WASHINGTON STUDENT ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Committee for Academic Affairs & Policy (CAAP)

The Committee for Academic Affairs and Policy addresses issues related to academic policy. This includes the seven Roadmap action items below. It also discusses issues related to the Council's responsibilities regarding consumer protection, the Disability Task Force, and diversity issues.

Action Items:	Scheduled Meeting Times
- Ensure high school graduates are career and college ready. - Streamline and expand dual-credit and dual-enrollment programs. - Align postsecondary programs with employment opportunities. - Provide greater access to work-based learning opportunities. - Leverage technology to improve student outcomes. - Ensure cost is not a barrier for low-income students. - Help students and families save for postsecondary education.	Tuesday, March 17, 2015 **Thursday, May 21, 2015 - 8:30-10:15 AM** Thursday, July 16, 2015 Wednesday, September 23, 2015 Thursday, December 10, 2015

Members

Jane Sherman (COP)
Violet Boyer (ICW)
Jessica Vavrus (OSPI)
Jan Yoshiwara (SBCTC)
Linda Drake (SBE)
Aviance Tate (UW Student)
Nova Gattman (WTECB)

WSAC Members

Council: Jeff Charbonneau, Gil Mendoza, Rai Nauman Mumtaz
Staff: Randy Spaulding
Support Staff: Tivoli Farler

AGENDA WITH NOTES

1. **Issue Briefs (8:30 a.m. - 9:15 a.m.):**
   - Designed to provide some background and context on the work we're doing on the RoadMap for policy makers and share best practices.
   - There will be three to four briefs:
     - High School Completion
     - Transitions to postsecondary
       - High school
       - Returning students
     - Postsecondary completion
   - Discussion of Draft High School Completion Brief
     - Based on feedback provided by committee
       - Factors resonate well and identify critical issues

- Be clear that while 9th grade is critical issues are often evident as early as elementary school.
    - Section on current efforts in WA should be reframed:
        - Focus on systemic supports facilitate collaboration and leveraging resources to improve student outcomes.
        - Identify examples of success
        - Identify areas of greatest need

2. **Dual Credit – Next Steps following passage of 1546 (9:15 a.m. – 9:45 a.m.):**
    - With passage of 1546 WSAC is tasked with providing recommendations on how to improve dual credit participation (particularly with underrepresented student populations). Based recommendations our approach to the work will leverage existing groups where possible to move forward on the report and recommendations. WSAC will work with the Joint Transfer Council (JTC) on issues of consistency in treatment of dual credit coursework. In addition, we will engage a workgroup of practitioners to get additional feedback. Subsequent to the meeting it was suggested this could be through the Dual Credit Commission of the Washington Council for High School College Relations (WCHSCR). WSAC staff will keep CAAP and the Council informed of progress as the work proceeds and ask CAAP to review any recommendations JTC or WCHSCR.
    - OSPI will be opening the process for districts to apply to participate in state funding of College in the High School soon through the iGrants system.
    - OSPI is the rule making agency for Bill 1546 and work will begin on that process soon.

3. **Skilled and Educated Workforce (9:45 a.m. – 10:00 a.m.)**
    - Statutorily required report on the alignment of postsecondary programs and the needs of the economy conducted jointly with SBCTC and WTECB every two years.
    - Last year UpJohn Institute provided recommendations to improve our approach to:
        - Assigning the education level for a given occupation
        - Matching educational programs and occupations
    - Draft Report will be presented at June Council meeting

4. **Upcoming Rulemaking and Other updates (10:00 a.m. – 10:15 a.m.)**
    - WSAC rulemaking following session:
        - Campus sexual assault bill – 5518
        - Veteran Residency(Pending) – 1825/5355
        - Degree Authorization – no bill, but needs updating and clarification
    - Council Committee update at the June Council meeting will be abridged
    - Smarter Balanced Implementation
        - Two-thirds through testing
        - There is no "opt-out", the assessment is federally mandated. Students may refuse but statewide we need 95% of students to take the assessment.
        - Continue to coordinate to make sure messaging is same across agencies/institutions
    - Update on CBS workgroup Bill 5851
        - Collecting data on outcomes of CB students
        - Mapping support services across the state
        - Eligibility – identify students with felony and recalculate GPA with running start students
        - Education students/families further on program

Please send any meeting feedback to Randy Spaulding at randys@wsac.wa.gov or call him at (360)753-7823.

