a focus on the cost of services delivered to students.	X				
Separate **accounting of state, federal, and local revenues and costs**.	X				
Information **linking state funding formulas to school district budgeting** and accounting, including procedures to support the accuracy and auditing of financial data; and using the prototypical school model for school district financial accounting reporting.	X				
The capacity to link **program cost information with student performance** information to gauge the cost-effectiveness of programs.		X			
Information that is centrally accessible and updated regularly.		X	X	X	X
An **anonymous, non-identifiable replicated copy of data** that is available to the public.		X	X	X	X

Appendix A provides a summary of specific data accomplishments by OSPI, many of which are listed in this table.

Data Governance Group
ESHB 2261 also created the Data Governance Group within OSPI to assist in the design and implementation of the above-mentioned K-12 data system. Membership includes representatives of the Education Research and Data Center (discussed below), OSPI, the Legislative Evaluation and Accountability Program (LEAP), PESB, SBE, and school district staff.

Duties of the Data Governance Group include:
- Identifying critical research and policy questions that need to be addressed by the K-12 data system.
- Identifying reports and other information that should be available on the internet.
- Performing a comprehensive needs requirement document detailing information and capacity needed by districts and the state to meet the data elements outlined above.
- Doing a gap analysis of current and planned information to focus on financial and cost data to support new funding models.
- Assuring the capacity to link data across financial, student, and educator systems.
- Defining the operating rules and governance structure for K-12 data collections.

Education Research and Data Center (ERDC)
ESHB 2261 also established the ERDC within the Office of Financial Management. The ERDC's charge is to conduct analyses of early learning, K-12, and higher education programs and education issues across the P-20 system, including Department of Early Learning, OSPI, Professional Educator Standards Board, SBE, State Board of Community and Technical Colleges, the Workforce Training and Education Coordinating Board, the Higher Education Coordinating Board, public and private nonprofit four-year higher education institutions, and the Employment Security Department. The ERDC responsibilities include:
- Identifying the critical research and policy questions and the data needed to address them.
- Coordinating with other agencies to compile and analyze data, and complete P-20 research projects.
- Annually provide to the K-12 Governance Group a list of data elements and data quality improvements that are necessary to answer the identified critical research and policy questions.
- If necessary, recommend to the Legislature statutory changes or resources needed to collect or improve the data.
- Monitor and evaluate the education data collection systems of the organizations and agencies represented in the education data center.
- Track enrollment and outcomes through the public centralized higher education enrollment system.
- Assist other state educational agencies' collaborative efforts to develop a long-range enrollment plan for higher education including estimates to meet demographic and workforce needs.
- Provide research that focuses on student transitions within and among the early learning, K-12, and higher education sectors in the P-20 system.
- Make recommendations to the Legislature as necessary to help ensure all goals are met.

Above-named ERDC partners are directed to work with ERDC to develop data-sharing and research agreements to facilitate the work of the center.

For this Board meeting, representatives from OSPI and ERDC will discuss the following progress and developments:
1. Overview of Data Governance Group work and role.
2. K-12 Statewide Longitudinal Data project / K-12 data warehouse. Why, by when, and for which audiences? Examples from others states' systems as a preview for Washington.
3. New student record exchange capacity and potential benefits to districts.
4. Growth model work update (issues with teacher of record).
5. School Improvement Grant unique data collections, including the collection of teacher evaluation data at the building level starting in 2010-11.
6. Dropout prevention data efforts.
7. What questions from SBE should frame the development of this work?

ERDC – Dr. Carol Jenner, Senior Forecast Analyst, ERDC
1. Overview of ERDC work and role.
2. Identified policy and research questions.
3. P-20 Statewide Longitudinal Data System grant overview.
4. Current and forthcoming reports.
5. Exploration of career and college ready definitions; college-going rates – where does Washington rank in the nation?

POLICY CONSIDERATION

The Board will have an opportunity to discuss definitions of career- and college-readiness and reflect on how the OSPI and ERDC work intersect with SBE work and strategic plan goals.

EXPECTED ACTION

None.

OSPI K-12 2010 DATA ACCOMPLISHMENTS

- Comprehensive Education Research and Data System **(CEDARS) – went operational in the fall of 2009.**
    - Throughout the 2009-2010 school year, OSPI worked with districts to **stabilize the collection processes** and fully integrate CEDARS into district, state, and federal reporting.
    - In CEDARS, we now collect student and staff schedules allowing the **linking of students and teachers,** high school student grade history, and more detailed program information.
- Enhanced Reporting:
    - Developed **Student Record Exchange** that will provide districts access to state collected data on students transferring into their districts in real time.
    - Developed concise **School District Revenues and Expenditures** **web reporting tool** for data on per-student revenues and expenditures for Washington's school districts. http://www.k12.wa.us/DataAdmin/DistrictRevenueExpend.aspx
    - **Created reports for each legislator** with maps and data on the school districts in their legislative districts.
- OSPI has **provided the Education Research and Data Center (ERDC) the following data**:
    - Student and teacher records from CEDARS, annual student assessments, high school completers and leavers, completers in career and technical education, educator endorsements, district staffing and National Board Certified Teachers.
- K-12 State Wide Longitudinal Data System Grant – **$5.9 Million**
    - Released a Request for Proposal (RFP) in July of 2010 to procure a **data warehouse and web portal** solution for expanded reporting and business intelligent capabilities, including automated reports, **dashboards, and interactive query tools**. The goal was to acquire a transfer system, a product developed and in production in another education institution that could be customized with consultant assistance.
    - This fall, Choice Solutions was selected as the apparently successful vendor. **Choice has deployed systems in a number of states including Maine, Connecticut, and Wyoming.**
    - Enterprise Architecture/Metadata Repository Tool – through an RFP process we have selected and contracted with a vendor to purchase an **enterprise architecture and metadata repository** tool to plan and manage efficient IT architectures and the definition of data elements and map data collections, storage and reporting relationships.
- Partnered with the (ERDC) in the Office of Financial Management and OSPI in the successful application for **$17 million in SLDS funding** and since awarding of grant funds, have collaborated with the ERDC as an executive sponsor partner on the grant.
- Data Governance Accomplishments:
    - **Adopted a** *Data Governance Implementation Guideline.*
    - **Identified critical research and policy questions** that need to be addressed by the K-12 data system.
    - **Conducted a gap analysis** of the data needed to address the questions and the data currently collected at the state level.
    - Identified the gaps in data collected at the state level and the data collections recommended in the National Education Data Model.
    - **Establish a Data Management Committee** with the responsibility for coordinating OSPI's data collecting and reporting.
        - Activities coordinated include the **update and redesign of the Report Card website** and the common definition and understanding of building and school numbers.
    - Started process for evaluating **the state collection of student level attendance and discipline data.**
    - Coordinated the activities of collecting and reporting **teacher and principal evaluation data.**
- New **student ethnicity and race data** collection implemented.
    - Federal two part question on ethnicity and race with extensive sub-categories for racial identity now collected.
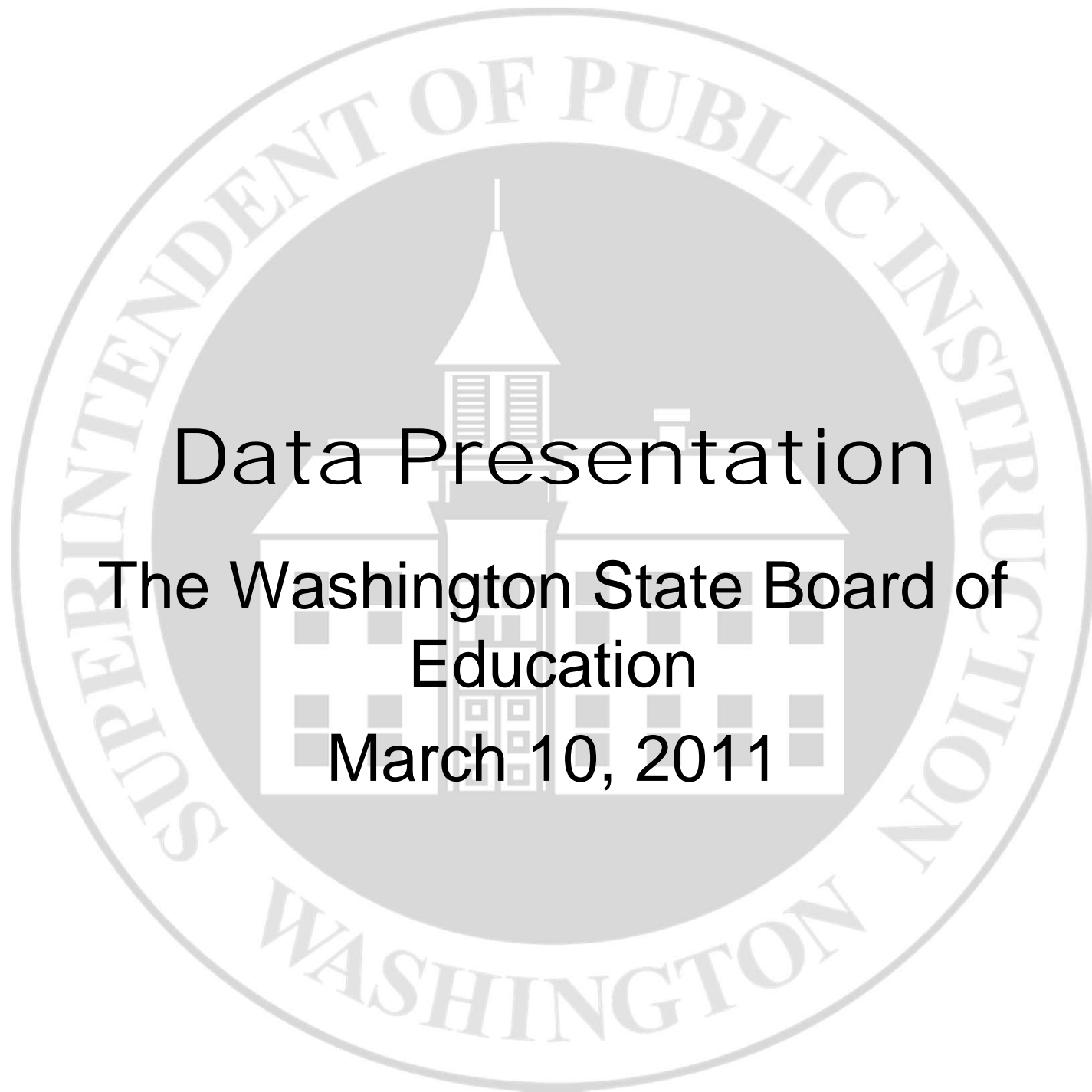
Data Presentation

The Washington State Board of Education

March 10, 2011

Overview

- The Big Picture
  - Education Improvement
  - Data Governance
  - Vision
- High level look at actions underway
  - Statewide Longitudinal Data System
  - Student Record Exchange
- Growth Model
- School Improvement Grant Schools Data Collections
- Dropout Early Warning and Intervention System
- OSPI\ERDC Collaboration

The Big Picture with Data

- Transition from a system where data is collected at the state level for program compliance and funding allocation to using data for education improvement.

    – The goal is to use data to inform the decisions of policy makers, state and district administrators and the practices of principals and teachers.

Data Governance

- The essential notion behind establishing a K-12 data governance system is that decisions are only as good as the data on which they are based.

- As OSPI transforms data into information to facilitate wise decision-making, users and managers of K-12 data need to establish data **definitions**, data and process **ownership** and **authority**, **accountability**, **security**, and **reporting** needs and requirements.

What has changed because of Data Governance?

	2008	2011
New data collection requests	Ad-Hoc	Systematic process for consideration
Stakeholder involvement	Very limited	Extensive (districts, researchers, SBE, ERDC, WEA, WSIPC)
Business areas (students, teachers, finance)	Independent	Collaborative and coordinated
Data collections	Redundant	Much less redundancy (ongoing effort)
Data availability	Limited	Routinely make data sets available upon request (de-identified for student data)
Report availability	Scattered on OSPI website	Moving all data analysis reports to central location on OSPI website Revenue and Expenditure Data

Data System Vision

Washington's Statewide Proposed K-12 Longitudinal Education Data System
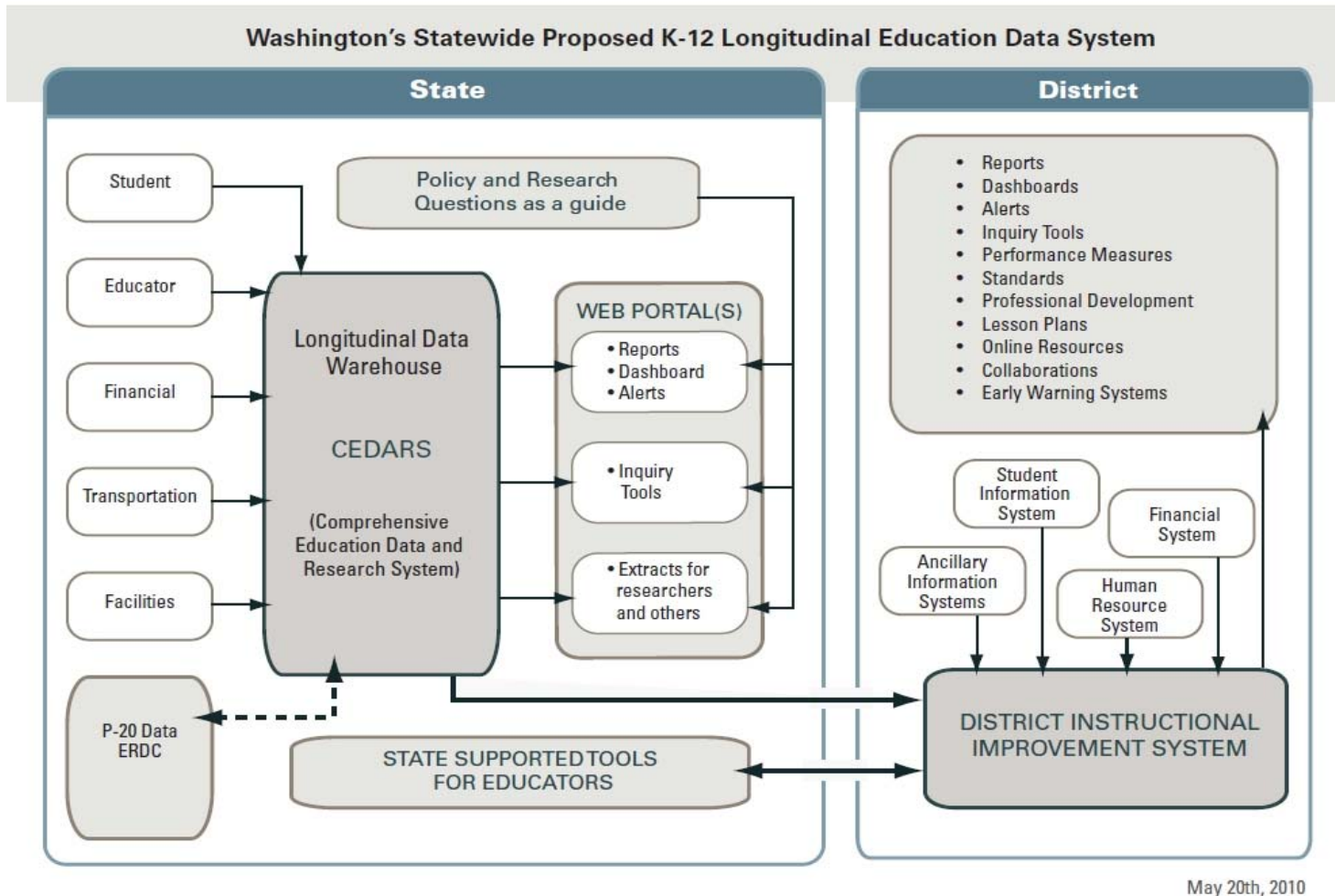
Statewide Longitudinal Data System

- Summer of 2009 awarded $5.9M Federal SLDS Grant
- Goals we seek to accomplish with the grant funding:
  - To develop a governance model and **to enhance data quality and stewardship** from data entry through reporting.
  - To implement an infrastructure encompassing all K-12 business areas which will **facilitate communication and technical efficiency** within the agency and with primary stakeholders.
  - To develop tools which will **enhance data driven decision-making** at all system levels.
  - To **incorporate external education partner organization** membership into the proposed K-12 governance system. (**Data Governance**)
  - To **extend the statewide longitudinal data system to external systems** with infrastructure components that meets technical requirements and standards while protecting individual student privacy. (**Interoperability**)

Statewide Longitudinal Data System

- Spent the first year planning, exploring options and getting everyone on board.

- Summer, 2010 OSPI released RFP for a Data Warehouse and Reporting portal.

  - Transfer system and reports from another state plus WA custom reports.
  - Web based reporting tool and dashboard with access based on security roles.
  - "Canned reports" and Ad Hoc Query tool.

Statewide Longitudinal Data System

- Fall 2010 we selected Choice Solutions from the RFP respondent vendors.

- Contract signed with Choice last month.

- Plan to fully implementing the solution next winter.

- Essentially we are purchasing a data warehouse solution and four public facing reporting tools, **Snapshots**, **Data Tables**, **Analysis Tools** and **Research and Reports**.

- Research and reports will allow us to more efficiently catalog and index our existing reports.

