



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Common Data Project

2016 Annual Report

School Year 2014–2015

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

The New England Secondary School Consortium

Common Data Project: 2016 Annual Report: School Year 2014-2015

This report was written by Research in Action, Inc. under contract with the Great Schools Partnership. The report was produced in collaboration with the departments and agencies of education in the New England Secondary School Consortium's five member states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont.

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ABOUT THE COMMON DATA PROJECT

Beginning in 2009, the five state education agencies (SEAs) participating in the New England Secondary School Consortium have been collecting, calculating, and reporting graduation rates, dropout rates, and college-enrollment, -persistence, and -completion rates using consistent procedures and methodologies developed by a regional team of data specialists from the departments and agencies of education in Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. To our knowledge, the New England Secondary School Consortium's Common Data Project is the first initiative of its kind in the United States.

Recognizing the critical importance of high-quality data to effective school improvement, our five participating states decided to proactively address data quality, reliability, and comparability, rather than waiting for an outside entity to establish new guidance and regulations.

To promote more accurate and reliable data comparability across the five Consortium member states, the Common Data Project develops and implements standardized procedures designed to eliminate unwanted variance that may result from divergent data systems, the misinterpretation of agreed-upon rules, or computational errors. The Data Project has also created a series of quality-control mechanisms that further improve the reliability and comparability of state-reported data.

How the Project Works

- Data specialists from the participating SEAs, along with representatives from higher education and other data experts, meet several times throughout the year to discuss best practices, refine agreements, and coordinate the collection and reporting of data. Each participating SEA shares and discusses its data practices with other SEAs, and several refinements of in-state data procedures have resulted from lessons learned from other states.
- All five states use common metrics, procedures, and rules when compiling, calculating, and reporting data. A full description of these procedures can be found in the Common Data Project 2016 Procedural Guidebook. The goal is continual improvement of data reliability and comparability across the region.
- The common procedures and rules are published under a [Creative Commons license](#), which allows for the free use of all content, and other SEAs and educational organizations are encouraged to use and adapt our work.
- Each year, the Consortium produces a comprehensive report on graduation rates, dropout rates, and college-enrollment and -persistence rates for each of the five states. The Consortium, and its participating SEAs and partners, use these annual reports to help evaluate the impact of state policies and initiatives designed to improve secondary schools and student performance.
- Each year, the five SEAs publish the Consortium metrics on their websites, making the data available to the educators, policy makers, and the public.
- The common data procedures and metrics are compliant with all state and federal rules, regulations, and guidance related to data quality and reporting.
- The common-data reporting is used to track statewide and regional improvements in school and student-subgroup performance within and across states. The comparable data

set—in place since the baseline year of 2009—allows for more reliable cross-state comparisons.

- A comprehensive “college-readiness index” that takes into account academic, socioeconomic, and behavioral data is currently under development. The Annenberg Institute for School Reform at Brown University and the Center for Education Policy, Applied Research, and Evaluation at the University of Southern Maine have been collaborating on the development of the index. Any further development is contingent on securing funding.

Project Innovations

- **Common Metrics:** The Common Data Project has produced a set of common formulas that are used to calculate secondary graduation rates, secondary dropout rates, and college-enrollment, -persistence, and -completion rates.
- **Common Rules:** All five departments of education follow the same “business rules” and procedures when collecting, calculating, and reporting common data to improve consistency, comparability, and quality.
- **Common Definitions:** Each variable in the common regional data set is determined using consistently applied definitions. For example, all five departments of education follow the same definitions for economically disadvantaged students, English learners, students with disabilities, and other student subgroups.
- **Common Reporting Windows:** All five departments of education follow common data-collection and data-reporting timelines. Since most large-scale databases are continually updated, common reporting windows improve the consistency and comparability of multistate data sets.
- **Common Quality-Control Procedures:** The Common Data Project uses both internal (state-by-state controls) and external (third-party coordination and auditing) as part of its common quality-control framework. The redundant, multistage protocol is designed to improve data quality throughout the collection, calculation, and reporting cycle.

Selected Indicators

The New England Secondary School Consortium has established four performance goals to be achieved in each of the five states:

1. Increase high school graduation rates.
2. Decrease dropout rates.
3. Increase the percentage of students enrolling in two- and four-year college programs or pursuing industry-certified and accredited certificates.
4. Increase the percentage of students who graduate from high school college ready.