Factors Influencing High School Graduation

Issue Brief Prepared for the Washington Student Achievement Council
Spring, 2015

Introduction

The purpose of this brief is to provide information to the Washington Student Achievement Council, an agency advocating and planning for increased educational attainment for all students in Washington for use in their revised Roadmap and Strategic Plan. The information gathered here is intended to be helpful for Washington school district personnel, government and non-government agencies, public policy makers, and entities that support increased performance goals and achievement resulting in high school graduation for all students in the State. It looks, therefore, at research that identifies current graduation (and drop-out) rates, who graduates from high school and why, and factors that influence students who do not graduate. With this information, stake-holders can better structure their efforts to assure all students receive the rigor, support, and interventions necessary to graduate from high school ready for further education and career success.

General Approach

The question that guided this research was:
- What are the most important factors that influence an on-time graduation?

This research began by reviewing recent studies that identify who graduates and who drops out of high school and the factors that characterize student success or failure. Statistics showing numbers and percentages of students who graduate both statewide and nationally are gathered regularly, but little research is available that characterizes those students and the factors that improve their success. Some data, however, are available that show several factors repeated across the state and nation regularly. The categories of data for this brief include: 1) Economic Factors; 2) Demographic Factors; 3) Student Factors; and 4) Faculty Factors. It should be noted that these four factors cannot be considered singularly. Most students who successfully graduate from high school on time share factors from more than one of the categories; most drop-outs also share more than one and possibly all four factors.

To focus the research, key terms included: *factors that predict high school graduation; risk factors for dropping out of high school; and high school completion rates.* As factors were identified, key terms included: *absenteeism and high school graduation; ninth grade as a critical year for high school graduation; high school course failure; poverty and economic factors;* and *on-track for high school graduation.*

The question guiding this research, <u>What are the lead factors of high school graduation</u>? is addressed in this brief by looking at factors in five categories. They are:

1. Economic Factors and High School Graduation
2. The Importance of Ninth Grade on High School Graduation
3. The Attendance Factor and Student Engagement with School
4. Course Failure Factor as an Indicator of High School Graduation
5. Demographic Data

Again, these categories are not comprehensive nor exclusive to one another. Many students share multiple factors.

Definitions

For the purpose of this brief, *Graduates* are defined as those students who are reported as diploma recipients. These are individuals who are awarded a regular high school diploma or a diploma that recognizes some higher level of academic achievement. They can be thought of as students who meet or exceed the coursework and performance standards for high school graduation established by a state or another relevant authority. (Stillwell & Sable, 2013).

The definition of a *dropout*, taken from the *Common Core of Data (2013)*, is a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts. (Ibid).

Factor is the term used in this brief to include both the term *indicator* and the term *predictor*. Their definitions are included here.

Indicators are defined as measures with an established threshold. A numeric threshold can be assigned to the measure. (Hein & Smerdon &Sambolt (2013).

Predicators are measures that are strongly correlated with improved outcomes, but for which a numeric threshold has not been established (Ibid).

Average Freshman Graduation Rate (AFGR) indicates students enrolled in the freshman year who are still there in their senior year (Ibid).

On-track Indicator: A student is considered on track or off track based on a combination of course failures in core academic courses and credits earned. Students who fail one or more core courses OR accumulate fewer credits than the number required for promotion to 10th grade are considered off track for graduation (Happen & Therriault, 2008).

Additional research is needed in this area, especially updated studies. This brief is not intended to be comprehensive, but rather a guide to help focus for further work.