District and School Snapshots Main Page

Snapshot Report
Line Graph and Data Table

Snapshot Report
Bar Graph and Data Table

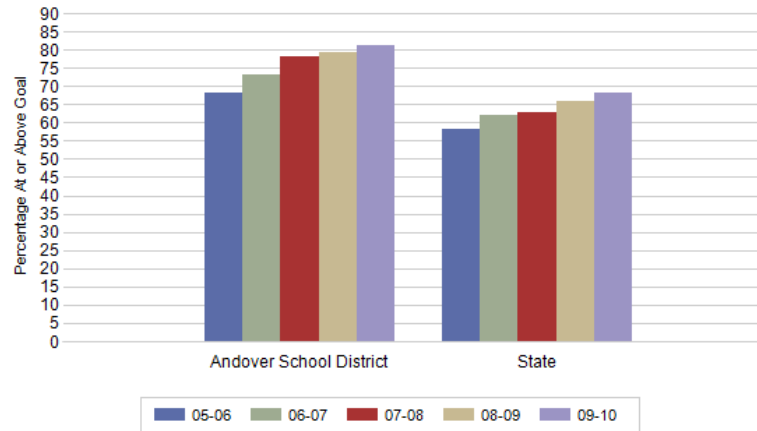| Report Name	
CMT - Mathematics - At or Above Goal All Grades	
Report Criteria	View Report Options

Definitions Excel PDF
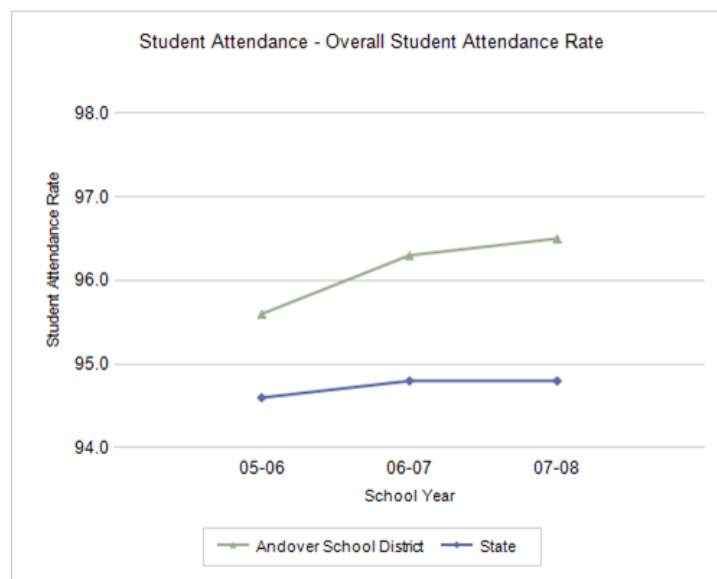
Andover School District

CMT - Mathematics - At or Above Goal All Grades

Andover School District
CMT - Mathematics - At or Above Goal All Grades

** Denotes suppressed value
- Indicates no data

| School Year | Andover School District | | State | |
	Number of Students Tested	Percentage At or Above Goal	Number of Students Tested	Percentage At or Above Goal
2009-10	171	81.3	240,362	68.3
2008-09	177	79.1	242,660	66.0
2007-08	192	78.1	251,746	63.0
2006-07	204	73.0	254,316	62.1
2005-06	214	68.2	256,771	58.3

Snapshot Report
Compare up to 5 Organizations

Compare your results: Select up to five organizations.

☐ State
  – Other Districts
  ☑ Achievement First Hartford Acad
  ☑ Amistad Academy District
  ☐ Ansonia School District
  ☐ Area Cooperative Educational Se
  ☐ Ashford School District
  ☐ Avon School District
  ☐ Barkhamsted School District
  ☑ Berlin School District
  ☐ Bethany School District

State:
Districts: Achievement First Hartford Academy Inc., Amistad Academy District, Berlin School District
Schools:

[Run Report] [Reset]

⬦ Definitions ⊞ Excel ⬚ PDF

Andover School District

— Andover School District
— Achievement First Hartford Academy Inc.
— Berlin School District
— Amistad Academy District

CMT - Mathematics - At or Above Goal All Grades

Data Tables Main Page

Data Tables

Shows data for the CAPT (Connecticut Academic Performance Test) report.

Analysis Tools Main Page

Analysis Tools Report

Student Record Exchange

- Data Governance Committee heard a need from districts for quicker access to transfer student data.

- Need to place the students in appropriate courses and programs as quickly as possible to ensure student success.

Office of Superintendent of Public Instruction

Slide 18

Student Record Exchange

Current Paper Process:

- Student enrolls in new school

- New school requests records from previous school

- Could take up to 2-4 weeks to receive information (assessment, enrollment, programs, etc.)

- New school provides the best placement possible with limited information until records arrive

Student Record Exchange

Current Electronic Process:

- Student enrolls in new school

- New district submits the student enrollment record to the State in next data submission (could be 1-4 weeks)

- The State recognizes that the new district/school "owns" the student and the responsibility of the student's education

- By submitting the student enrollment to the State, the district has access to information about the student's history in other Washington schools (assessment, enrollment, programs)

Student Record Exchange
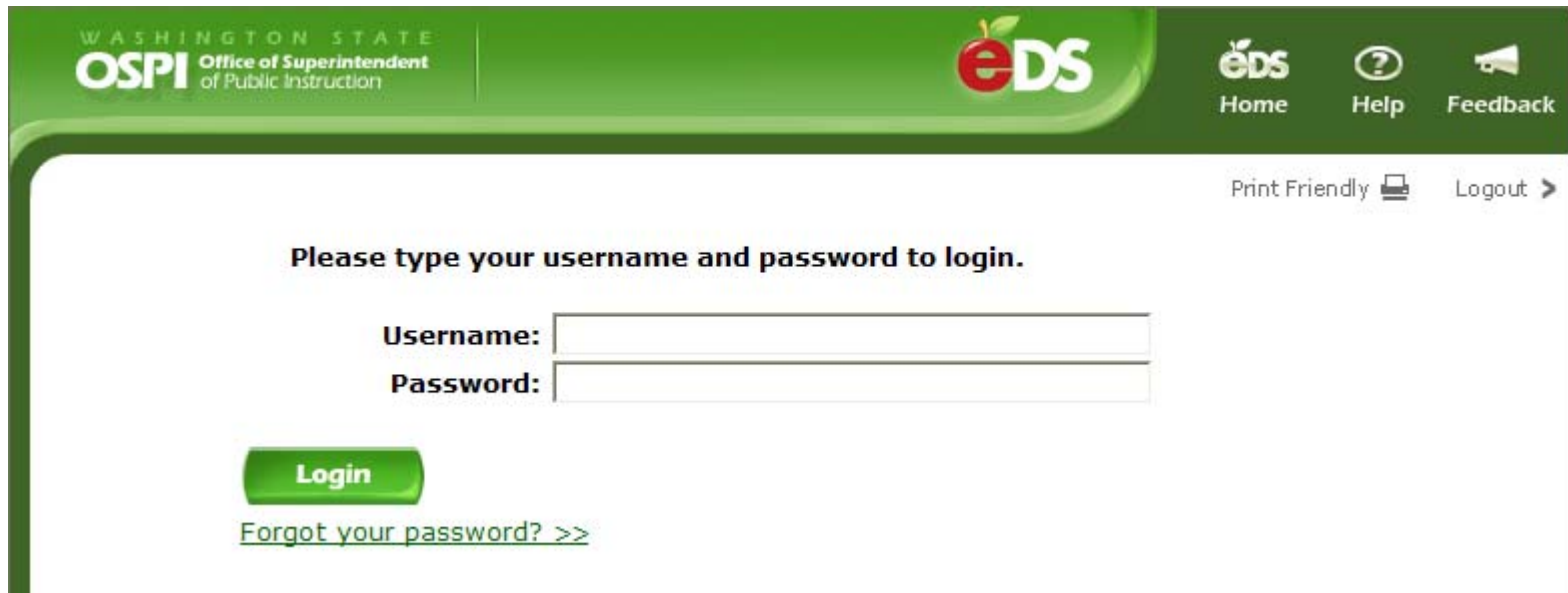
New Process with Student Record Exchange

- Student enrolls in new school

- New school uses the SRX application to search for student

- The new school confirms in the application that district/school "owns" the student and the responsibility of the student's education

- The new school now has instant access to information about the student's history in other Washington schools (grade history, assessment, enrollment, programs)

- New school receives paper copies of the student record from the previous school based on the actions taken in the SRX application

- New district submits the student enrollment record to the State in next data submission

Student Record Exchange

Access to Statewide Educational Data Systems is managed through a distributed security administrator model that enables local districts to identify and grant appropriate access based on function and role.

Student Record Exchange

- All K-12 students are searched based on general demographics

Possible matches are returned with high level enrollment information to allow for the informed selection of the correct student

Student Record Exchange

Demographic Information

Student Record Exchange

Enrollment and Program Information

District Enrollment

Date Enrolled	Date Exited	Cumulative GPA	Credits Attempted	Credits Earned	Expected Grad Year	Grad Req Year	Residential District
9/8/1999		2.623	18.12	18.12	2011	2011	Tumwater School District

School Enrollment

School Code	School	Location Id	Date Enrolled	School Entry Code	Date Exited	Withdrawal Status	School Choice	Number Days Present	Number Unexcused Absences
4500	A G West Black Hills High School	445	9/5/2007	pro			Not Applicable	81.00	0

Special Education

There isn't any data that matches your search.

Bilingual

There isn't any data that matches your search.

Programs

There isn't any data that matches your search.

Student Record Exchange

- Additional Information Provided to the District:

  - Schedule and Assessment
  - Grade History Data

- Additional Features

  - Staff is required to certify that the student information they are going to see is from a student transferring into their district
  - Notification: Audit logs entries are created recording information about the viewing event. E-mails are sent to appropriate staff in the currently enrolled district.

- Official Records Request via E-mail that is customizable to provide districts the specific information relevant to their district policies.

- Data extract to allow districts to import data into their SIS.

Growth Model

- Can be used to measure growth at the state, district, school and or teacher levels.

- Broad support for using it at the state, district and school level.

- Use at the teacher level is controversial.

- Teacher of record data is challenge.

- Different results come from different models.

- Funding considerations:

  - Placeholder put on some of the funding from the SLDS grant to support the development and implementation of a growth model.
  - Ongoing costs need to be addressed.

- Policy consideration or questions can be addressed by Alan.

SIG Data Collections

- Dept. of Ed. required collection of baseline data for SIG schools for school year 09-10

- Collection will be required in future years

- Required unique collections from districts in order to obtain much of the data

- Collection aligned along the 18 Metrics

List of Metrics for the School Improvement Grants

- Intervention used (i.e., turnaround, restart, closure, or transformation)
- AYP status
- Which AYP targets the school met and missed
- School improvement status
- Number of minutes that all students were required to be at school + additional learning time
- Percentage of students at or above each proficiency level on state assessments
- Student participation rate on state assessments by student subgroup
- Average scale scores on state assessments for all student group
- Percentage of LEP students who attain English language proficiency
- Graduation rate
- Dropout rate
- Student attendance rate
- Number and percentage of students completing advanced coursework and/or dual enrollment classes
- College enrollment rates
- Discipline incidents
- Truants
- Distribution of teachers by performance level on LEA's teacher evaluation system
- Teacher attendance rate

Dropout Early Warning and Intervention System

- ESHB 2261 passed during the 2009 session requires a statewide Dropout Early Warning and Intervention System

- Different views on appropriate location for a DEWIS system – SEA or LEA?

  – All WISPC districts that use their SIS system have a DEWIS system available
  – Many other jurisdictions also have systems in place
  – For a state system we don't collect individual level discipline data or adequate attendance data – two required elements for a DEWIS system
  – OSPI now going through process of examining the collection of individual level discipline data and enhanced attendance data

- A number of recommendations surrounding DEWIS and data are contained in the Building Bridges Recommendations

OSPI\ERDC Collaboration

- Regularly sharing data, including

  - Student and teacher records from CEDARS, annual student assessments, high school completers and leavers, completers in career and technical education, educator endorsements, district staffing and National Board Certified Teachers.

- Washington is seen as a national leader with our P-20 effort and the collaboration between the ERDC and OSPI

Questions\Discussion

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http://www.k12.wa.us/K12DataGovernance/default.aspx

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Key Facts about Education in Washington State
February, 2011

Introduction
Education partners in Washington State continue to chart a course to increases in student achievement. This education baseline document provides data relevant to the State Board of Education strategic plan goals:

Goal 1:   Advocate for an Effective, Accountable Governance Structure for Public Education in Washington.
Goal 2:   Provide Policy Leadership for Closing the Academic Achievement Gap.
Goal 3:   Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Post-Secondary Education.
Goal 4:   Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science.
Goal 5:   Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.

This document is composed of six parts:

Part 1:   Major Conclusions (page 1).
Part 2:   Early Learning Preparation Gaps (page 1).
Part 3:   National Assessment of Educational Progress (NAEP) (page 2).
Part 4:   State Outcome Assessments (Measurement of Student Progress, High School Proficiency Exam) (page 5).
Part 5:   Achievement Gaps (state outcome assessments, NAEP) (page 7).
Part 6:   Additional Data (page 12).

Part 1: Major Conclusions
- Washington performs above average on the NAEP and other measures of K-12 academic achievement.
- Incoming kindergarteners are often below expected skill levels in physical, cognitive, social/emotional, and language domains.
- Despite some success on national measures, our students struggle to meet the Washington math and science standards.
- There are significant and persistent academic achievement gaps.
- Graduation rates and dropout rates remain relatively constant over the past six years. Ethnic and racial minority students and low-income students are much more likely to drop out than their white, Asian, and non-low-income peers.

Part 2: Early Learning Preparation Gaps
Washington State students do not enter kindergarten on equal ground. In fall 2010, more than one third of all entering kindergarteners were below the expected skill level in physical, cognitive, and social/emotional domains, according to the pilot kindergarten assessment system, WAKids[1]. Nearly half of all entering kindergarteners arrive with skills that are below expected readiness skills in language, literacy, and communication.

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[1] WAKids was piloted in the fall of 2010 with 3,000 incoming kindergarteners in 51 school districts.
http://www.del.wa.gov/development/kindergarten/pilot.aspx

Part 3: National Assessment of Education Progress (NAEP)

Reading, Math, and Science
Washington students perform slightly above the national average on the NAEP (4th and 8th grade math, 4th and 8th grade reading, and 8th grade science). Fourth grade science performance is average (NAEP Snapshot State Reports[2]).

Washington 4th and 8th grade reading performance is slightly above the national average.
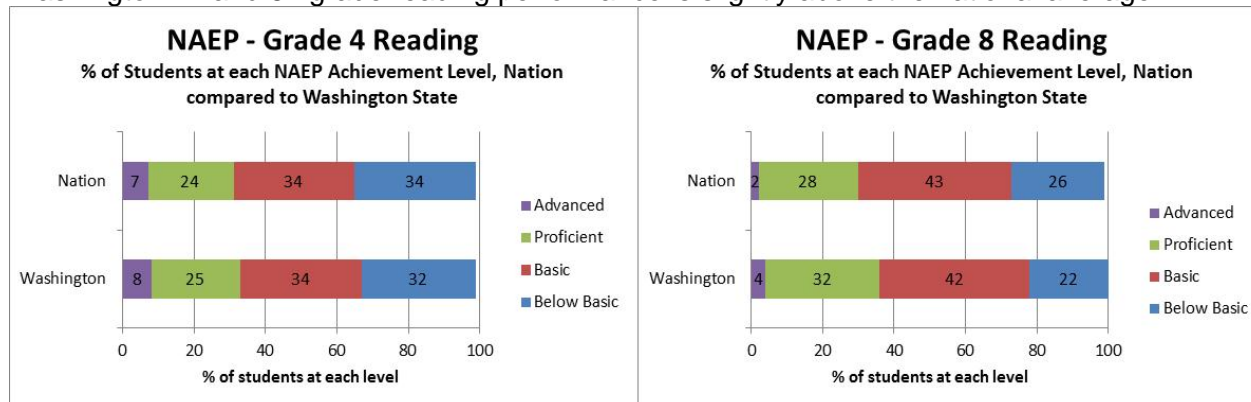
Washington 4th and 8th grade math performance is slightly above the national average.
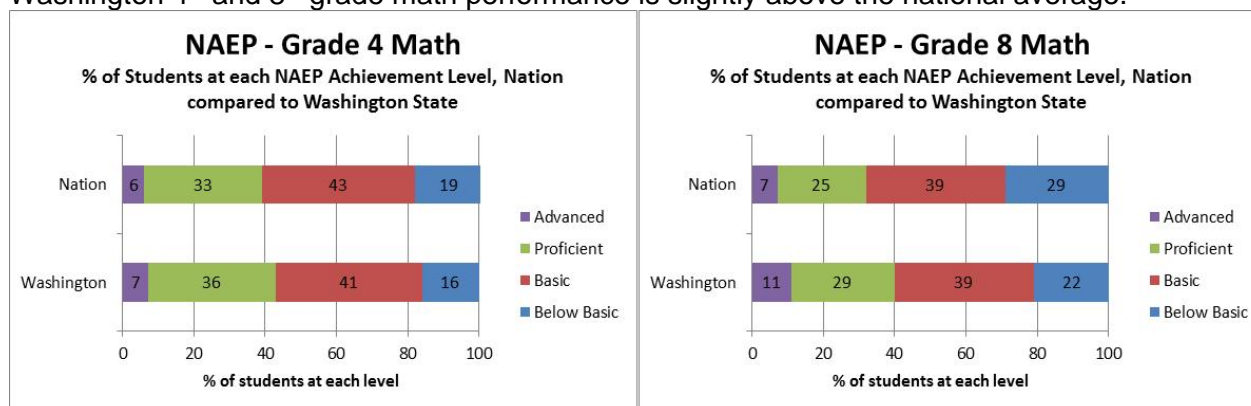
Washington 4th grade science performance is at the national average, and 8th grade performance is above the national average.

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[2] NAEP Snapshot State Reports: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011454
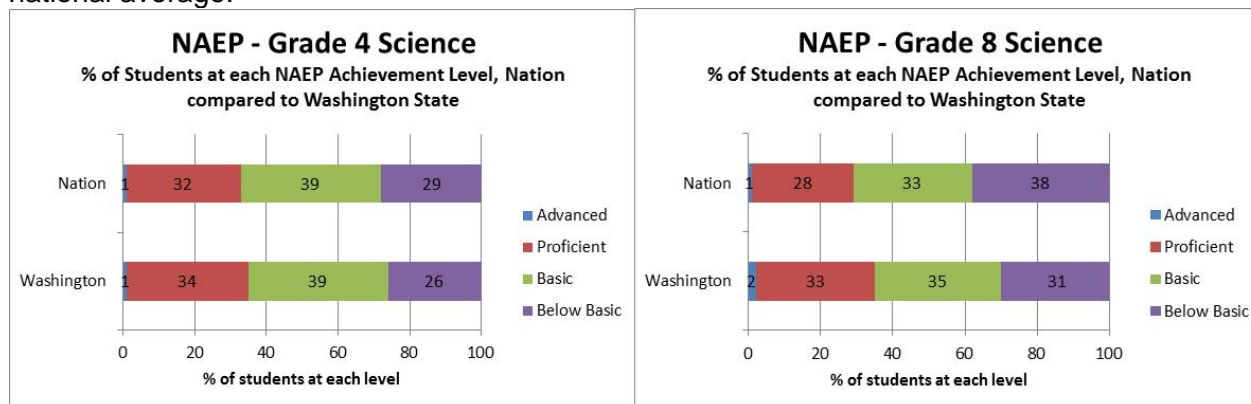
Global Challenge State Comparison

The Information Technology and Innovation Foundation regularly publishes a list of "Global Challenge States." [3] These states are considered leaders in developing global, entrepreneurial and knowledge- and innovation-based economies. The 2010 Global Challenge states include Massachusetts, Washington, Maryland, New Jersey, and Connecticut. This analysis also includes past Global Challenge states California and Colorado for comparison. In this section, NAEP[4] average scale scores[5] from the Global Challenge States are compared to Washington.