The Data Team, in conjunction with external third parties, created five performance indicators using agreed-upon metrics. The common metrics, in conjunction with a standardized set of business procedures and rules, significantly increase the comparability of reported data on each indicator across the five Consortium states. To our knowledge, only the federal government, via the National

Center for Educational Statistics (NCES), has attempted to provide the public with comparable metrics on key educational initiatives.

High School Graduation Rate [Status: Operational] [Baseline Year: 2009]

High School graduation rates have been computed using the formula articulated in federal regulations, specifically 34 C.F.R. §200.19 (b)(1). The rate relies on the identification and tracking of a four-year graduation cohort. An extended graduation rate, which relies on the identification of a six-year graduation cohort, is also reported. All states in the Consortium currently report the federal graduation rate. The following formula is used for calculating the graduation rate:

$$(\# \text{ of Graduating Seniors}) \div (\# \text{ of First-time Freshmen +/- Transfers In or Out})$$

Dropout Rate [Status: Operational] [Baseline Year: 2009]

The Consortium dropout data is closely linked to the data used in calculating the adjusted cohort graduation rate. Data Team members recognize that, as the graduation rate and dropout rate have often been reported using disparate methods, a clearer relationship between these measures would be helpful. The National Governors Association recommended that dropouts be counted as those students who have not completed high school and are no longer enrolled in high school. This rate is calculated using the same adjusted freshmen cohort used for the graduation rate. The following formula is used for calculating dropout rate:

$$(\# \text{ in Adjusted Freshmen Cohort}) - (\text{Graduates} + \text{Students Still Enrolled} + \text{Other Completers}) \div \text{Adjusted Freshmen Cohort}$$

College-Enrollment Rate [Status: Operational] [Baseline Year: 2009]

The rationale for collecting college-enrollment data is to determine the percentage of students who go on to further education after completing high school. All five Consortium states use data collected by the National Student Clearinghouse (NSC), and NSC reports are run during a common reporting window to reduce variance associated with ongoing updating of the national NSC database. The following formula is used for calculating college enrollment:

$$(\# \text{ of Students Enrolled in College}) \div (\# \text{ of High School Graduates})$$

College-Persistence Rate [Status: Operational] [Baseline Year: 2011]

The business rule states: “The number of college freshmen (by cohort) that remain continually enrolled in a College-education program who enroll for a third semester after initial enrollment.” This business rule is similar to that used by the NCES in reporting the number of first-time, full-time students who are retained (i.e., return to college) the following fall (see National Center for Education Statistics, 2015-144, *The Condition of Education 2015*).

$$(\# \text{ of Students Enrolled in 3}^{\text{rd}} \text{ Semester}) \div (\# \text{ of Freshmen College Cohort})$$

College-Completion Rate [Status: Operational] [Baseline Year: 2011]

College completion is determined by the percentage of the first-time college freshmen cohort who earn a two- or four- year college diploma. The college completion rate will be computed over a six-year period. All NESSC states use data collected by the National Student Clearinghouse (NSC). The following formula is used for calculating college completion in two- and four-year programs:

$$(\# \text{ of Students Completing College within 6 Years}) \div (\# \text{ of First-time College Freshmen Cohort})$$

College-Readiness Index (CRI) [Status: Pending] [Baseline Year: TBD]

The Data Team recommended that the Consortium use multiple measures to create a “college-readiness index.” The Data Team is collaborating with the Annenberg Institute for School Reform at Brown University and the Center for Education Policy, Applied Research, and Evaluation at the University of Southern Maine. The college readiness index is waiting for targeted funding in order to proceed with further development. The following formula is a working definition of college readiness:

Completion of 24 credit hours of college coursework and a GPA of 2.5 or enrollment in a third semester of college (two-year or four-year programs)

EXECUTIVE SUMMARY

The *Common Data Project: 2016 Annual Report: School Year 2014-2015* summarizes the reporting of the five consortia-wide performance indicators developed and adopted by the New England Secondary School Consortium. The reported data focuses on graduation, dropout, college-enrollment, college-persistence, and college-completion rates among the five Consortium member states: Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. New to this year's report, the extended high school graduation rate (6-year) is now reported for all member states, college-completion data is reported for the first time, and all of the metrics are disaggregated by gender.

Key Findings

1. 4-Year High School Graduation Rates

- No state rate reached the long-term goal of 90 percent but all states are trending towards that goal. All member states have graduation rates higher than the national average (82%). The graduation rates of economically disadvantaged students, English learners, and students with disabilities lag behind all other student subgroups; however, rates have generally improved for subgroups since 2009. For all member states, female students graduate at higher rates than males.