Context

Data shows that graduation rates have improved for both the nation and Washington State from the year 2003 to 2010 (US Dept. of Ed., 2014). This holds true for all ethnicities and for both males and females. Some years the rates dropped, but from the beginning of this time period (2003) to 2010, the rates increased overall. (See tables in appendix). In 2012, the nation reached, for the first time in history, the 80 percent threshold, up about 10 percentage points from the beginning of the decade. (Building a Grad Nation, Executive Brief, 2015). Research shows that the primary reasons for improved graduation rates and the reasons for dropping out of high school have remained the same for that period of time. (Chapman, Laird, Ifill, and Kewal Ramani, 2011. Legters & Balfanz, 2010. McCallumore & Sparapani, 2010. Hernandez & Napierala, 2012). These include, primarily: high absenteeism; low GPA; having been retained one or more years in school; having failed one or more classes in the freshman year; family characteristics; issues related to poverty; school experiences; and being off-track to graduate on time (Chapman et.al., 2011;. Legters & Balfanz, 2010; Moore, 2014; Reardon, 2011). More studies are now emphasizing the freshman year as most critical for students when it comes to establishing an on-track record for graduation as all factors (absenteeism, course failure, connection to school, and demographic factors) all seem to combine, or conspire, in a critical way (McCallumore & Sparapani, 2010).

Researchers summarize, more specifically, on-time graduation was higher for students who were on track for Grade 10 promotion, had a Grade 9 GPA of 2.5 or higher, passed Algebra 1 with a C or higher by Grade 8, failed one or fewer semester courses, were absent fewer than eight days, were never ineligible during Grade 9, were never suspended prior to Grade 9, and never moved between schools during middle school. Being eligible for special education services decreased the odds of graduating on time. Other factors that were statistically significant but had a small or negligible effect were: Free and Reduced-price Meals System (FARMS) status, suspension, number of days absent during Grade 9, and school mobility. These factors decreased the likelihood of graduating on time (Chapman, et.al, 2011; McCalluore & Sparapani, 2010; Legters & Balfanz, 2010; Moore, 2014; Reardon, 2011).

1. Economic Factors and High School Graduation

The strongest predictors that a student is likely to drop out are family characteristics such as: socioeconomic status, family structure, family stress (death, divorce, family moves), and the mother's age. Students who come from low-income families, who are the children of single, young, unemployed mothers, or who have experienced high degrees of family stress are more likely than other students to drop out of school. Of those characteristics, low socioeconomic

status has been shown to bear the strongest relationship to students' tendency to drop out. (Chapman et. al., 2011; McCallumore & Sparapani, 2010; McKeon, 2006; NEA Research**,** 2006*).*

Academic achievement disparities by family income influences who does and does not graduate on time. Using eligibility for free or reduced-price school meals as a proxy, lower-income students in eighth grade score lower than non-low-income students on the National Assessment of Educational Progress mathematics, reading, and science tests (U.S. Department of Education, 2012). The same data collection system shows low-income eighth-graders are more than 40 percent more likely to have had three or more absences in the past month (U.S. Department of Education, 2013). The National Household Education Survey uses receipt of food stamp (SNAP) benefits as a poverty proxy; data from that source show poor children in grades one through three are nearly three times more likely to repeat a grade (Child Trends DataBank, 2013a). This data set also shows that poor children in kindergarten through third grade are more than twice as likely to have an individualized education plan for special education needs (Child Trends DataBank, 2013b). Finally, youth from families in the bottom quintile of the income distribution are more than four times as likely as those from families in the top quintile to have dropped out of school in the past year (National Center for Education Statistics, 2012). Disparities in test scores between poor and wealthier students have grown in the past ten years; this gap is now larger than the black-white achievement gap in the U.S. (Reardon, 2011).

It is likely that children and students of poverty will drop out of school and continue the poverty cycle. In 2009, poor (bottom 20 percent of all family incomes) students were five times more likely to drop out of high school than high-income (top 20 percent of all family incomes) students. Child poverty is rampant in the U.S., with more than 20 percent of school-age children living in poor families. And poverty rates for Black and Hispanic families are three times the rates for White families. (Chapman et.al, 2011).