READING
On the 8th grade reading NAEP, Massachusetts, New Jersey, and Connecticut's average scale scores are higher than Washington's.

NAEP Reading Grade 8: WA Compared to Global Challenge States
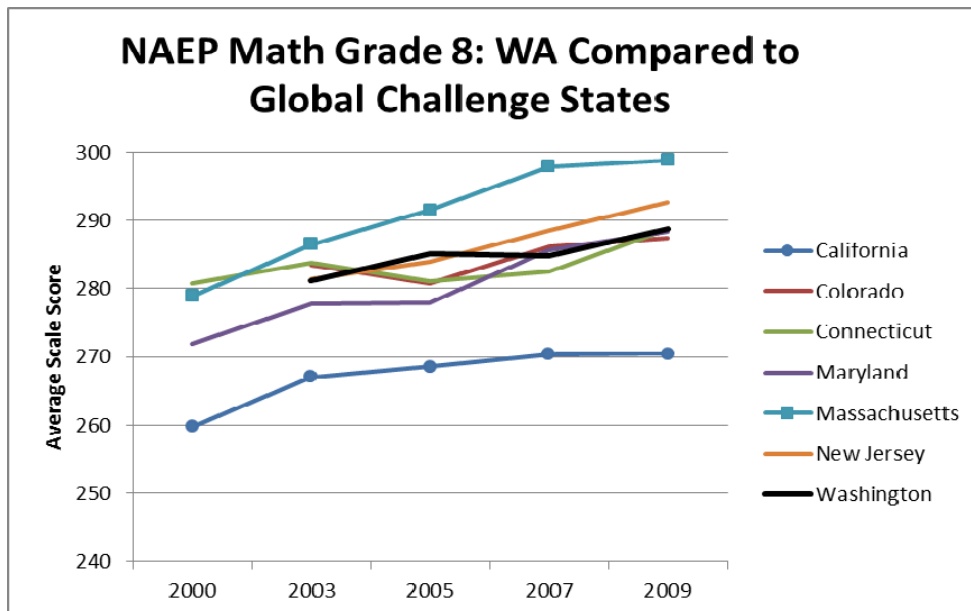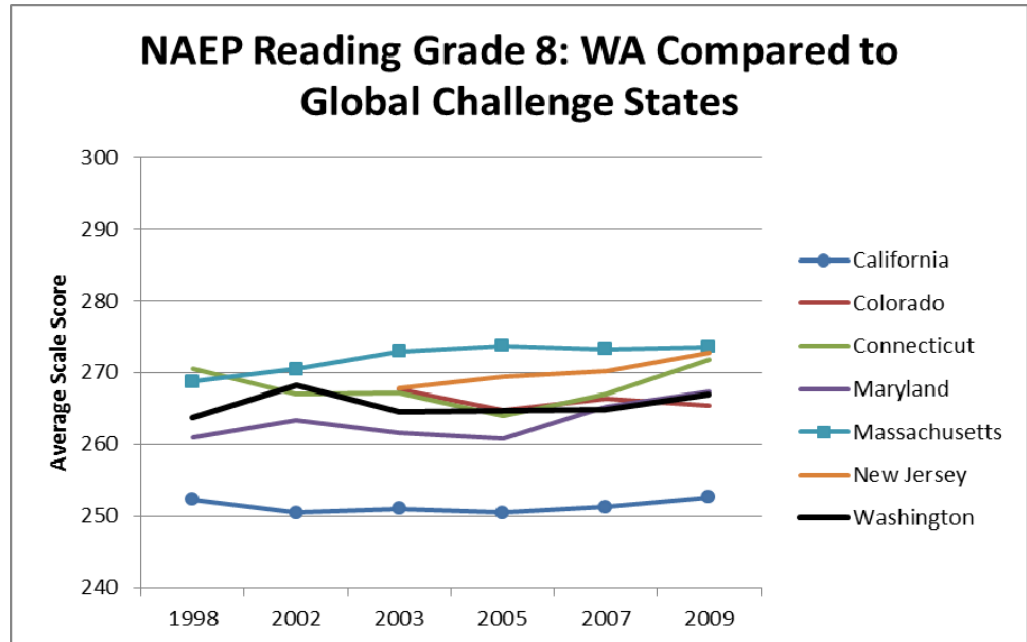
MATH
On the 8th grade math NAEP, Massachusetts and New Jersey's average scale scores are higher than Washington's.

NAEP Math Grade 8: WA Compared to Global Challenge States

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[3] Information Technology & Innovation Foundation: http://www.kauffman.org/uploadedfiles/snei_2010_report.pdf
[4] NAEP Data Explorer: http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx
[5] A scale score summarizes the overall level of student performance attained. NAEP produces summary statistics describing scale scores for groups of students. NAEP scale scores range from 0 to 500 (reading, mathematics) and from 0 to 300 (science).

SCIENCE

The 2009 8th grade science NAEP is significantly different from the previous NAEP and therefore cannot be compared to past years. Massachusetts' average scale score is higher than Washington's. Washington performs similarly to New Jersey, Colorado, and Connecticut.
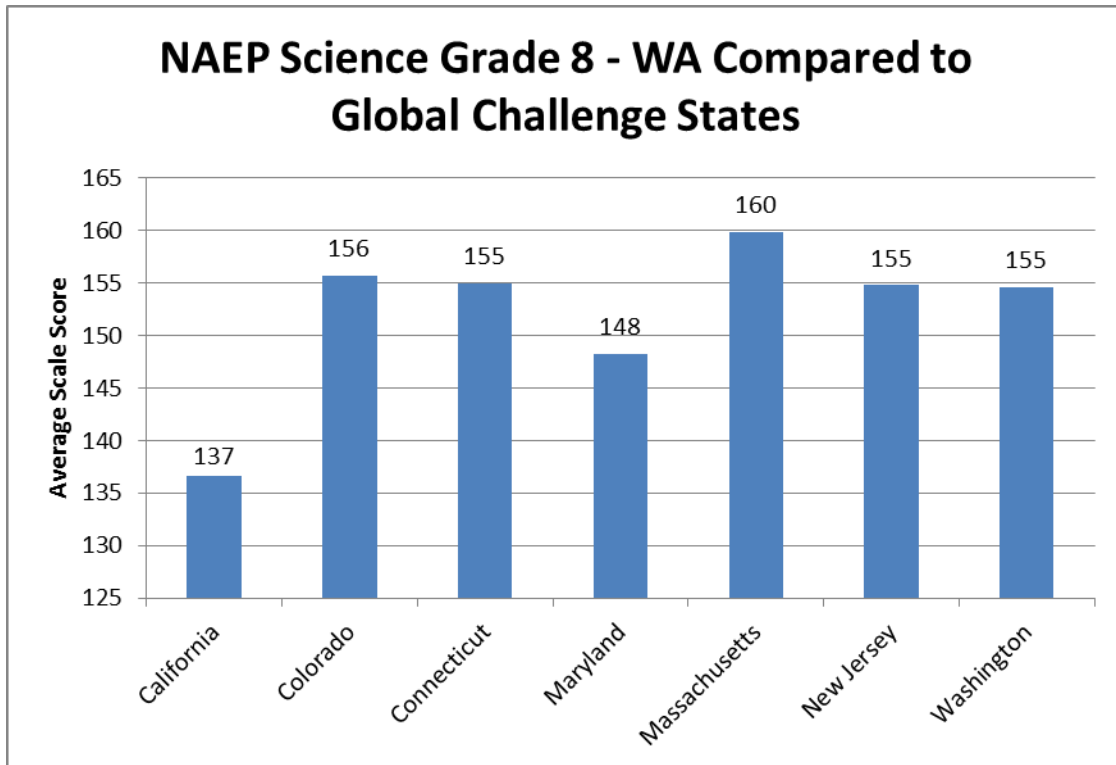
NAEP Science Grade 8 - WA Compared to Global Challenge States

State	Average Scale Score
California	137
Colorado	156
Connecticut	155
Maryland	148
Massachusetts	160
New Jersey	155
Washington	155

Part 4: State Outcome Assessments (Measurement of Student Progress, High School Proficiency Exam*)

Reading and writing performance is fairly stable and demonstrates relatively high levels of achievement. However, 21 percent of students do not read at grade level and 14 percent of students cannot write at grade level in the 10th grade. Performance has declined slightly since peaks in 2006 and 2008.

*2009-10 was the first year of the High School Proficiency Exam (HSPE) the replacement for the Washington Assessment of Student Learning.

HSPE/WASL Reading Grade 10

% of Students Met Standard

Year	%
1998-99 WASL	51.4%
1999-00 WASL	59.8%
2000-01 WASL	62.4%
2001-02 WASL	59.2%
2002-03 WASL	60.0%
2003-04 WASL	64.5%
2004-05 WASL	72.9%
2005-06 WASL	82.0%
2006-07 WASL	80.8%
2007-08 WASL	81.8%
2008-09 WASL	81.2%
2009-10 HSPE	78.9%

HSPE/WASL Writing Grade 10

% of Students Met Standard

Year	%
1998-99 WASL	41.1%
1999-00 WASL	31.7%
2000-01 WASL	46.9%
2001-02 WASL	54.3%
2002-03 WASL	60.5%
2003-04 WASL	65.2%
2004-05 WASL	65.2%
2005-06 WASL	79.8%
2006-07 WASL	83.9%
2007-08 WASL	86.8%
2008-09 WASL	86.7%
2009-10 HSPE	86.0%

Math performance on the 10th grade assessment has decreased, and science is relatively flat. The majority of students do not meet the standards in math or science.

HSPE/WASL Math Grade 10

% of Students Met Standard

Year	%
1998-99 WASL	33.0%
1999-00 WASL	35.0%
2000-01 WASL	38.9%
2001-02 WASL	37.3%
2002-03 WASL	39.4%
2003-04 WASL	43.9%
2004-05 WASL	47.5%
2005-06 WASL	51.0%
2006-07 WASL	50.4%
2007-08 WASL	49.6%
2008-09 WASL	45.4%
2009-10 HSPE	41.7%

HSPE/WASL Science Grade 10

% of Students Met Standard

Year	%
2002-03 WASL	31.8%
2003-04 WASL	32.2%
2004-05 WASL	35.8%
2005-06 WASL	35.0%
2006-07 WASL	36.4%
2007-08 WASL	40.0%
2008-09 WASL	38.8%
2009-10 HSPE	44.8%

Part 5: Achievement Gaps (state assessments, NAEP)

Achievement Gaps – state assessments
The latest state assessment information shows substantial achievement gaps for students of color, students in poverty, and English Language Learners.

The following tables reflect race/ethnicity, poverty, and English Language Learner gaps over time for math, science, reading, and writing. All tables display student performance on the 2010 High School Proficiency Exam (HSPE) and, for 2009 and earlier, the Washington Assessment of Student Learning (WASL).

Mathematics – Grade 10
The grade 10 mathematics race, ethnicity, and income achievement gaps have remained largely unchanged for African American, Hispanic, American Indian/Alaska Native, and low income students. English Language Learner gaps have increased.

Math	2000	2010
African American-Caucasian Gap	28.4%	28.3%
Hispanic-Caucasian Gap	27.5%	27.2%
American Indian/Alaska Native-Caucasian Gap	22.8%	24.6%
ELL – All Students Gap	27.7%	32.4%
	2005	2010
Low Income –Non Low Income Gap	27.4%	26.8%

Science – Grade 10
The grade 10 science race and ethnic achievement gaps are persistent for African American and low-income students and have increased for American Indian/Alaska Native, Hispanic, and English Language Learner students.

Science	2003	2010
African American-Caucasian Gap	27.1%	28.5%
Hispanic-Caucasian Gap	25.2%	30.2%
American Indian/Alaska Native-Caucasian Gap	20.4%	26.0%
ELL – All Students Gap	29.0%	42.3%
	2005	2010
Low Income –Non Low Income Gap	25.6	27.3

Reading – Grade 10
The grade 10 reading race, ethnicity, and income achievement gaps have decreased by about one third in ten years. The English Language Learner gap has increased.

Reading	2000	2010
African American-Caucasian Gap	27.9%	18.3%
Hispanic-Caucasian Gap	30.2%	20.9%
American Indian/Alaska Native-Caucasian Gap	25.2%	17.4%
ELL – All Students Gap	47.6%	55.6%
	2005	2010
Low Income –Non Low Income Gap	23.3%	18.0%

Writing – Grade 10
The grade 10 writing race, ethnicity, and income achievement gaps have decreased most dramatically in ten years, for all groups except English Language Learners, where the gaps have increased.

Writing	2000	2010
African American-Caucasian Gap	18.7%	10.5%
Hispanic-Caucasian Gap	23%	13.3%
American Indian/Alaska Native-Caucasian Gap	19.3%	13%
ELL – All Students Gap	18.6%	41.5%
	2005	2010
Low Income –Non Low Income Gap	25.9%	12%

Achievement gaps - NAEP

Achievement gaps persistent, here demonstrated in detail on the 8th grade math and reading NAEP.

The White-Black math achievement gap in eighth grade is slightly smaller than the national average.

NAEP Mathematics Grade 8 – White - Black
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
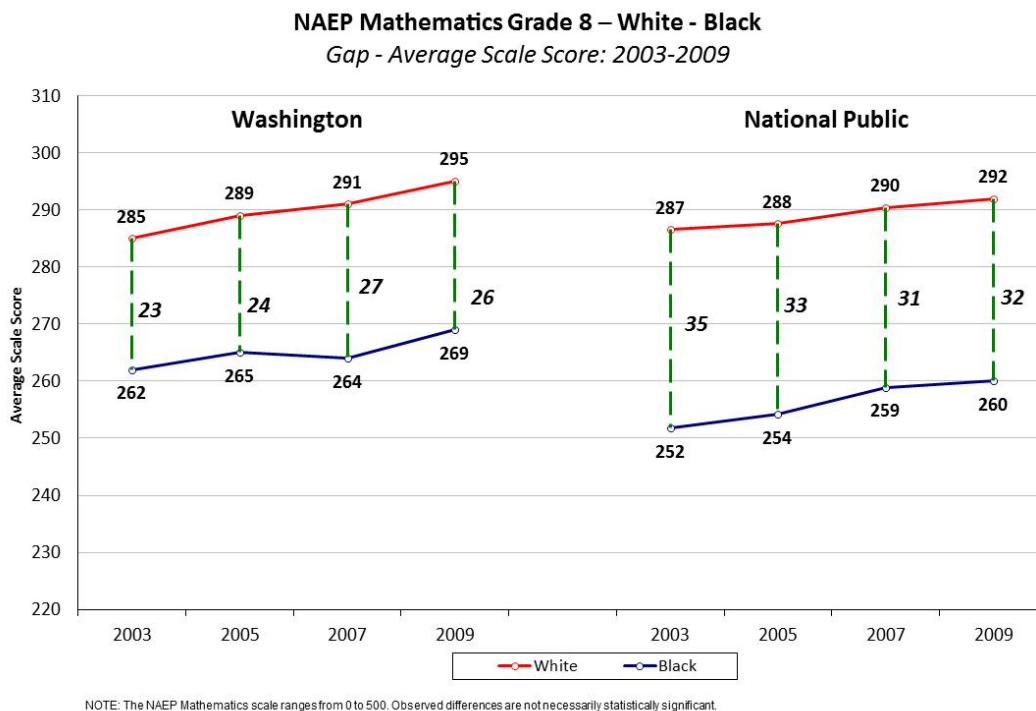
The White-Black reading achievement gap in eighth grade is slightly larger than the national average.

NAEP Reading Grade 8 – White - Black
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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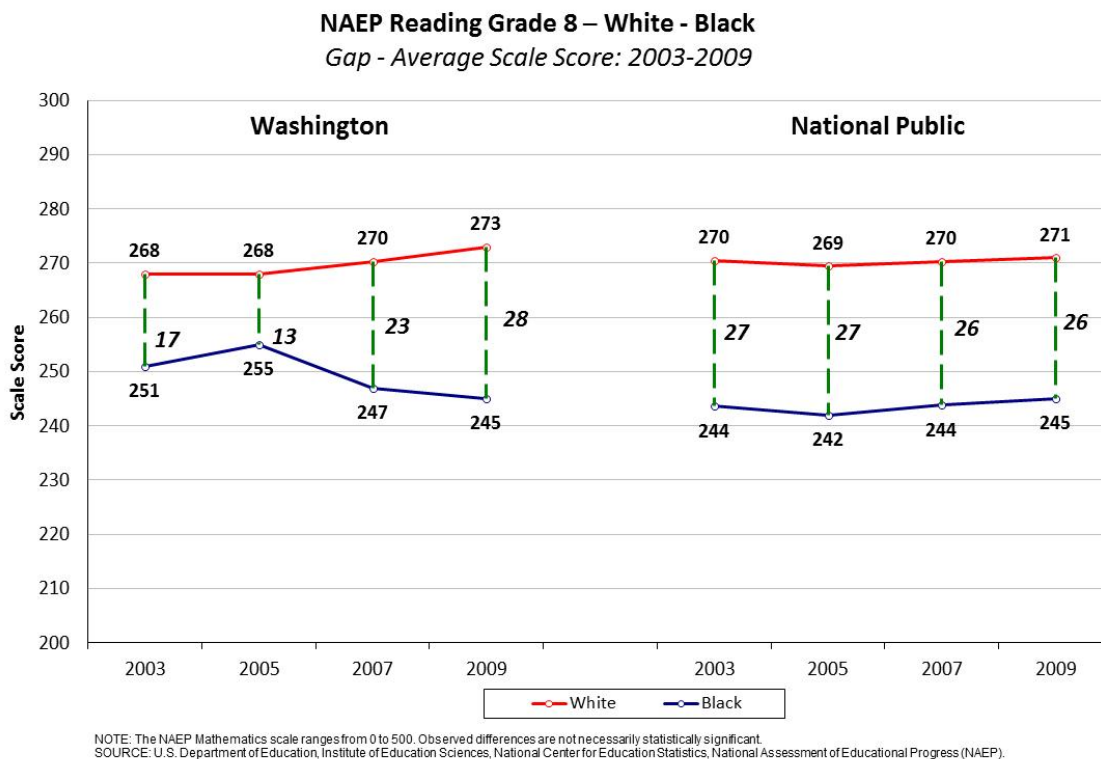
The White-Hispanic math achievement gap has grown since 2003 and is now larger than the national average.