Dropouts face extremely bleak economic and social prospects. Compared to high school graduates, they are less likely find a job and earn a living wage, and more likely to be poor and to suffer from a variety of adverse health outcomes (Rumberger, 2011). Moreover, they are more likely to rely on public assistance, engage in crime, and generate other social costs borne by taxpayers (Ibid).

Rumberger (2015), in his article on poverty and high school dropouts, states that family poverty is associated with a number of adverse conditions, including high mobility and homelessness; hunger and food insecurity; parents who are in jail or absent; domestic violence; drug abuse; and other problems. These are called "toxic stressors" because they are severe, sustained, and not buffered by supportive relationships (Shonkoff & Garner, 2012). Drawing on medical, biological and social science, Shonkoff and Garner show how toxic stress in early childhood leads to lasting impacts on learning (linguistic, cognitive and social-emotional skills), behavior, and health. These impacts are likely lead to dropping out, low achievement, chronic

absenteeism and misbehavior, and poor behaviors and attitudes ("non-cognitive skills"). (Farrington, Roderick, Allensworth, Ngaoka, Keyes, Johnson, & Beechum, (2012).

2. <u>Importance of Ninth Grade on High School Graduation</u>

Evidence is growing that students who fall off track during the freshman year have very low odds of earning a high school diploma. (McCallumore & Sparapani, 2010; Neild, 2009; Reardon, 2011). Analysis of the progression of students through high school suggests that approximately one-third of the nation's recent high school dropouts never were promoted beyond ninth grade. For policymakers and educators, the task of increasing high school graduation rates means carefully studying which students experience trouble in ninth grade and the reasons for their difficulty. (Legters & Belfanz, 2010; McCallumore & Sparapani 2010; Neild 2009).

Neild (2009) examines four theories about why ninth grade poses difficulties for some students. The first is that ninth grade coincides with life-course changes, such as reduced parental supervision and increased peer influence. The second is that in moving to a new school, students must break the bonds they have formed with their middle-school teachers and peers. The third is that some students are inadequately prepared for high school. The final theory is that the organization of some high schools is itself a major source of students' difficulty (class length, number of courses per day, movement to classes, start-and end-time of the school day). Each theory, says Neild, suggests a particular type of policy response. The strongest evidence, he and others observe, finds inadequate preparation for high school and the organization itself of high schools. (Neild, 2009).

Reform efforts, to this point, have tended to address high school organization, such as number of classes, block scheduling, movement of students or of teachers in the building, early start-times and end times of the school day, and time allotment per class, with or without a focus on instructional quality or helping students to catch up on academic skills. Evaluations of these reforms suggest that both school organization and instructional improvement are necessary to keep ninth graders on track to graduation (Ibid).

High expectations and rigor have been suggested as factors influencing high school graduation and success beyond high school. A rigorous high school curriculum requires challenging instruction and support for each student to meet high standards. Components of a rigorous high school curriculum include higher expectations for all students, with support for low-performing students through intervention programs and extended learning opportunities, and a requirement that each student complete a college- or work-ready curriculum in order to graduate from high school. Retrieved from www.ncsl.org/.../dropout-prevention-dropout-reporting-high-school.aspx. Rigor includes well-managed classrooms, the expectation to enroll in college-prep courses, academic demands, orderly student behavior, and challenging instruction. http://ccsr.uchicago.edu/page/rigor-and-readiness-high-schools-preparation-future. The National Council of State Legislators report that the rigor of the high school curriculum is one of the top indicators for whether a student will graduate from high school and

earn a college degree. It reports that a study by the U.S. Department of Education in 2005 found the rigor of high school course work is more important than parent education level, family income, or race/ethnicity in predicting whether a student will earn a postsecondary credential. The report goes on to say that, unfortunately, most recent high school graduates report being only moderately challenged in high school. In the 2005 survey of almost 1,500 recent graduates, just 24 percent of graduates said they were significantly challenged during high school. One in five recent high school graduates said that "expectations were low and…it was easy to slide by." Retrieved 5/13/2015 from www.ncsl.org/.../dropout-prevention-dropout-reporting-high-school.aspx.

Furthermore, Funds of Knowledge report that a critical assumption in educational institutions is "they do not view working-class minority students as emerging from households rich in social and intellectual resources. Rather than focusing on the knowledge these students bring to school and using it as a foundation for learning, schools have emphasized what these students lack in terms of the forms of language and knowledge sanctioned by the schools. This emphasis on so-called disadvantages has provided justification for lowered academic expectations and inaccurate portrayals of these children and their families." Retrieved 5.15.2015 from http://community.plu.edu

3. Attendance Factor and Student Engagement with School

The number of absences per student can be monitored very early in the first year of high school—attendance even in the first few weeks or month of the freshman year is related to whether students will eventually graduate (Neild & Balfanz, 2006).

A study by John Hopkins University identifies attendance as the fundamental indicator of student engagement with school (Mac Iver M.A. & Mac Iver D.J., 2014). They connect the ninth grade factor to both attendance and engagement: Though many students fall off-track to success for the first time in ninth grade, poor attendance patterns often begin increasing in middle school and become worse in high school. Recent studies indicate higher rates of chronic absenteeism in grade 8 than in earlier middle grades. They also found that rigorous research on interventions to improve student attendance is in early stages. Evaluation of out-of-school time programs (summer, before- and after-school programs) have found mixed results on school attendance (Ibid).

Recent discussions of non-cognitive factors affecting academic performance have emphasized the importance of developing an academic mindset to influence academic behaviors such as attendance and exerting effort in class and on homework assignments (Farrington, Roderick, Allensworth, Ngaoka, Keyes, Johnson, & Beechum, 2012).

Information about absences may be the most practical indicator for identifying students in need of early interventions (Allensworth & Easton, 2007). In general, research suggests that

missing more than 10% of instructional time is cause for concern. This percentage translates to roughly 2 weeks (10 days) of school per semester in most high schools (Ibid).

4. <u>Course Failure Factor as an Indicator of High School Graduation</u>

Grades earned are clearly related to students' likelihood of successfully graduating from high school. On average, students who earn a 2.0 GPA or less in their freshman year have significantly lower graduation rates than students who earn a 2.5 or higher (on a 4-point scale). Therefore, students with a GPA of 2.0 or less at the end of their first year of high school should be considered at risk for dropping out (Heppen & Therriault, 2009). Students who fail one or more core courses OR accumulate fewer credits than the number required for promotion to 10th grade are, at that point, off track for graduation (Ibid).

The table below, taken from Heppen and Therriault's research, shows how course failures and credit accumulation combine to identify individual students as on track or off track for high school graduation.

Number of Semesters with Fs in Core Courses	Number of Credits Accumulated Freshman Year	
	Less than 5.0	5.0 or more
2 or more	Off Track	Off Track
0 or 1 semester	Off Track	On Track

In short, during their freshman year, students must have no more than one semester F and no fewer than the number of credits required to be promoted to 10th grade to predict the likelihood of successfully graduating from high school.

5. <u>Demographic Data and High School Graduation</u>

Research shows, in summary, that currently, (for Washington) males drop out .8% more frequently than females. American Indian/Native Alaskan have the highest drop-out rate of minorities (8.2%) followed by Black/African Americans (6.1%), and Hispanics (5.8%). The drop-out rate for Whites (non-Hispanic) is 3.6% and Asian/Pacific Islanders have the lowest drop-out rate, 3.0% (Washington State Report Card 2013-14). Data also shows that Washington State consistently falls below the national average in numbers of students graduating from high school in in both gender and ethnicity. Tables in the appendix show demographic data as to who graduates from high school nationwide and in the state of Washington in recent years.

Highlights from the data include:

- The median state AFGR (Average Freshman Graduation Rate) was 78.6 percent.