NAEP Mathematics Grade 8 – White - Hispanic
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).
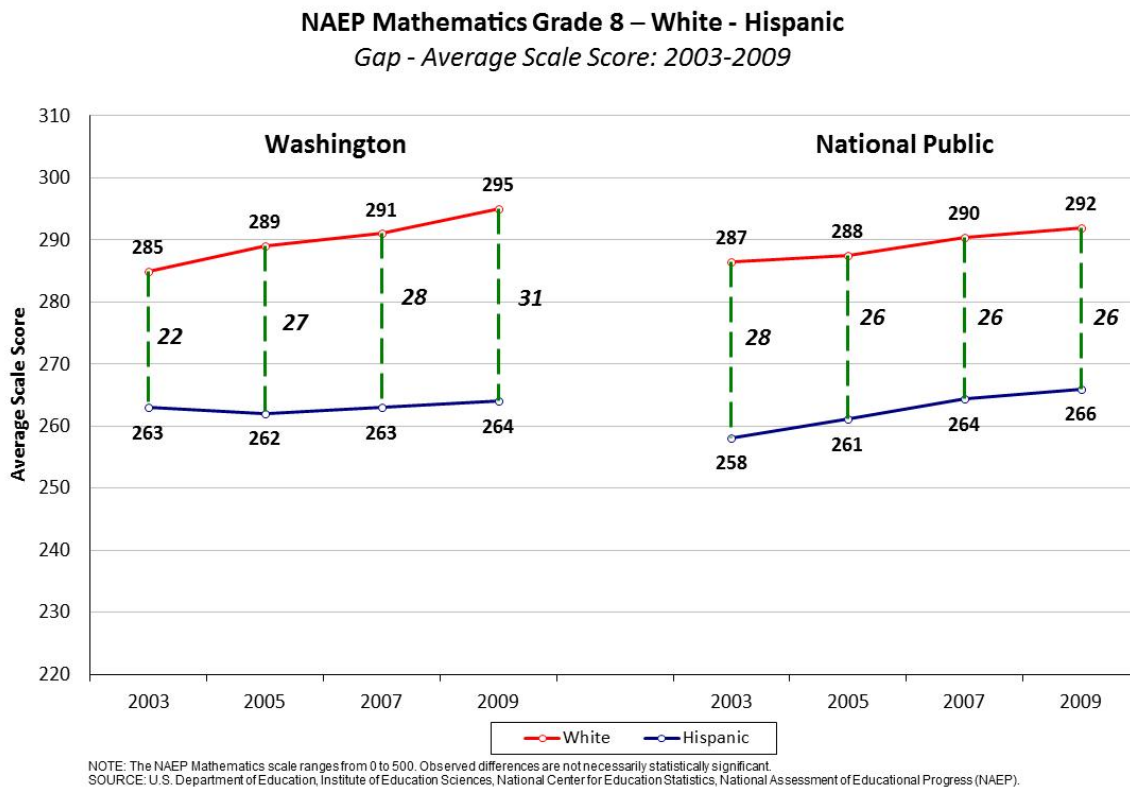
The White-Hispanic reading achievement gap has grown slightly while the national gap has decreased.

NAEP Reading Grade 8 – White - Hispanic
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education ciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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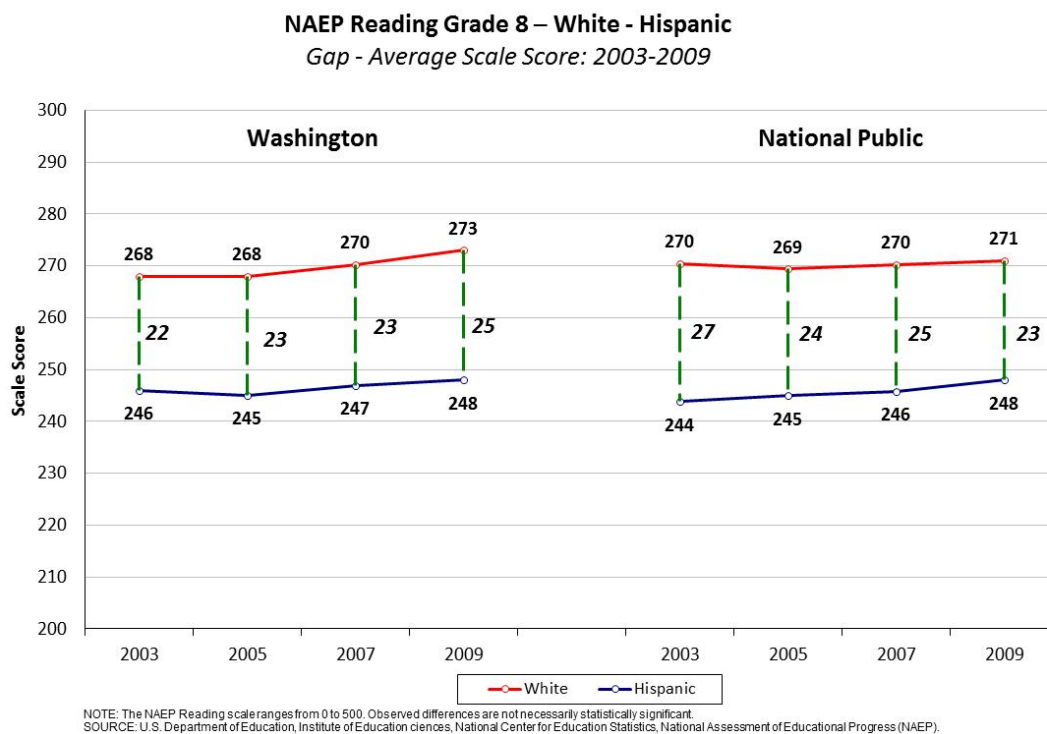
The low-income math achievement gap in 8th grade has grown from smaller than the nation (2003) to about the same (2007 and 2009).

NAEP Mathematics Grade 8 – National School Lunch Program
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

The low-income reading achievement gap in 8th grade is consistently smaller than the national average.

NAEP Reading Grade 8 – National School Lunch Program
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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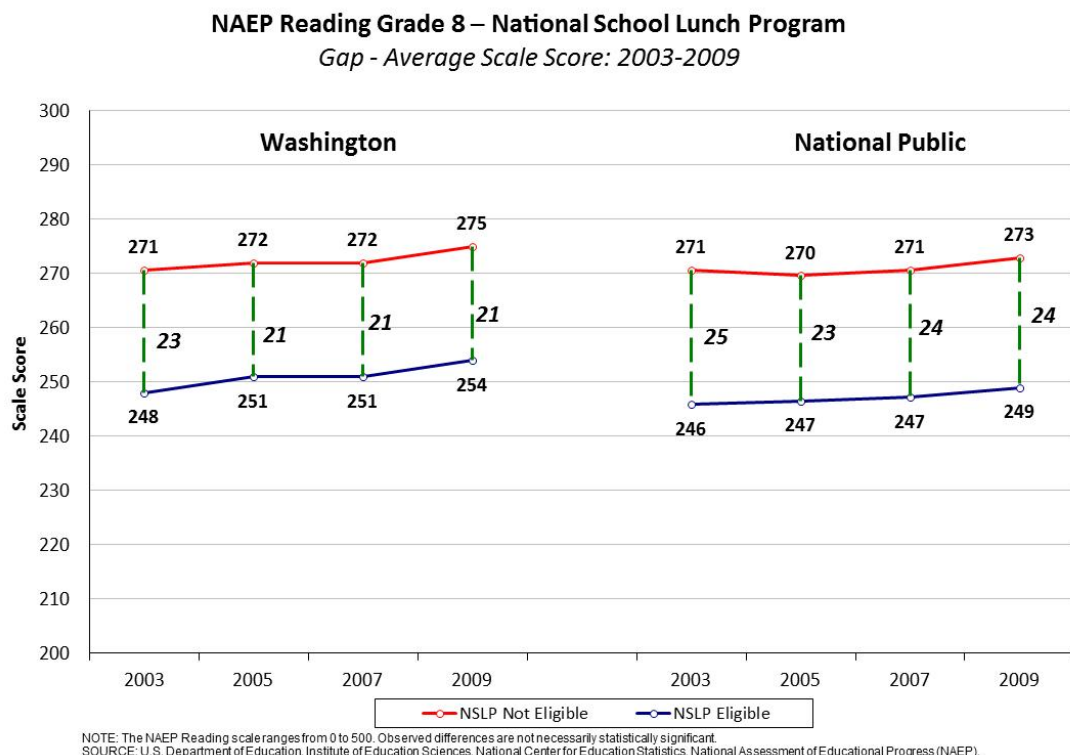
The English Language Learner math achievement gap in 8th grade has grown from the same as the national average (2001) to larger (2007, 2008).

NAEP Mathematics Grade 8 – English Language Learners
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

The English Language Learner reading achievement gap in 8th grade is larger than the national average and growing.

NAEP Reading Grade 8 – English Language Learners
Gap - Average Scale Score: 2003-2009

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

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Part 6: Additional Data

Advanced Placement (AP) and SAT

In the class of 2010, Washington ranks 17th in the nation with 17.1 percent of students scoring a three or higher on at least one AP exam, slightly above the national average of 16.9 percent. Washington ranks 10th in the nation for five-year increases in the percent of students scoring at a three or higher. Washington has seen a 4.2 percent increase over five years ago (OSPI).

Washington has a high rate of participation in the SAT at 54 percent compared to the national rate of 47 percent. Washington students scored higher in critical reading, math and writing than all states in which at least 25 percent of its students tested (OSPI).

Graduation and Dropout Rates

Statewide, the 'extended' graduation rate – more than four years – was 80 percent for the class of 2009. Students of color, students from low income homes, and students who are English Language Learners graduate in much lower rates. For example: only 60.1 percent of Native American students, 66.4 percent of English Language Learners, and 71 percent of low income students graduated in 2009, compared to 81.2 percent of White and 89.2 percent of Asian students (OSPI graduation data).

Graduation and dropout data are notoriously unreliable among the states, and comparing state graduation data to other states or national averages is not likely to be accurate until after the 2010-2011 school year when states are required to begin reporting numbers using consistent methodology. Some efforts have been made in comparing 'on time' (four year) rates. Washington's on-time graduation rate was 72.5 percent in 2007, 72 percent in 2008, and 73.5 percent in 2009 (OSPI graduation and dropout statistics). The US Department of Education reports that in 2007 the average national graduation rate was 73.9 percent. Washington appears to have average or slightly better than average graduation rates than the nation, but again these are estimates.

These graduation data will be updated and expanded when OSPI releases its 2009-2010 graduation data.

Transition to College

Washington State ranks 46th in the nation for the percent of high school graduates who go directly to college. Washington ranks 47th in the percent of 18-24 year olds enrolled in college (National Center for Higher Education Management Systems).

Participation in Postsecondary Education
Washington State High School Graduates, 2008-09

The Washington State Education Research & Data Center (ERDC) is charged with conducting analyses of early learning, K-12, and higher education programs and education issues across the P-20 system. ERDC focuses on longitudinal education studies, particularly those that involve transitions across education sectors. This study focuses on one such transition – high school to college.

Purpose

The purpose of this study is to determine the number of 2008-09 high school graduates who enrolled in postsecondary education and the rate at which they enroll in postsecondary education through the academic year following their graduation – in this case, the 2009-10 school year. This report provides information at both the state and county level and by student, school, and community characteristics.

Data Sources

To examine postsecondary education participation rates for high school graduates, the following data sources were used:

High school graduate data from the Office of Superintendent of Public Instruction (OSPI);

Enrollment data for the state's community and technical colleges (public 2-year colleges) from the State Board for Community and Technical Colleges (SBCTC);

Enrollment data for Washington public baccalaureate ("4-year") institutions from the Public Centralized Higher Education Enrollment System (PCHEES) established in the Office of Financial Management (OFM); and

Enrollment data for private institutions in Washington and all out-of-state institutions from the National Student Clearinghouse (NSC).[1]

Detailed definitions of elements used in this study are provided in Appendix C.

State-Level Results

Of the 63,386 2008-09 high school graduates, 40,708 (64.2 percent) enrolled in postsecondary education at some point between the date of graduation and August 15, 2010. See Table 1.

TABLE 1: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION, TOTAL.
(Universe: All 2008-09 public high school graduates)

	Graduates	*Percent of all graduates*
High school graduates, 2008-09	63,386	*100.0%*
Enrolled in postsecondary education	40,708	*64.2%*
Not enrolled in postsecondary education	22,678	*35.8%*

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[1] Funding for NSC data acquisition was provided by U.S. Department of Education, American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant Program.

The majority of students (83.5%) enrolled attended higher education institutions in Washington State. See Table 2.

TABLE 2: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION, WASHINGTON AND OUT OF STATE.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

	Graduates enrolled in postsecondary	*Percent of all graduates enrolled*
Enrolled in postsecondary education	40,708	*100.0%*
Enrolled in Washington institutions	33,974	*83.5%*
Enrolled in out-of-state institution	6,734	*16.5%*

Of the 33,974 graduates attending Washington postsecondary institutions, 19,830 (58.4 percent) attended a community or technical college and 11,997 (35.3%) attended public 4-year institutions. All together, public institutions (4-year and community and technical colleges) accounted for 31,827 (94 percent) of those enrolled in postsecondary institutions in Washington state. In contrast, almost half of the 6,734 graduates attending out-of-state schools enrolled in private institutions. See Table 3.

TABLE 3: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION BY TYPE OF INSTITUTION, WASHINGTON AND OUT OF STATE.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

	Graduates enrolled in postsecondary	*Percent of all graduates enrolled*
Enrolled in postsecondary education	**40,708**	
Enrolled in Washington institutions	**33,974**	*100.0%*
Public 4-year	11,997	*35.3%*
Community or technical college (public 2-year)	19,830	*58.4%*
Private institution	2,147	*6.3%*
Enrolled in out-of-state institution	**6,734**	*100.0%*
Public 4-year	2,447	*36.3%*
Public 2-year	969	*14.4%*
Private institution	3,318	*49.3%*

Figure 1 illustrates the distribution of enrollment by type of institution for high school graduates attending Washington institutions and those attending out-of-state institutions. Graduates attend public 4-year institutions at similar rates (35.3 percent for those attending Washington institutions and 36.3 percent for those attending out-of-state institutions). Public 2-year institutions, including Washington's community and technical colleges, enroll a large share of graduates remaining in Washington while private institutions are the largest draw for those attending out-of-state institutions.

FIGURE 1: TYPE OF ENROLLMENT: WASHINGTON AND OUT-OF-STATE INSTITUTIONS.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)
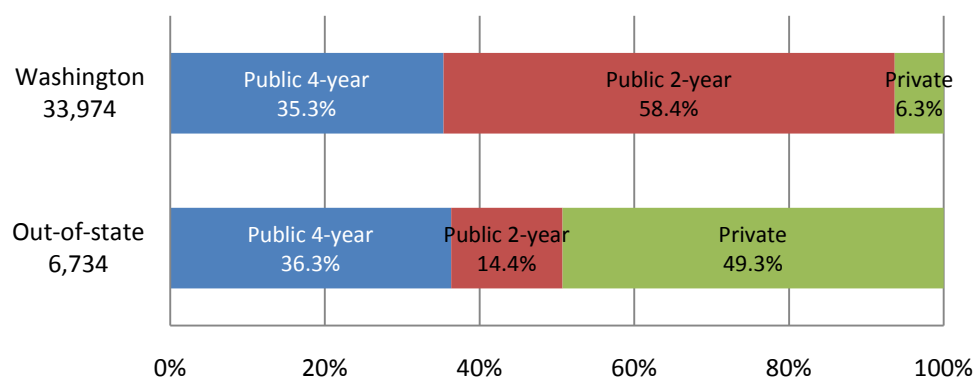
Oregon, California, and Idaho were the top destination states for those attending out-of-state institutions. See Table 4.

TABLE 4: HIGH SCHOOL GRADUATES ENROLLED IN HIGHER EDUCATION BY TYPE OF INSTITUTION, WASHINGTON AND SELECTED STATES.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

	Number enrolled	Percent of total graduates	Percent of total graduates enrolled in posecondary
Public high school graduates enrolled in postsecondary:	**40,708**	**64.2%**	**100.0%**
Enrolled in a Washington institution	**33,974**	**53.6%**	**83.5%**
Public 4-year	*11,997*	*18.9%*	*29.5%*
Community/technical college (public 2-year)	*19,830*	*31.3%*	*48.7%*
Private	*2,147*	*3.4%*	*5.3%*
Enrolled in an Oregon institution	**1,323**	**2.1%**	**3.2%**
Public 4-year	*483*	*0.8%*	*1.2%*
Public 2-year	*269*	*0.4%*	*0.7%*
Private	*571*	*0.9%*	*1.4%*
Enrolled in a California institution	**1,081**	**1.7%**	**2.7%**
Public 4-year	*235*	*0.4%*	*0.6%*
Public 2-year	*256*	*0.4%*	*0.6%*
Private	*590*	*0.9%*	*1.4%*
Enrolled in an Idaho institution	**894**	**1.4%**	**2.2%**
Public 4-year	*454*	*0.7%*	*1.1%*
Public 2-year	*80*	*0.1%*	*0.2%*
Private	*360*	*0.6%*	*0.9%*
Enrolled in other out-of-state institutions	**3,436**	**5.4%**	**8.4%**
Public 4-year	*1,275*	*2.0%*	*3.1%*
Public 2-year	*364*	*0.6%*	*0.9%*
Private	*1,797*	*2.8%*	*4.4%*

Individual institutions particularly attractive to Washington high school graduates of 2008-09 included not only those in Oregon, California, and Idaho, but also several in Arizona, Montana, and Utah, as shown in Table 5. More complete institution detail is provided in Appendix A.

TABLE 5: OUT-OF-STATE INSTITUTIONS ENROLLING THE HIGHEST NUMBER OF 2008-09 WASHINGTON HIGH SCHOOL GRADUATES.