- Across the United States, the AFGR was highest for Asian/Pacific Islander students (93.5 percent). The rates for other groups were 83.0 percent for White students, 71.4 percent for Hispanic students,69.1 percent for American Indian/Alaska Native students, 3and 66.1 percent for Black students.

- A comparison of data from 2009–10 to data from the prior school year, 2008–09, shows a percentage point or greater increase in the AFGR for 38 states, including Washington.

- Across the United States, the calculated dropout rate was the lowest for Asian/Pacific Islander students at 1.9 percent and White students at 2.3 percent. The dropout rates for American Indian/Alaska Native, Black, and Hispanic students were 6.7, 5.5, and 5.0 percent respectively.

- Across the United States the dropout rate was higher for males than for females at 3.8 percent and 2.9 percent, respectively. The dropout rate was higher among males in every state. (Stillwell et. al., 2013)

- Hispanic origin, and foreign-born status persist. The proportion of high school dropouts among 16- to 24-year-olds has declined by more than factors have been shown to increase a student's risk of dropping out, including high rates of absenteeism, low levels of school engagement, low parental education, work or family responsibilities, problematic or deviant behavior, moving to a new school in the ninth grade, and attending a school with lower achievement scores. (González & Jackson, 2013; Hernandez & Napierala 2012. http://pewhispanic.org/ reports/report.php?ReportID=19; Suh, S. & Suh, J., 2007. Christle, Jolivette, Nelson, 2007).

- Black and Hispanic youth are more likely than whites or Asians to have dropped out of high school. In 2013, 5 percent of whites ages 16 to 24 were not enrolled in school and had not completed high school, compared with 8 percent of blacks, and 12 percent of Hispanics. The high rate for Hispanics is partly the result of the high proportion of immigrants in this age group who never attended school in the U.S. (González & Jackson 2013; Hernandez & Napierala, 2012). Asian youth had the lowest rate of all the racial and ethnic groups at three percent. (Child Trends, 2014). http://www.childtrends.org/?factors=high-school-dropout-rates).

- Some data suggest that the value of school-based formal education is not universally held. For example, in the National Survey of Latinos, youth with a high school education or less and who were not currently enrolled in school said that the lower education attainment of Latinos reflects their obligation to support a family, their limited English skills, a dislike of school, and the lack of necessity for more education for the career that they want, among other reasons (Lopez, 2009). Other studies suggest that these families value education highly and a recent NCES report also notes Latinos enrolled in postsecondary school in record number following the most recent recession (U.S. Department of Education, 2012; Moore 2014).

Reflections of the Review of Literature

A person's success at graduating from high school is tightly bound to their success in life. This includes career options, economic stability, mental and physical health, and productive citizenry. Indeed the success of communities and the nation at large is dependent on all students graduating from high school as a means to this success.

Given this imperative, it is important to acknowledge and act on known factors of whether or not a student will graduate from high school. These factors are based in that child's family characteristics, economic status, success in school from early grades going forward, being on track in grade nine, attending school regularly, being connected to school, and success in academics.

The ninth grade year is critical for students and a predictor of high school graduation. Falling behind during this crucial year means a student not only begins to lag in credit accumulation and academics, but causes personal discouragement that leads to absenteeism, personal feelings of stress, and disconnection from school. These other non-academic factors become forces against graduation.

Economics is a two-fold factor. First, students living in poverty are at high risk of dropping out of school. Second, students who drop out of high school continue the cycle of poverty as their future economic and career outlook is much dimmer than those who graduate.

Finally, absenteeism and grades remain crucial to a student staying on track for graduation. A student's connection to school is tied to both of these factors.

Effective Practices

Research shows that an integrative approach that identifies and addresses multiple factors and at various educational levels is necessary to support increased graduation likelihood. An integrated approach that looks at multiple factors will address the complex composite of why students do not succeed in school. While each factor needs attention, many factors are present in each individual.

Bowers (2010) and Moore (2013) each pose an integrated approach that looks at all factors supporting on-time graduation combined (student, family, school, community) as a means of identifying and addressing graduation rates and success. Moore describes an Integrated Student Support System with the intention of addressing multiple factors:

Influential factors	Core Components	Supports	Short-term Outcomes	Long-term Outcomes
Student	Needs assessment	Physical and mental health	Academic outcomes	High school graduation
Family	Community partnerships	In-school expanded learning Time	Non-academic outcomes	Post-secondary degree or certification
School	Coordinated student support	School climate and effectiveness		
Community	Integration within school (commitment)	Parent education and family counseling		
	Data tracking	Social services for families in need		

(Moore, 2014)

An integrated approach is supported in a 2015 document prepared by GATE (Graduation: A Team Effort) Foundation. The Foundation proposes an Integrated Student Support Framework. It includes milestone measures in four domains: Kindergarten Ready; K-1 Education Success; Wellness and Civic Engagement; and Post-Graduation Achievement.

For the domain **Kindergarten Ready**, the following factors (called milestone measures) were specified: Washington Kindergarten Readiness Screening; Availability of Support Services; Social/Emotional Skills; and Parent Engagement.

For the domain **K-12 Education Success**, the factors were: Student Achievement and Growth; Attendance; Discipline Events; Proficiency in Reading, Math, and Science; Social/Emotional Skills; Graduation from High School; Career and College Preparation; Credit; Parent Engagement; and Availability of Multi-level Student Support Systems.

For the domain of **Wellness and Civic Engagement**, the milestone measures, were: Healthy Lifestyle; Involvement in Community-Based Programs; Involvement in Mentoring; Community Volunteer; Social/Emotional Skills; Financial Management Skills; Availability of Community – Based Programs; and Community/Family Rules Supporting Positive Behavior.

For the domain of **Post-Graduation Achievement**, milestone measures were: Placement in Post-Secondary Options; Graduation from Post-Secondary Placement; Employment Earnings; and Availability of Post-Secondary Options. (www.k12.us/GATE 2015)

What Efforts are Being Implemented in Washington State?

Appendices

GRADUATION RATES SHOWING GRADE 8-10 BASE ENROLLMENT, NUMBER OF 2010 GRADUATES, AND AVERAGE FRESHMAN GRADUATE RATE (AFGR), Washington and United States: Table 1

Number of Graduates 2009-2010	AFGR (Average Freshman Graduation Rate)	Average Enrollment Base Grades 8,9, and 10	8th Grade Enrollment Base 2005-06	9th Grade Enrollment Base 2006-07	10th Grade Enrollment Base 2007-08
WA: 66,046 US: 3,128,022	WA: 77.2 US: 78.2	WA: 85,554 US: 3,998,564	WA: 81,440 US: 3,827,519	WA :90,280 US: 4,284,842	WA: 84,942 US: 3,881,914

GRADUATION DATA 2010 BY RACE BY RACE, Washington and United States: Table 2

Number of Graduates 2009-2010	American Indian/Alaska Native	Asian /Pacific Islander	Hispanic	Black	White
NUMBER OF GRADUATES	WA: 1,437 US: 34,131	WA: 5,893 US: 167,840	WA: 6,971 US: 545,518	WA: 3,130 US: 472,261	WA: 46,124 US: 1,871,980
Average Freshman Graduation Rate	WA: 58.7 US: 69.1	WA: 86.8 US: 93.5	WA: 64.1 US: 71.4	WA: 63.0 US: 66.1	WA: 77.7 US: 83.0

DROP-OUT DATA 2010 FOR GRADES 9-12, Washington and United States: Table 3

Number of Drop Outs	Event Drop-Out Rate	Total Enrollment Grades 9-12
WA: 13,960 US: 514,238	WA: 4.2 US: 3.4	WA: 329,960 US: 14,932,370

DROP-OUT DATA SEGREGATED BY GRADE FOR 2010, GRADES 9, 10, 11, 12, Washington and United States Table 4

Grade	Grade 9	Grade 10	Grade 11	Grade 12
Number of Dropouts	WA: 2,881	WA: 2,792	WA: 3,472	WA: 4,815