Institution	State	Type	Enrollment
Brigham Young University - Idaho	Idaho	Private	325
University of Idaho	Idaho	Public 4-year	291
Brigham Young University	Utah	Private	280
University of Portland	Oregon	Private	151
Oregon State University	Oregon	Public 4-year	139
University of Oregon	Oregon	Public 4-year	139
University of Montana	Montana	Public 4-year	136
Montana State University	Montana	Public 4-year	115
Portland Community College	Oregon	Public 2-year	108
University of Phoenix	Arizona	Private	102
Willamette University	Oregon	Private	100
Boise State University	Idaho	Public 4-year	88
Arizona State University	Arizona	Public 4-year	84
University of Arizona	Arizona	Public 4-year	80

Postsecondary enrollment and student characteristics

Postsecondary enrollment varies by student demographic characteristics, including gender, race and ethnicity, and income status.

Gender: Female high school graduates enroll in postsecondary education at rates higher than those of males. Overall, for the 2008-09, 67.6 percent of female graduates and 60.6 percent of male graduates enrolled in postsecondary education. See Table 6 and Figure 2.

TABLE 6:   POSTSECONDARY ENROLLMENT BY GENDER AND TYPE OF INSTITUTION.
(Universe: All 2008-09 public high school graduates)

	Washington			Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
	Public 4-year	Public 2-year (CTC)	Private					
Total	11,997	19,830	2,147	6,734	40,708	*64.2%*	22,678	63,386
Female	6,555	10,446	1,307	3,759	22,067	*67.6%*	10,557	32,624
Male	5,442	9,384	840	2,975	18,641	*60.6%*	12,121	30,762

FIGURE 2: POSTSECONDARY ENROLLMENT BY GENDER.
   (Universe: All 2008-09 public high school graduates)
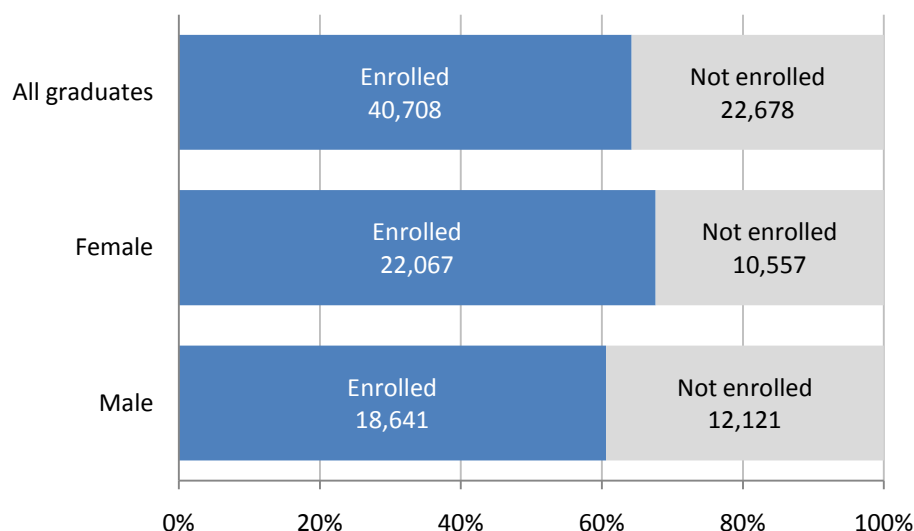
Race and ethnicity: Asian graduates had the highest rate of postsecondary enrollment – 77.0 percent. White graduates (65.4 percent) and Black/African American graduates (63.5%) had postsecondary attendance rates similar to the overall state level of 64.2 percent. Significantly lower than the state average were the rates for American Indian and Alaska Native graduates (47.2 percent), Hispanic/Latino graduates (49.0 percent), and Native Hawaiian and Other Pacific Islander graduates (51.0 percent). See Table 7.

TABLE 7: POSTSECONDARY ENROLLMENT STATUS BY RACE/ETHNICITY AND TYPE OF INSTITUTION.
   (Universe: All 2008-09 public high school graduates)

	Washington			Out of State	Total enrolled	*Percent enrolled*	Not enrolled	Total graduates
Race/Ethnic Category	Public 4-year	CTC	Private					
African-American or Black	424	1,038	94	339	1,895	*63.5%*	1,088	2,983
American Indian and Alaska Native	134	361	21	92	608	*47.2%*	679	1,287
Asian	1,778	1,837	174	553	4,342	*77.0%*	1,298	5,640
Hispanic/Latino	684	2,018	171	297	3,170	*49.0%*	3,299	6,469
Native Hawaiian or Other Pacific Islander	33	79	5	13	130	*51.0%*	125	255
White	8,808	14,221	1,654	5,348	30,031	*65.4%*	15,864	45,895
Two or more*	120	216	26	81	443	*64.4%*	245	688
Not reported	16	40	2	11	69	*46.3%*	80	149
All graduates	11,997	19,830	2,147	6,734	40,708	*64.2%*	22,678	63,386

FIGURE 3: POSTSECONDARY ENROLLMENT STATUS BY RACE/ETHNICITY AND TYPE OF INSTITUTION.
(Universe: All 2008-09 public high school graduates)
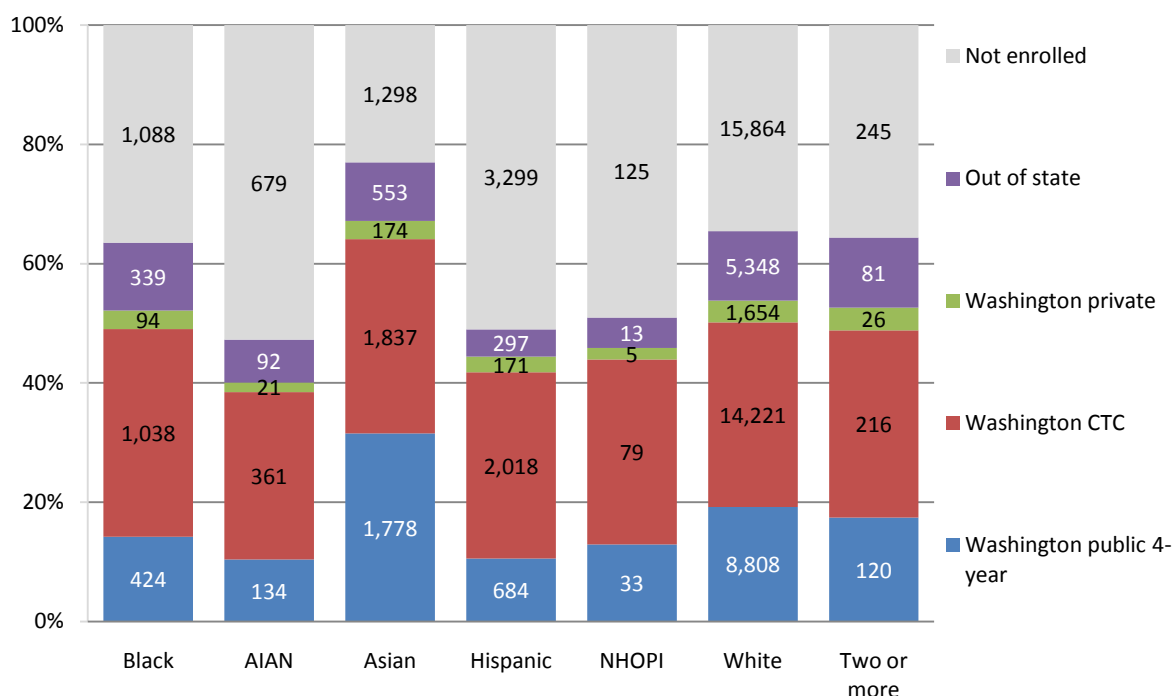
Black = African-American or Black; AIAN = American Indian and Alaska Native; Hispanic = Hispanic or Latino; NHOPI = Native Hawaiian or Other Pacific Islander.

The distribution of postsecondary enrollment across institutional categories also varies greatly by race and ethnicity of the graduates. Of Asian graduates enrolled in postsecondary institutions, over 40 percent attend Washington baccalaureate institutions – much higher than overall state rate of 29.5 percent. Hispanic graduates attended the same institutions at the lowest rate – 21.6 percent.

Complementing their in-state public baccalaureate enrollment rates, Hispanic graduates and Asian graduates appear at opposite ends of the spectrum in community and technical college attendance rates. Roughly 64 percent of Hispanic graduates enrolled in postsecondary education are enrolled in the CTCs. Only 42 percent of Asian students enroll in CTCs. The overall state rate is 48.7 percent.

Graduates in the race/ethnic category "two or more races" have the highest rates of Washington private institution enrollment (18.3 percent) and also out-of-state enrollment (5.9 percent). Black/African-American students also have relatively high rates of enrollment in out-of-state institutions (17.9 percent).

TABLE 8: POSTSECONDARY ENROLLMENT BY RACE/ETHNICITY AND TYPE OF INSTITUTION.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

	Washington			Out of State	Total enrolled
	Public 4-year	**CTC**	**Private**		
Total	29.5%	48.7%	5.3%	16.5%	100.0%
African-American or Black	22.4%	54.8%	5.0%	17.9%	100.0%
American Indian and Alaska Native	22.0%	59.4%	3.5%	15.1%	100.0%
Asian	40.9%	42.3%	4.0%	12.7%	100.0%
Hispanic/Latino	21.6%	63.7%	5.4%	9.4%	100.0%
Native Hawaiian or Other Pacific Islander	25.4%	60.8%	3.8%	10.0%	100.0%
White	29.3%	47.4%	5.5%	17.8%	100.0%
Two or more races	27.1%	48.8%	5.9%	18.3%	100.0%

FIGURE 4: POSTSECONDARY ENROLLMENT BY RACE/ETHNICITY AND TYPE OF INSTITUTION.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)
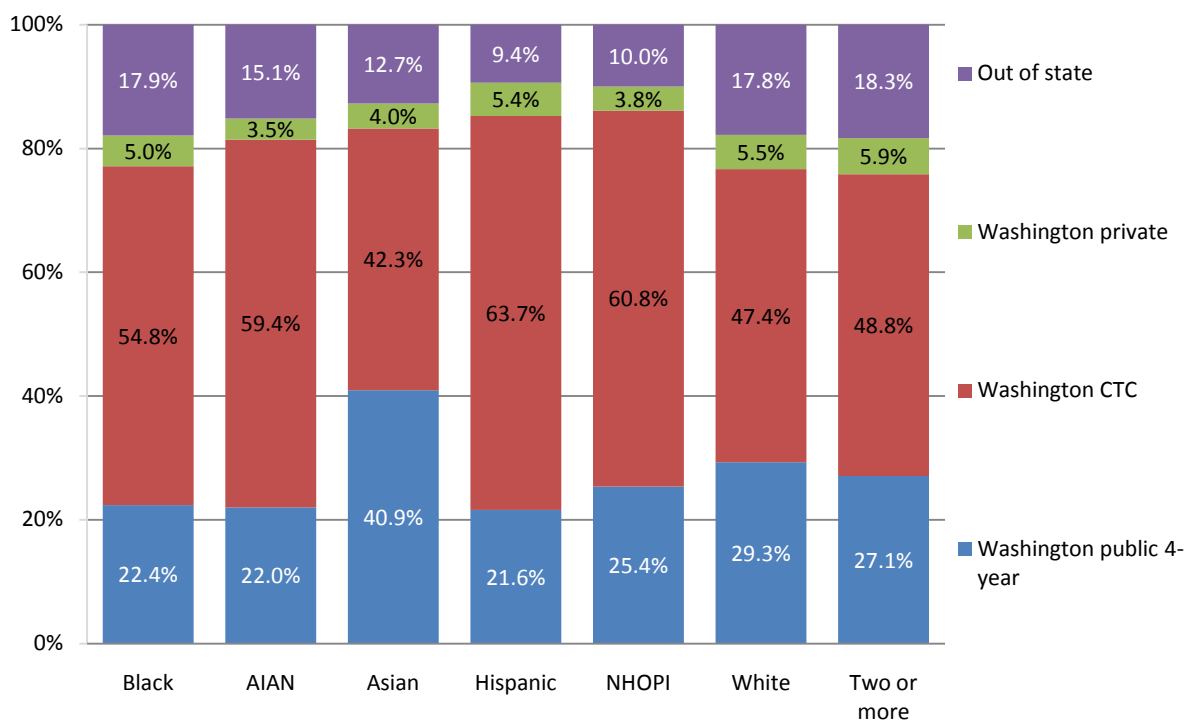
Black = African-American or Black; AIAN = American Indian and Alaska Native; Hispanic = Hispanic or Latino; NHOPI = Native Hawaiian or Other Pacific Islander.

Low-income status: Postsecondary enrollment patterns of graduates vary by income status. For K-12 students a student's free and reduced-price lunch eligibility status is frequently used as a surrogate for income status. Table 9 shows the attendance patterns of 2008-09 high school graduates who were eligible for free or reduced-price lunch compared with all graduates. The most obvious difference

between enrollment rates is in the total. Fewer than 50 percent of low-income graduates enroll in a postsecondary institution in the year following graduation compared to the overall rate of 64.2 percent.

TABLE 9:   POSTSECONDARY ENROLLMENT STATUS BY STUDENT INCOME STATUS AND TYPE OF INSTITUTION.
(Universe: All 2008-09 public high school graduates)

| | Washington | | | | | | | |
Income Status	Public 4-year	CTC	Private	Out of State	Total enrolled	*Percent enrolled*	Not enrolled	Total graduates
Low-Income	1,718	4,953	347	823	7,841	*49.6%*	7,962	15,803
Not Low-Income	10,279	14,877	1,800	5,911	32,867	*69.1%*	14,716	47,583
Total	11,997	19,830	2,147	6,734	40,708	*64.2%*	22,678	63,386

When the detail of enrollment status is examined, an interesting fact becomes apparent (Table 10, Figure 5). The community and technical college enrollment rate for both low-income graduates and graduates overall is virtually identical at 31.3 percent. The differences between the two groups are focused in enrollment rates in Washington public 4-year institutions, Washington private institutions, and out-of-state institutions, where, in all cases, the low-income group enrolls at lower rates. The result is a much larger non-enrollment rate among low-income graduates compared with that of the non-low-income graduates.

FIGURE 5: POSTSECONDARY ENROLLMENT BY INCOME STATUS AND TYPE OF INSTITUTION.
(Universe: 2008-09 public high school graduates)
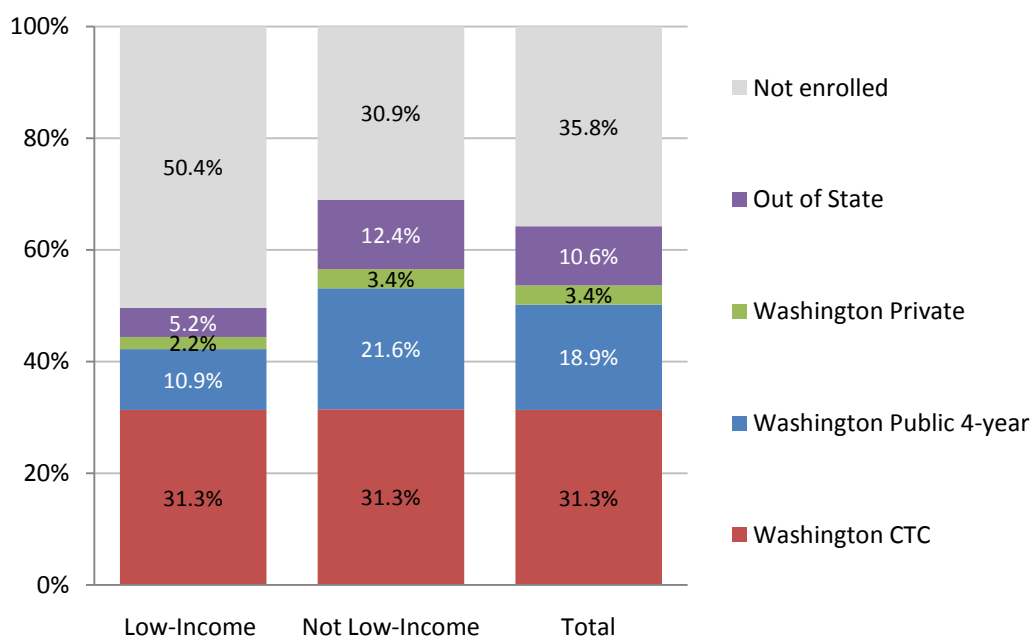
TABLE 10: DISTRIBUTION OF ENROLLMENT BY BY STUDENT INCOME STATUS AND TYPE OF INSTITUTION.
(Universe: All 2008-09 public high school graduates)

Income Status	Enrolled in Washington institution			Enrolled out of state	Total enrolled	Not enrolled	Total
	Public 4-year	CTC	Private				
Low-Income	10.9%	31.3%	2.2%	5.2%	49.6%	50.4%	100.0%
Not Low-Income	21.6%	31.3%	3.4%	12.4%	69.1%	30.9%	100.0%
Total	18.9%	31.3%	3.4%	10.6%	64.2%	35.8%	100.0%

For those enrolled in postsecondary education, there are differences in the distribution of enrollment across institution types. Graduates who enroll in postsecondary select Washington community and technical colleges at a much higher rate (63.2 percent) than the overall rate (48.7 percent). See Figure 6.

FIGURE 6: DISTRIBUTION OF POSTSECONDARY ENROLLMENT BY INCOME STATUS AND TYPE OF INSTITUTION.
(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)
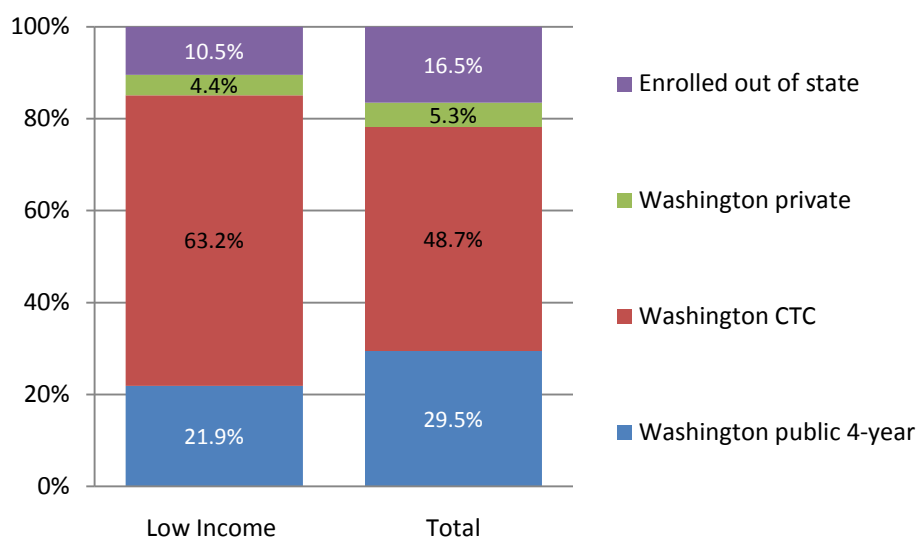
Grade Point Average (GPA): A student's high school GPA is often used as a surrogate for academic success, although it does not necessarily reflect the rigor of coursework attempted. As expected, students with higher GPAs enroll in postsecondary education at higher rates. Also, as expected, the types of institutions attended by graduates vary by high school GPA. Rates of postsecondary enrollment vary from 87.7 percent for students with GPAs above 3.50 to 29.8 percent for students with high school GPA less than 2.00. See table 11.