	US: 105,756	US: 113,370	US: 117,536	US: 175,806
Event Dropout Rate	WA: 3.4 US: 2.6	WA: 3.4 US: 3.0	WA: 4.4 US: 3.3	WA: 5.8 US: 5.1

DROP-OUT RATES BY ETHNICITY SCHOOL YEAR 2010, Washington and United States, Table 5

Ethnicity	American Indian/Alaska Native	Asian/ Pacific Islander	Hispanic	Black	White	2 or More Races
Number of Drop- Outs	WA: 666 US: 12,044	WA: 859 US: 14,595	WA: 2,588 US: 150,137	WA: 1,155 US: 137,287	WA; 8,055 US: 191,943	_____ _____
Event Drop-Out Rate	WA: 8.2 US: 6.7	WA: 3.0 US: 1.9	WA: 5.8 US: 5.0	WA: 6.1 US: 5.5	WA: 3.6 US: 2.3	_____ --------

LONGITUDINAL DATA SHOWING 2002-2010 EVENT DROP-OUT RATES, Washington and United States, Table 6

2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
WA: 6.2 US: 3.9	WA: 6.5 US: 4.1	WA: 4.5 US: 3.9	WA: 5.6 US: 3.9	WA: 5.1 US: 4.4	WA: 5.7 US: 4.1	WA: 4.7 US: 4.1	WA: 4.2 US: 3.4

NUMBER OF GRADUATES AND HIGH SCHOOL DROP-OUTS BY GENDER 2010, Washington and United States, Table 7

Male Graduates	Female Graduates	Male Drop Outs	Male Event Drop-Out Rate	Female Drop Outs	Female Event Drop-Out Rate
WA: 31,353 US: 1,514,185	WA: 32,194 US: 1,556,052	WA: 7,415 US: 280,648	WA: 4.5 US: 3.8	WA: 5,836 US: 206,424	WA: 3.7 US: 2.9

(U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2009-2010, Version 1a).

WASHINGTON STATE ON-TIME GRADUATION RATE, OSPI 2013-2014**,** Table 8

	2009	2010	2011	2012	2013	2014
ALL STUDENTS	70.4%	72.5%	72.0%	73.5%	76.5%	75.0%
AMERCAN INDIAN/ALASKA NATIVE (NON-HISPANIC)	48.0%	48.9%	47.9%	52.7%	58.0%	51.0%
ASIAN AND PACIFIC ISLANDER (NON-HISPANIC)	76.5%	79.8%	79.3%	82.2%	82.6%	81.2%
WHITE (NON-HISPANIC)	74.1%	75.6%	75.4%	76.4%	79.4%	77.7%
BLACK/AFRICAN AMERICAN (NON-HISPANIC)	53.6%	60.6%	59.9%	63.2%	66.7%	63.9%
HISPANIC (MAY BE OF ANY RACE)	57.5%	60.4%	60.4%	62.9%	66.9%	66.4%
SPECIAL EDUCATION	54.3%	54.7%	54.8%	55.6%	62.2%	56.4%
LIMITED ENGLISH	55.5%	55.4%	46.6%	50.7%	52.4%	52.2%
LOW INCOME	58.0%	61.9%	59.6%	62.7%	69.4%	66.7%
FEMALE	73.9%	76.0%	75.6%	77.0%	79.3%	78.2%
MALE	67.1%	69.1%	68.6%	70.2%	73.7%	71.8%

Source: http://reportcard.ospi.K12.wa.us/summary

For all students, from 2009 to 2014, the graduation rate increased by 4.6%. To compare changes by ethnic groups, rates increased as follows: For American Indian/Alaska Native (Non-Hispanic), the increase was 3%. For Asian Pacific Islander (Non-Hispanic), the increase was 4.7% for this six- year period. For White (Non-Hispanic), the rate increased by 3.6%. For Black African/American (Non-Hispanic), the increase was 10.3%, the greatest for all non-White students. For Hispanics of any race, the increase from 2009 to 2014 was 8.9%, the second highest increase for this period.

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