TABLE 11: POSTSECONDARY ENROLLMENT BY TYPE OF INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).

(Universe: All 2008-09 public high school graduates)

High School Grade Point Average	Washington			Out of State	Total enrolled	*Percent enrolled*	Not enrolled	Total graduates
	Public 4-year	CTC	Private					
3.50-4.00	5,856	2,209	1,180	3,034	12,279	*87.7%*	1,729	14,008
3.00-3.49	3,973	4,891	592	1,802	11,258	*77.6%*	3,259	14,517
2.50-2.99	1,533	5,642	179	983	8,337	*61.0%*	5,322	13,659
2.00-2.49	184	4,127	72	492	4,875	*44.7%*	6,030	10,905
<2.00	13	1,650	25	173	1,861	*29.8%*	4,389	6,250
Not reported	438	1,311	99	250	2,098	*51.8%*	1,949	4,047

Figure 7 illustrates postsecondary enrollment rates for high school graduates by GPA category.

FIGURE 7: DISTRIBUTION OF STUDENTS BY TYPE OF POSTSECONDARY INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).

(Universe: All 2008-09 public high school graduates for whom GPA is reported)
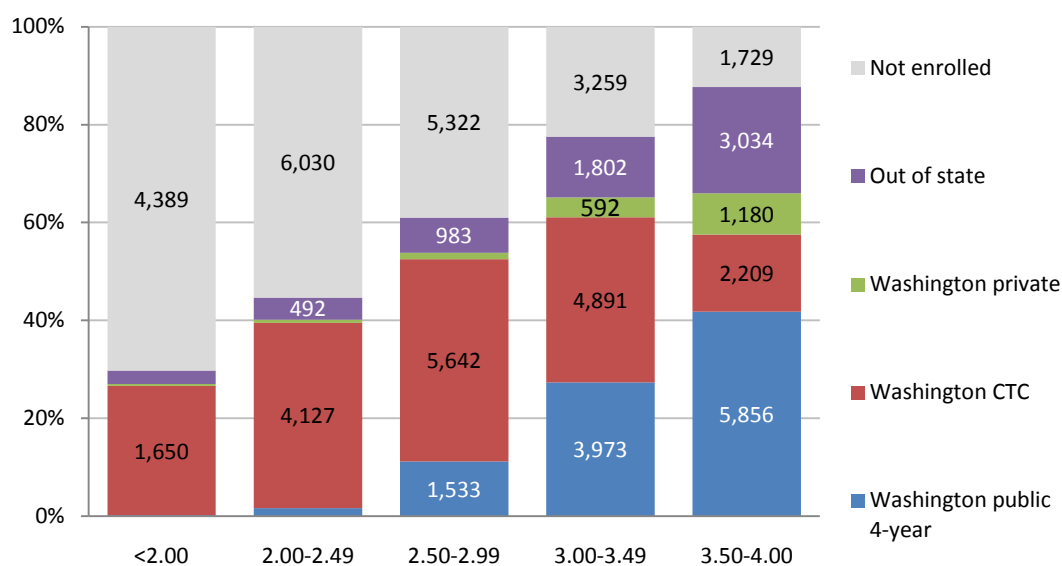
Figure 8 illustrates type of institution attended by GPA category for the graduates who enrolled in postsecondary education.

FIGURE 8: DISTRIBUTION OF STUDENTS BY TYPE OF POSTSECONDARY INSTITUTION AND HIGH SCHOOL GRADE POINT AVERAGE (GPA).

(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution for whom high school GPA was reported)
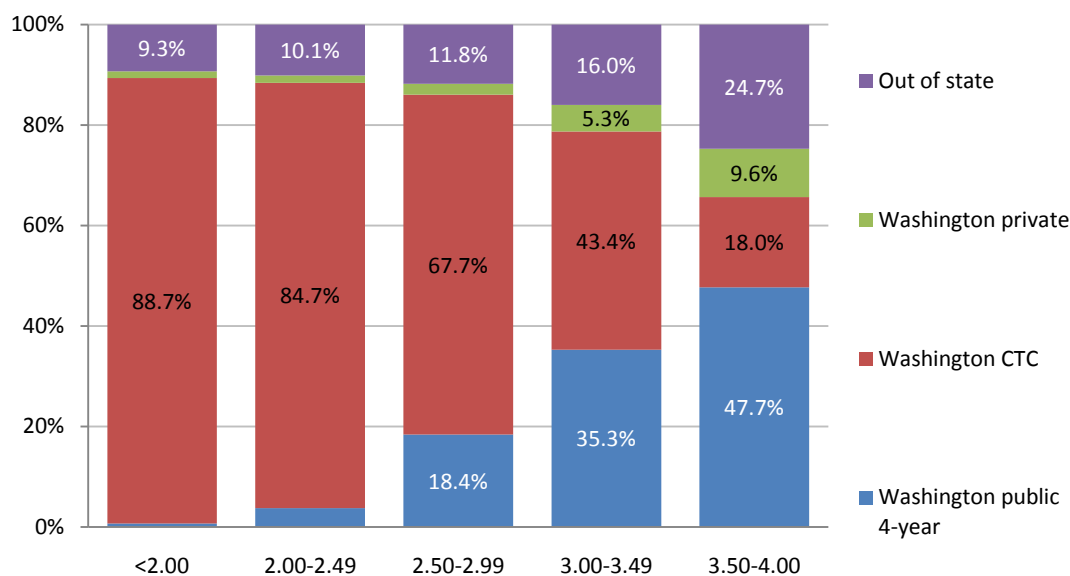
Postsecondary enrollment and community characteristics

Postsecondary enrollment rates are related to community characteristics. The overall educational attainment of the community in which the students are located and the household incomes of families with children in those communities are characteristics that could influence attitudes of high school graduates.[2] The most recent data for general educational attainment by school district and for household income comes from Census 2000. The specific elements presented here are the percent of the population age 25 and over with a bachelor's or higher degree and the median family income for households with children. These data were obtained from the U.S. Department of Education, National Center for Education Statistics special tabulation of Census 2000 for school districts.[3]

Educational attainment is available at the school district level for 63,364 2008-09 high school graduates. Five educational attainment categories are used here, selected so that each of the five categories includes a similar number of graduates. See Table 12 and Figure 9.

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[2] These two elements are interrelated, that is, higher educational attainment tends to be related to higher household income, so a formal analysis should account for this interrelationship.

[3] The NCES School District Demographic System website is nces.ed.gov/surveys/sdds/.

TABLE 12: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT AND TYPE OF INSTITUTION

(Universe: 2008-09 public high school graduates in districts where educational attainment data are reported)

Percent of population with bachelor's degree or higher	Enrollment status of high school graduates				
	Washington public 4-year	Washington CTC	Washington private	Out of state	Not enrolled
Less than 16 percent	1,429	3,732	329	601	6,058
16.0-20.9 percent	2,007	4,220	416	919	5,557
21.0-25.4 percent	2,176	4,238	350	1,068	4,742
25.5-33.9 percent	2,663	4,045	507	1,108	4,041
34.0 percent or more	3,722	3,594	545	2,142	3,155

Postsecondary enrollment rates are highest in areas of highest overall educational attainment of the population.

FIGURE 9: POSTSECONDARY ENROLLMENT STATUS BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT (PERCENT OF POPULATION AGE 25 AND ABOVE WITH BACHELOR'S OR HIGHER DEGREE) AND TYPE OF INSTITUTION

(Universe: 2008-09 public high school graduates in districts where educational attainment data are reported)
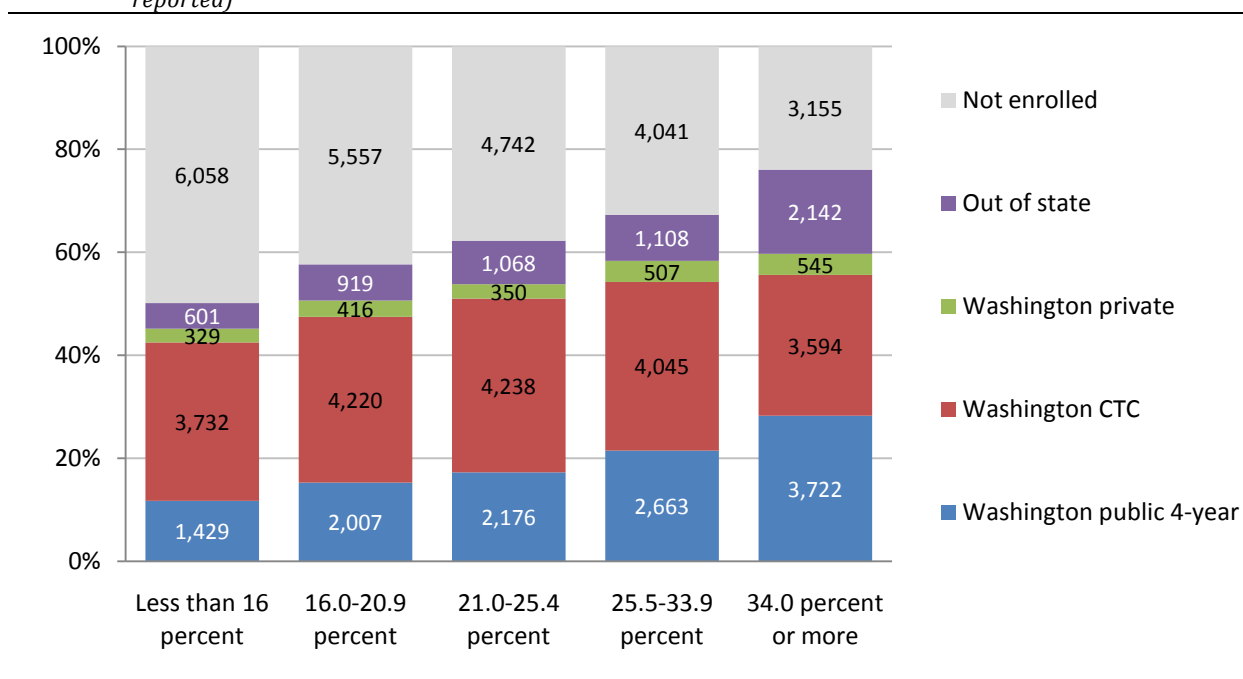
FIGURE 10: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL EDUCATIONAL ATTAINMENT (PERCENT OF POPULATION AGE 25 AND ABOVE WITH BACHELOR'S OR HIGHER DEGREE) AND TYPE OF INSTITUTION
(Universe: 2008-09 public high school graduates enrolled in postsecondary education in districts where educational attainment data are reported)
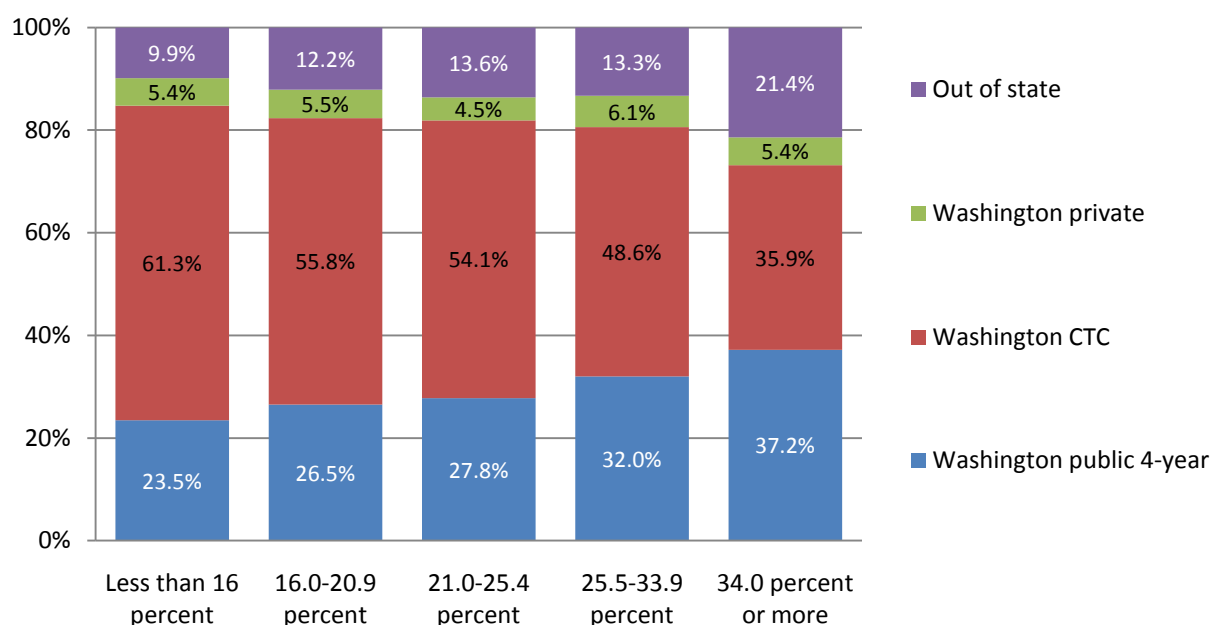
To explore the relationship between community-level household income, high school graduates were classified into five near-quintiles based on Census 2000 data for median household income for households with children at the school district level. Table 12 shows the enrollment status for high school graduates related to ranges of the median household income. Figure 11 shows enrollment status of graduates based on community-level median household income. Figure 12 shows the distribution of enrolled students by type of institution and community-level median household income.

TABLE 12: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION
(Universe: 2008-09 public high school graduates in districts where median household income is reported)

Median Household Income*	Washington Public 4-year	CTC	Private	Out of State	Total enrolled	Percent enrolled	Not enrolled	Total graduates
Less than $43,700	1,871	3,768	402	739	6,780	54.4%	5,691	12,471
$43,700 - 50,699	2,027	3,978	380	970	7,355	58.6%	5,206	12,561
$50,700 - 58,599	2,009	4,229	397	1,010	7,645	59.7%	5,158	12,803
$58,600 - 62,224	2,430	4,014	442	1,046	7,932	65.6%	4,152	12,084
$62,225 or more	3,655	3,834	526	2,072	10,087	75.2%	3,327	13,414

*households with children

FIGURE 11: POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION
(Universe: 2008-09 public high school graduates in districts where median household income is reported)
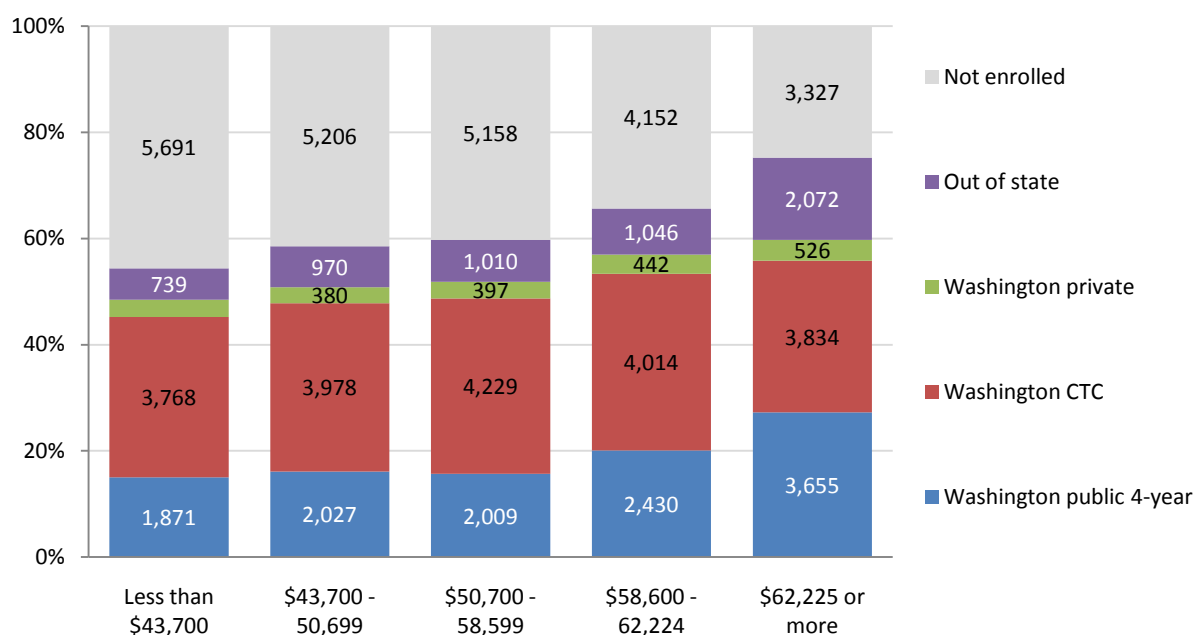
FIGURE 12: DISTRIBUTION OF POSTSECONDARY ENROLLMENT BY COMMUNITY-LEVEL MEDIAN HOUSEHOLD INCOME (FOR HOUSEHOLDS WITH CHILDREN) AND TYPE OF INSTITUTION
(Universe: 2008-09 public high school graduates enrolled in postsecondary education in districts where median household income is reported)
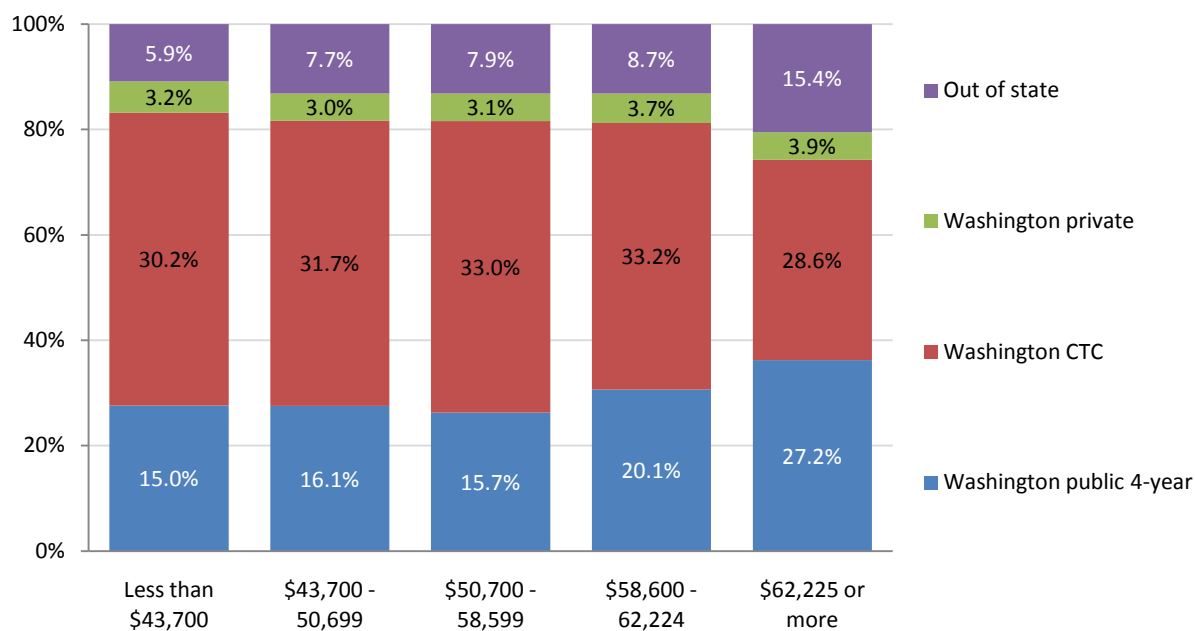
Postsecondary enrollment and school characteristics

Postsecondary enrollment rates can be related to school characteristics. One school characteristic of interest is the urban and/or rural setting of the school. ERDC has developed a set of geographic setting categories based on the urbanicity of the school location.[4] The most urban of the five categories is the "Large Metro" category, which includes the largest cities associated with the Seattle, Spokane and Portland-Vancouver metropolitan areas. The least urban is the "Distant" category, which includes towns at least 10 miles from urbanized areas and rural areas at least 5 miles from urbanized areas. These categories are based on the 'locale' of the school contained in the Common Core of Data. Table 13 shows postsecondary participation rates for graduates by locale category.

TABLE 13: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY
(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)

Locale Category	Graduates	Enrolled in Postsecondary	*Percent Enrolled*
Large Metro	8,648	6,007	*69.5%*
Metro Suburb	22,018	14,729	*66.9%*
Mid-Size	13,979	8,397	*60.1%*
Urban Fringe	9,163	5,483	*59.8%*
Distant	9,479	5,185	*54.7%*

School and graduate characteristics can be combined for analysis. Postsecondary participation rates for low-income graduates and all graduates by locale category are shown in Table 14 and Figure 12.

TABLE 14: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY AND LOW-INCOME STATUS
(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)

Locale Category	Not-Low-Income Graduates			Low-Income Graduates		
	Graduates	Enrolled	*Percent Enrolled*	Graduates	Enrolled	*Percent Enrolled*
Large Metro	5,980	4,413	*73.8%*	2,668	1,594	*59.7%*
Metro Suburb	17,953	12,642	*70.4%*	4,065	2,087	*51.3%*
Mid-Size	10,458	6,782	*64.8%*	3,521	1,615	*45.9%*
Urban Fringe	7,051	4,547	*64.5%*	2,112	936	*44.3%*
Distant	6,099	3,689	*60.5%*	3,380	1,496	*44.3%*

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[4] "Geographic Setting of Schools in Washington State: A Classification Based on Urban-Centric Locale," Washington Education Research & Data Center Research Brief 2010-04, December 2010. <www.erdc.wa.gov/briefs/>

FIGURE 12: POSTSECONDARY ENROLLMENT RATES BY LOCALE CATEGORY AND LOW-INCOME STATUS
(Universe: 2008-09 public high school graduates of high schools not classified as institutional for which geographic locale information is available)
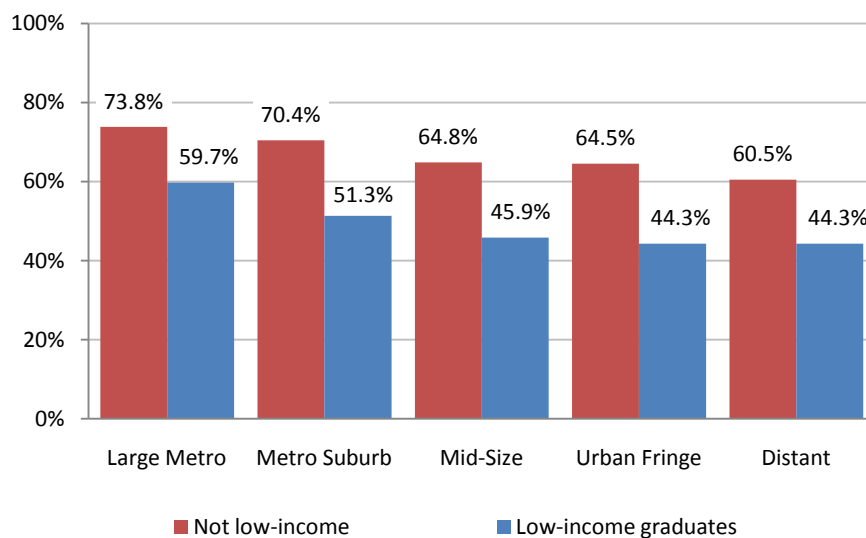
Appendix A: Institutions Attended by 2008-09 H.S. Graduates

Washington Public 4-year institutions	
University of Washington	3,984
Washington State University	2,904
Western Washington University	2,178
Central Washington University	1,421
Eastern Washington University	1,243
The Evergreen State College	266

Washington CTCs	
Bellevue	1,546
Clark	1,534
Pierce	1,094
Green River	1,063
Everett	1,033
Columbia Basin	1,020
Spokane Falls	1,005
Olympic	872
Edmonds	797
Highline	756
South Puget Sound	717
Yakima Valley	708
Spokane	700
Tacoma	671
Skagit Valley	650
Whatcom	626
Shoreline	554
Wenatchee Valley	482
Seattle Central	439
CascadiA	439
Centralia	412
Lower Columbi	368
Big Bend	323
Walla Walla	304
South Seattle	263
Grays Harbor	257
Clover Park	217
Peninsula	205
North Seattle	205
Lake Washington	187
Renton	158

Washington CTCs *(continued)*	
Bellingham	135
Bates	69
Seattle VTI	22

Washington private institutions	
Pacific Lutheran University	439
Gonzaga University	364
Seattle Pacific University	275
Seattle University	261
Whitworth University	218
University of Puget Sound	142
Whitman College	119
Saint Martin's University	81
Devry University - Federal Way	61
Cornish College of the Arts	61
Heritage University	48
ITT Technical Institute	60
Other private institutions	18

Oregon institutions	
University of Portland	151
Oregon State University	139
University of Oregon	139
Portland Community College	108
Willamette University	100
Portland State University	78
Linfield College	76
Eastern Oregon University	38
Lewis & Clark College	38
Western Oregon University	40
George Fox University	39
Concordia University	37
Mt. Hood Community College	37
Southern Oregon University	35
Southwestern Oregon cc	29
Other Oregon institutions	239

California institutions

University of Southern California	60
Santa Clara University	51
California Polytechnic State Univ	47
Stanford University	37
Humboldt State University	36
Loyola Marymount University	35
Occidental College	34
San Diego State University	31
Chapman University-Orange	28
University of San Francisco	27
University of San Diego	27
Other California institutions	668

Idaho institutions

Brigham Young University - Idaho	325
University of Idaho	291
Boise State University	88
North Idaho College	68
Lewis-Clark State College	61
Northwest Nazarene University	34
Other Idaho institutions	27

Other institutions attended by 25 or more Washington grads

Brigham Young University	280
University of Montana	136
Montana State Univ - Bozeman	115
University of Phoenix	102
Arizona State University	84
University of Arizona	80
Northern Arizona University	57
University of Hawaii at Manoa	50
New York University	49
Carroll College (MT)	37
University of Colorado at Boulder	35
University of Nevada Las Vegas	31
Embry-Riddle Aeronautical Univ (AZ)	25

Appendix B: County-Level Results

Postsecondary enrollment patterns varied by geographic region in the state, in part reflecting proximity to higher education institutions of various types. See Table B-1.

TABLE B-1: POSTSECONDARY ENROLLMENT STATUS OF BY COUNTY AND TYPE OF INSTITUTION
(Universe: All 2008-09 public high school graduates)

County	Enrolled			Not enrolled	Total	Percent Enrolled
	Washington Public		Other			
	4-year	CTC				
Adams	37	67	24	86	214	59.8%
Asotin	15	33	64	88	200	56.0%
Benton	357	683	279	724	2,043	64.6%
Chelan	153	266	99	362	880	58.9%
Clallam	85	217	69	195	566	65.5%
Clark	661	1,489	682	1,621	4,453	63.6%
Columbia	11	16	9	7	43	83.7%
Cowlitz	116	400	102	493	1,111	55.6%
Douglas	69	143	29	199	440	54.8%
Ferry	12	12	7	21	52	59.6%
Franklin	79	235	62	376	752	50.0%
Garfield	13	8	4	7	32	78.1%
Grant	138	357	87	489	1,071	54.3%
Grays Harbor	64	290	49	280	683	59.0%
Island	89	203	85	239	616	61.2%
Jefferson	46	62	42	107	257	58.4%
King	4,215	4,891	2,888	4,114	16,108	74.5%
Kitsap	469	797	395	1,079	2,740	60.6%
Kittitas	81	34	35	139	289	51.9%
Klickitat	28	35	53	90	206	56.3%
Lewis	65	349	56	325	795	59.1%
Lincoln	25	33	18	44	120	63.3%
Mason	73	206	47	327	653	49.9%
Okanogan	80	107	42	208	437	52.4%
Pacific	26	45	32	118	221	46.6%
Pend Oreille	17	26	17	60	120	50.0%
Pierce	1,208	2,191	1,028	2,921	7,348	60.2%
San Juan	29	13	25	38	105	63.8%
Skagit	178	375	137	464	1,154	59.8%
Skamania	12	7	14	32	65	50.8%
Snohomish	1,313	2,309	737	2,332	6,691	65.1%
Spokane	910	1,387	657	1,748	4,702	62.8%
Stevens	56	90	56	239	441	45.8%
Thurston	377	794	378	968	2,517	61.5%
Wahkiakum	10	10	6	12	38	68.4%
Walla Walla	62	245	67	232	606	61.7%
Whatcom	308	607	177	585	1,677	65.1%
Whitman	114	60	84	72	330	78.2%
Yakima	396	738	239	1,237	2,610	52.6%

MAP 1:   PERCENT OF 2008-09 HIGH SCHOOL GRADUATES ENROLLED IN ANY POSTSECONDARY INSTITUTION
(Universe: All 2008-09 public high school graduates)
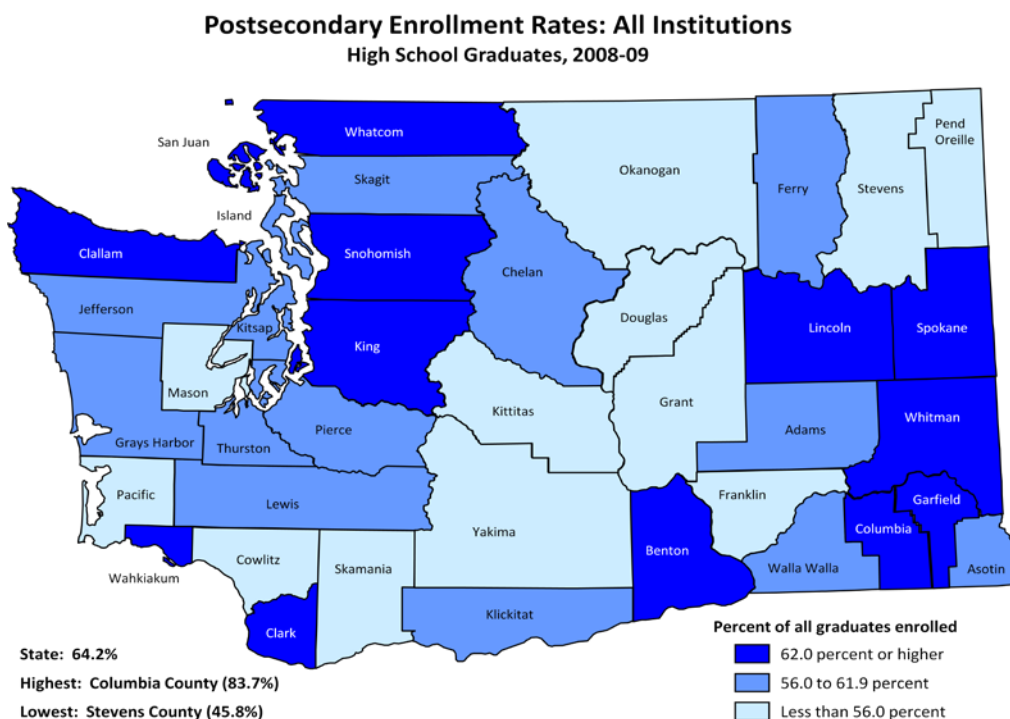
Postsecondary Enrollment Rates: All Institutions
High School Graduates, 2008-09

State: 64.2%
Highest: Columbia County (83.7%)
Lowest: Stevens County (45.8%)

Percent of all graduates enrolled
- 62.0 percent or higher
- 56.0 to 61.9 percent
- Less than 56.0 percent

MAP 2:   POSTSECONDARY ENROLLMENT RATES: WASHINGTON PUBLIC 4-YEAR INSTITUTIONS
(Universe: All 2008-09 public high school graduates)

Postsecondary Enrollment Rates: Washington Public 4-year Institutions
High School Graduates, 2008-09

State: 18.9%
Highest: Garfield County (40.6%)
Lowest: Asotin County (7.5%)

Percent of all graduates enrolled
- 19.0 percent or higher
- 15.0 to 18.9 percent
- Less than 15.0 percent
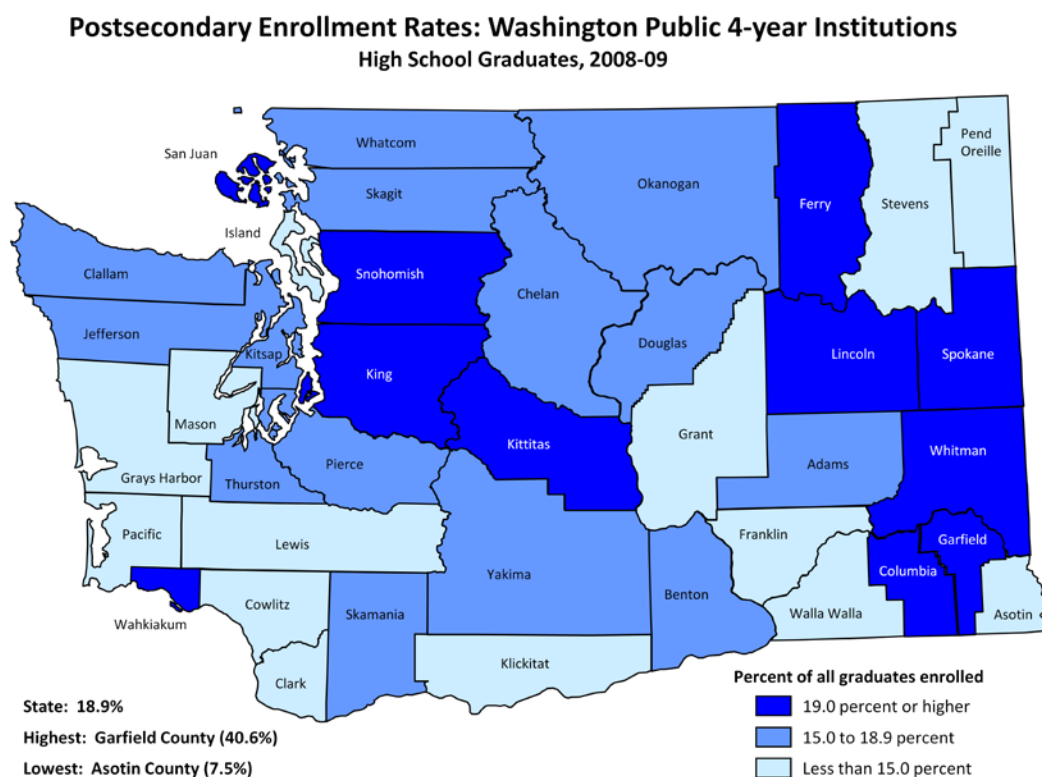
MAP 3: **POSTSECONDARY ENROLLMENT RATES: WASHINGTON COMMUNITY AND TECHNICAL COLLEGES**
(Universe: All 2008-09 public high school graduates)

Postsecondary Enrollment Rates: Washington Community & Technical Colleges
High School Graduates, 2008-09

State: 31.3%

Highest: Lewis County (43.9%)

Lowest: Skamania County (10.8%)

Percent of all graduates enrolled
- 33.0 percent or higher
- 25.0 to 32.9 percent
- Less than 25.0 percent

MAP 4: **POSTSECONDARY ENROLLMENT RATES: PRIVATE AND OUT-OF-STATE INSTITUTIONS**
(Universe: All 2008-09 public high school graduates)

Postsecondary Enrollment Rates: Private and Out-of-State Institutions
High School Graduates, 2008-09

State: 14.0%

Highest: Asotin County (32.0%)

Lowest: Douglas County (6.6%)

Percent of all graduates enrolled
- 15.0 percent or higher
- 12.0 to 14.9 percent
- Less than 12.0 percent

Table A-2 shows the distribution of enrolled students by type of institution – Washington public 4-year, Washington community or technical college, and All Other, which includes both in-state and out-of-state private institutions as well as all out-of-state institutions. Maps 5, 6, and 7 illustrate these distributions.

TABLE A-2: POSTSECONDARY ENROLLMENT BY COUNTY AND TYPE OF INSTITUTION

(Universe: 2008-09 public high school graduates enrolled in any postsecondary institution)

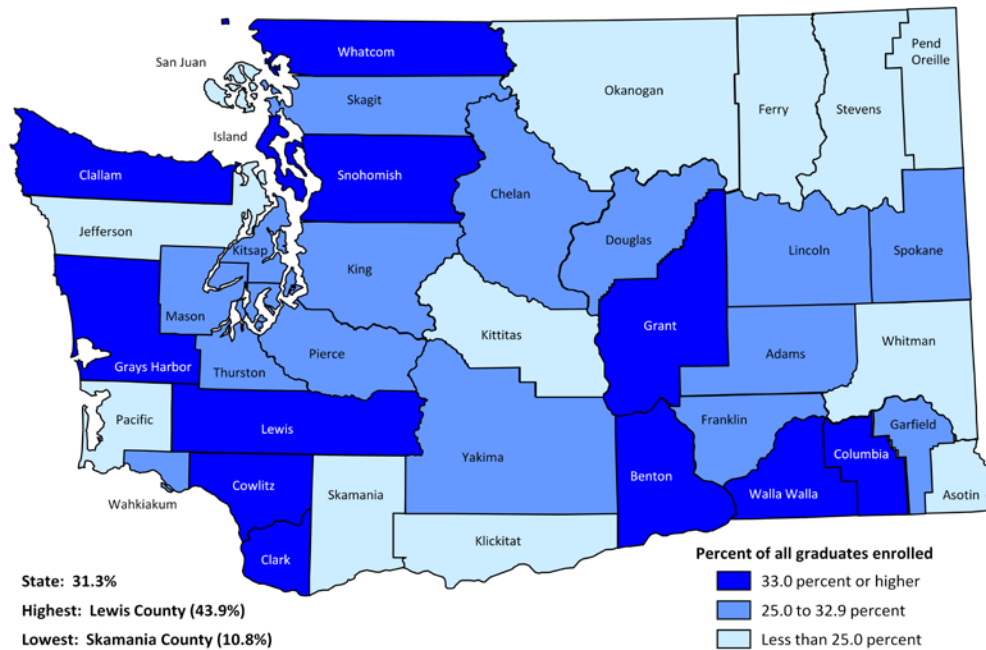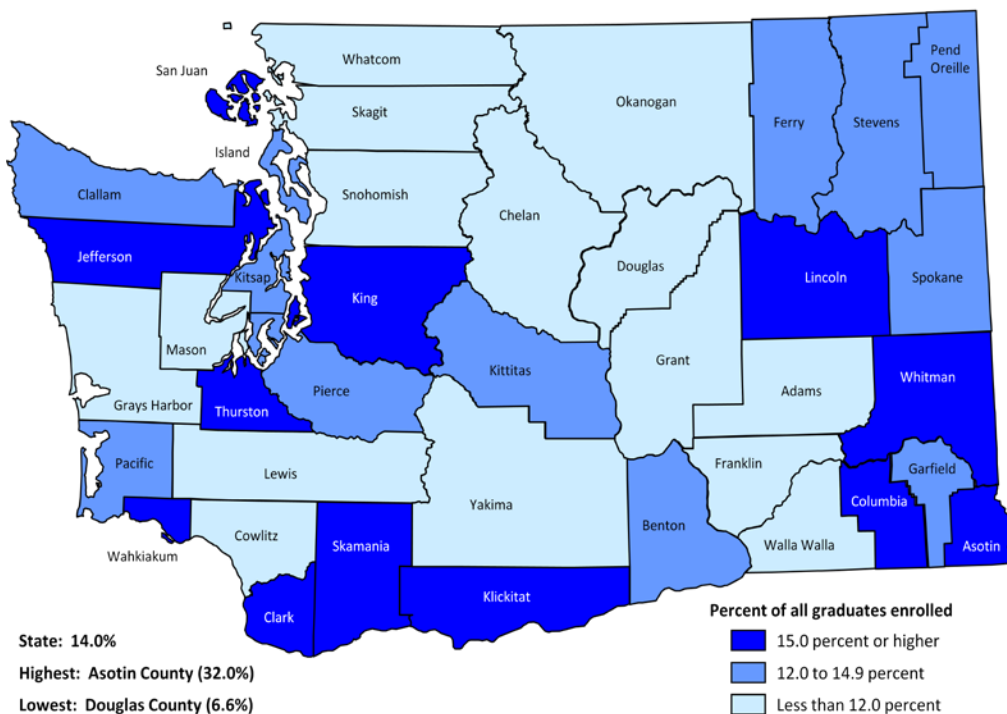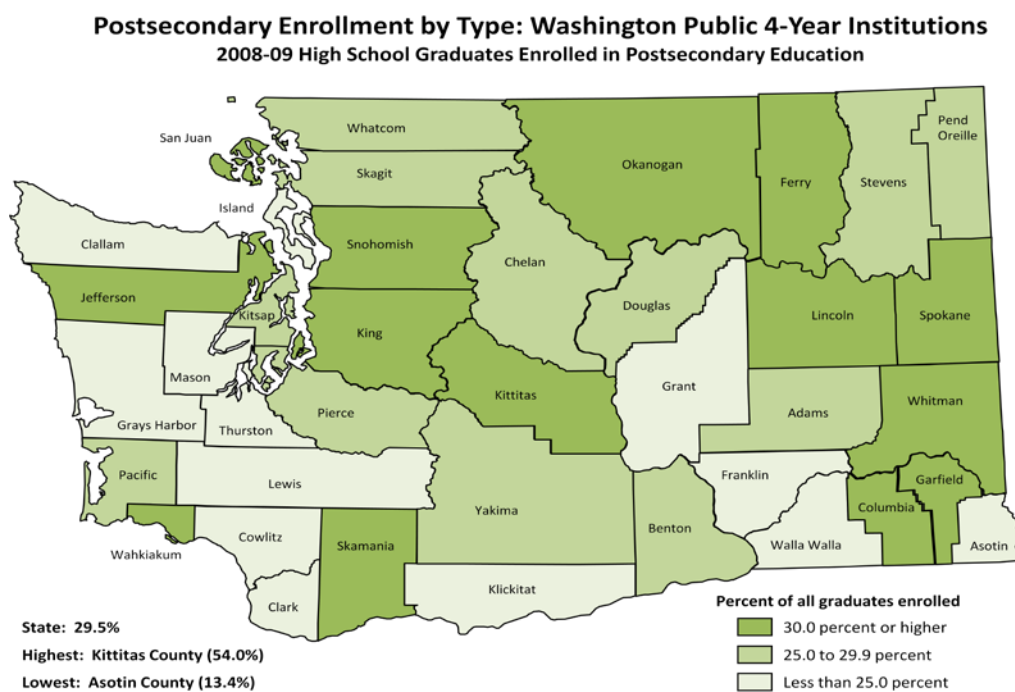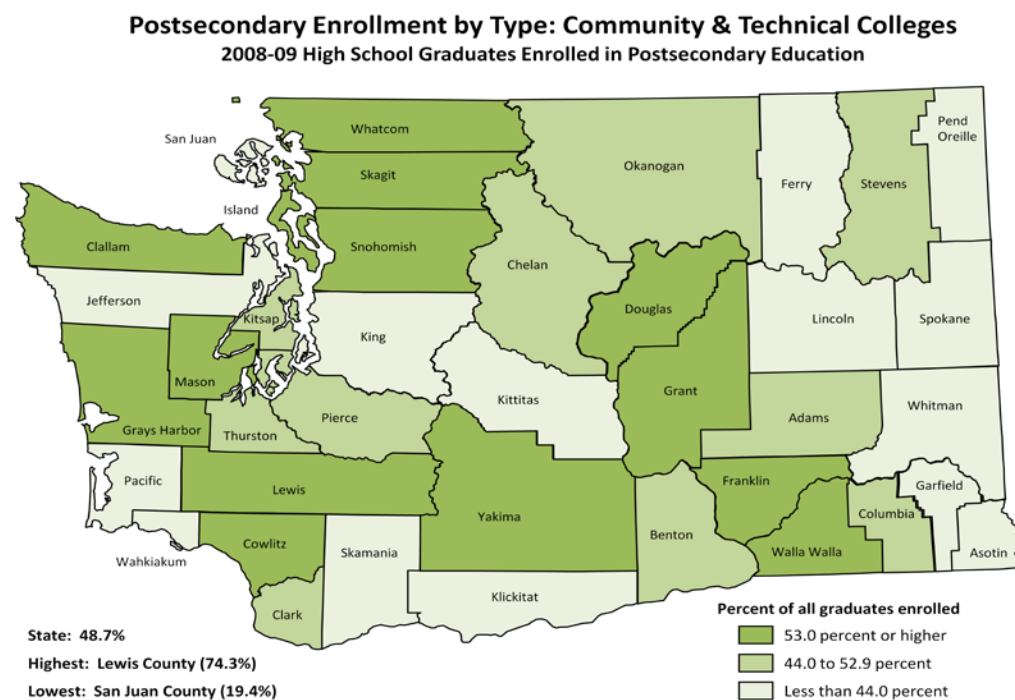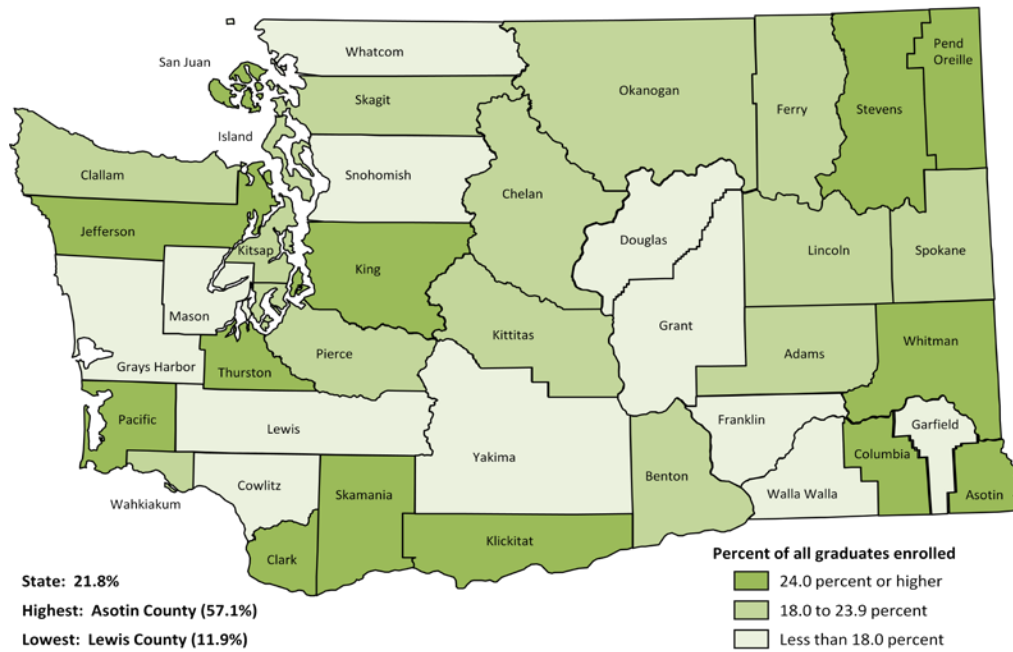| County	Washington public 4-year institution	Washington CTC	Other (private and out-of-state)
Adams	28.9%	52.3%	18.8%
Asotin	13.4%	29.5%	57.1%
Benton	27.1%	51.8%	21.2%
Chelan	29.5%	51.4%	19.1%
Clallam	22.9%	58.5%	18.6%
Clark	23.3%	52.6%	24.1%
Columbia	30.6%	44.4%	25.0%
Cowlitz	18.8%	64.7%	16.5%
Douglas	28.6%	59.3%	12.0%
Ferry	38.7%	38.7%	22.6%
Franklin	21.0%	62.5%	16.5%
Garfield	52.0%	32.0%	16.0%
Grant	23.7%	61.3%	14.9%
Grays Harbor	15.9%	72.0%	12.2%
Island	23.6%	53.8%	22.5%
Jefferson	30.7%	41.3%	28.0%
King	35.1%	40.8%	24.1%
Kitsap	28.2%	48.0%	23.8%
Kittitas	54.0%	22.7%	23.3%
Klickitat	24.1%	30.2%	45.7%
Lewis	13.8%	74.3%	11.9%
Lincoln	32.9%	43.4%	23.7%
Mason	22.4%	63.2%	14.4%
Okanogan	34.9%	46.7%	18.3%
Pacific	25.2%	43.7%	31.1%
Pend Oreille	28.3%	43.3%	28.3%
Pierce	27.3%	49.5%	23.2%
San Juan	43.3%	19.4%	37.3%
Skagit	25.8%	54.3%	19.9%
Skamania	36.4%	21.2%	42.4%
Snohomish	30.1%	53.0%	16.9%
Spokane	30.8%	47.0%	22.2%
Stevens	27.7%	44.6%	27.7%
Thurston	24.3%	51.3%	24.4%
Wahkiakum	38.5%	38.5%	23.1%
Walla Walla	16.6%	65.5%	17.9%
Whatcom	28.2%	55.6%	16.2%
Whitman	44.2%	23.3%	32.6%
Yakima	28.8%	53.8%	17.4%
Washington State	29.5%	48.7%	21.8%

MAP 5:   POSTSECONDARY ENROLLMENT RATES: WASHINGTON PUBLIC 4-YEAR INSTITUTIONS
(Universe: All 2008-09 public high school graduates enrolled in post-secondary education)

Postsecondary Enrollment by Type: Washington Public 4-Year Institutions
2008-09 High School Graduates Enrolled in Postsecondary Education

State: 29.5%

Highest: Kittitas County (54.0%)

Lowest: Asotin County (13.4%)

Percent of all graduates enrolled
- 30.0 percent or higher
- 25.0 to 29.9 percent
- Less than 25.0 percent

MAP 6:   POSTSECONDARY ENROLLMENT RATES: WASHINGTON COMMUNITY AND TECHNICAL COLLEGES
(Universe: All 2008-09 public high school graduates enrolled in post-secondary education)

Postsecondary Enrollment by Type: Community & Technical Colleges
2008-09 High School Graduates Enrolled in Postsecondary Education

State: 48.7%

Highest: Lewis County (74.3%)

Lowest: San Juan County (19.4%)

Percent of all graduates enrolled
- 53.0 percent or higher
- 44.0 to 52.9 percent
- Less than 44.0 percent

MAP 7:   **POSTSECONDARY ENROLLMENT RATES: PRIVATE AND OUT-OF-STATE INSTITUTIONS**
(Universe: All 2008-09 public high school graduate enrolled in post-secondary education s)

Postsecondary Enrollment by Type: Private and Out-of-State Institutions
2008-09 High School Graduates Enrolled in Postsecondary Education

State: 21.8%

Highest: Asotin County (57.1%)

Lowest: Lewis County (11.9%)

Percent of all graduates enrolled

24.0 percent or higher

18.0 to 23.9 percent

Less than 18.0 percent

Appendix C: Data Sources and Definitions

Data Sources

Data for this study came from the following sources:

High School Graduates: The 2008-09 annual summary data file (P-210) for high school enrollment and completion from Office of Superintendent of Public Instruction (OSPI). This file identifies regular high school graduates, their graduation date, school district and school, low-income status, gender, grade point average (GPA), and race/ethnicity. The P-210 record for a student is referred to as the student's "graduation record" in the discussion that follows.

Washington Community and Technical College Enrollment: Enrollment data from the State Board for Community & Technical Colleges (SBCTC), which includes student enrollment status by term for the 34 colleges in the state system. Students enrolled in basic skills courses only (Adult Basic Education, English as a Second Language, GED preparation classes) are not treated as postsecondary enrollment for this study. Community and technical college enrollment includes students preparing for both certificates and degrees leading to careers as well as students preparing for transfer to academic programs in four-year institutions.

Washington Public 4-Year Higher Education Enrollment: Enrollment data for the state's six public baccalaureate higher education institutions from the Public Centralized Higher Education Enrollment System (PCHEES) maintained by the Office of Financial Management (OFM).

Enrollment data for private and out-of-state higher education institutions: Enrollment data for institutions other than the Washington public institutions was obtained from the National Student Clearinghouse (NSC). The National Student Clearinghouse captures 92 percent of postsecondary enrollment nationally.[5] At this time it is the best source of information about postsecondary enrollment in private higher education institutions within Washington and for all out-of-state institutions.

Definitions

A student is included as a **high school graduate** in this analysis if he/she is reported in OSPI's academic year enrollment summary file with student enrollment status indicating "graduated with regular high school diploma." Students who receive General Education Development (GED) credentials, students who complete an Individualized Education Program (IEP), and students who are awarded an adult high school diploma (usually by a community or technical college) are not included in this analysis.

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[5] See "About the National Student Clearinghouse,"
www.studentclearinghouse.org/about/pdfs/Clearinghouse_profile.pdf

In instances where a student is associated with more than one graduation record, that associated with the school primarily responsible for the student is included in this analysis.

The date of student exit from the school and district is the date used for the **date of graduation**. This defines the beginning of the window during which postsecondary enrollment is assessed. The window extends through the summer of 2010.

The graduate cohort is defined by the academic year data file in which they are reported. For the most part this corresponds to the September 1, 2008 – August 31, 2009 school year, but there are some dates slightly outside that range contained in the annual file.[6]

Low-income status for a student is determined by the free/reduced-price eligibility status of the student as contained in the graduation record.

Race, ethnicity, and gender for students are based on data elements in the graduation record. For 2008-09, eight race/ethnic categories were used:

- American Indian and Alaska Native (AIAN)
- Asian
- Black or African-American
- Hispanic or Latino
- Caucasian or White
- Native Hawaiian or Other Pacific Islander (NHOPI)
- Of more than one race or Multiracial
- Not provided

Grade Point Average (GPA) is based on data contained in the student graduation record. GPA is reported for most graduates.

Postsecondary enrollment from the three enrollment data sources (PCHEES, SBCTC, and NSC) is associated with a student if the beginning date of enrollment or the ending date of enrollment falls within the window defined as a function of graduation date. The type of enrollment is characterized as public 2-year, public 4-year, or private for students attending institutions within Washington and out-of-state for students enrolling in out-of-state public or private institutions. If a student enrolls at more than one institution within the window, the institution associated with the fall term following graduation (Fall 2009) is selected as the institution reported. Otherwise, the first institution attended is considered the primary institution.

Enrollment at some private institutions with campuses in Washington may be reported with the parent institution, which may be located in a different state.

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[6] Many of these students completed their high school coursework in the year of record (P-210 year), but their assessment scores for examinations taken late in that year were not recorded until after August 31.