2. Extended (6-Year) High School Graduation Rates

- Two states, New Hampshire and Vermont, have reached the long-term goal of 90 percent. The NESSC median rate is 1.3 percentage points from the long-term goal, and states' rates are generally trending upward over the past three cohorts. The extended graduation rates of economically disadvantaged students, English learners, and students with disabilities lag behind all other student subgroups. For all member states, female students graduate at higher rates than males.

3. Dropout Rates

- No state rate reached the long-term goal of less than 1.0 percent. All member states have demonstrated improvements in reducing dropouts since the baseline year (2009); however, Connecticut & Vermont had slight increases in dropout rates when compared to the prior year. The dropout rates of economically disadvantaged students, English learners, and students with disabilities are higher than all other student subgroups. For all member states, male students' dropout rates are higher than those of female students.

4. College-Enrollment Rates

- No state rate reached the long-term goal of 80 percent. All member states (except New Hampshire) are slightly higher than the baseline year (2011). The college-enrollment rates of economically disadvantaged students, English learners, and students with disabilities lag behind all other student subgroups. For all member states, female students enrolled in post-secondary education at higher rates than males.

5. College-Persistence Rates

- Three states' rates (Connecticut, New Hampshire, and Vermont) were above 80 percent. Three states' rates (Connecticut, Maine, and New Hampshire) have remained relatively unchanged since the baseline year (2011). Two states' rates (Rhode Island and Vermont) have decreased from the baseline year; however, Vermont's rate in 2014 has increased from the prior year. The college-persistence rates of economically disadvantaged students, English learners, and students with disabilities lag behind all other student subgroups; however, in one state (Vermont) the English learner college-persistence rate exceeded the long-term goal of 80%. For all member states, female students remained enrolled in post-secondary education at higher rates than males.

6. College-Completion Rates

- No state rate has met or exceeded the long-term goal of 80 percent. Rhode Island's college-completion rate for the 2009 cohort was less than 50 percent. The college-completion rates of economically disadvantaged students, English learners, and students with disabilities lag behind all other student subgroups. For all member states, female students completed their post-secondary education at higher rates than males.

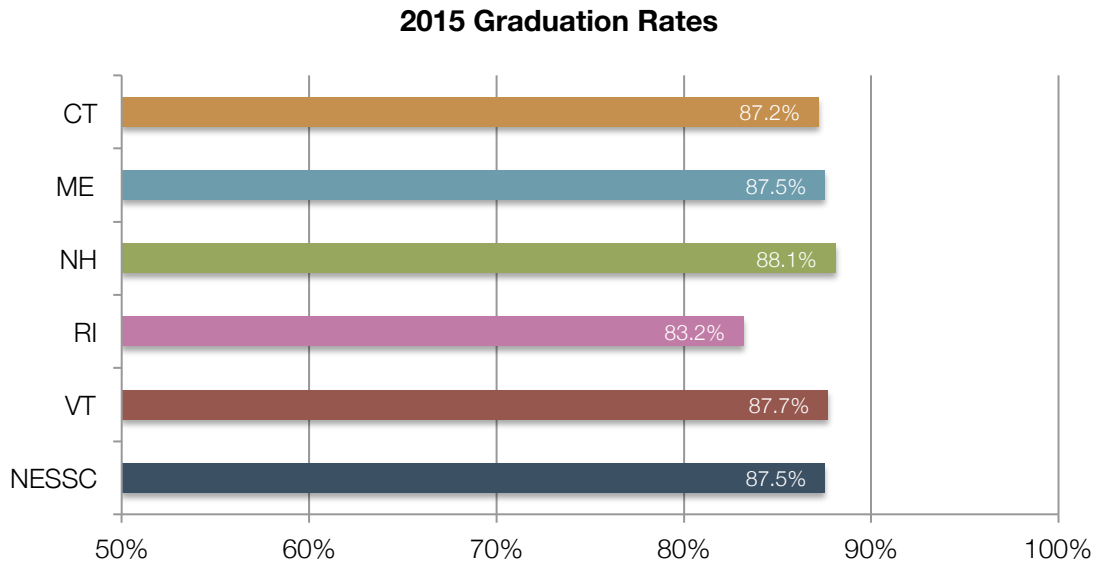
SECTION I

High School Graduation Rates

1.0 Four-Year High School Graduation Rates: Cross-State Comparison

Guiding Question

How did the four-year graduation rates in 2015 compare across the member states?



Major Findings

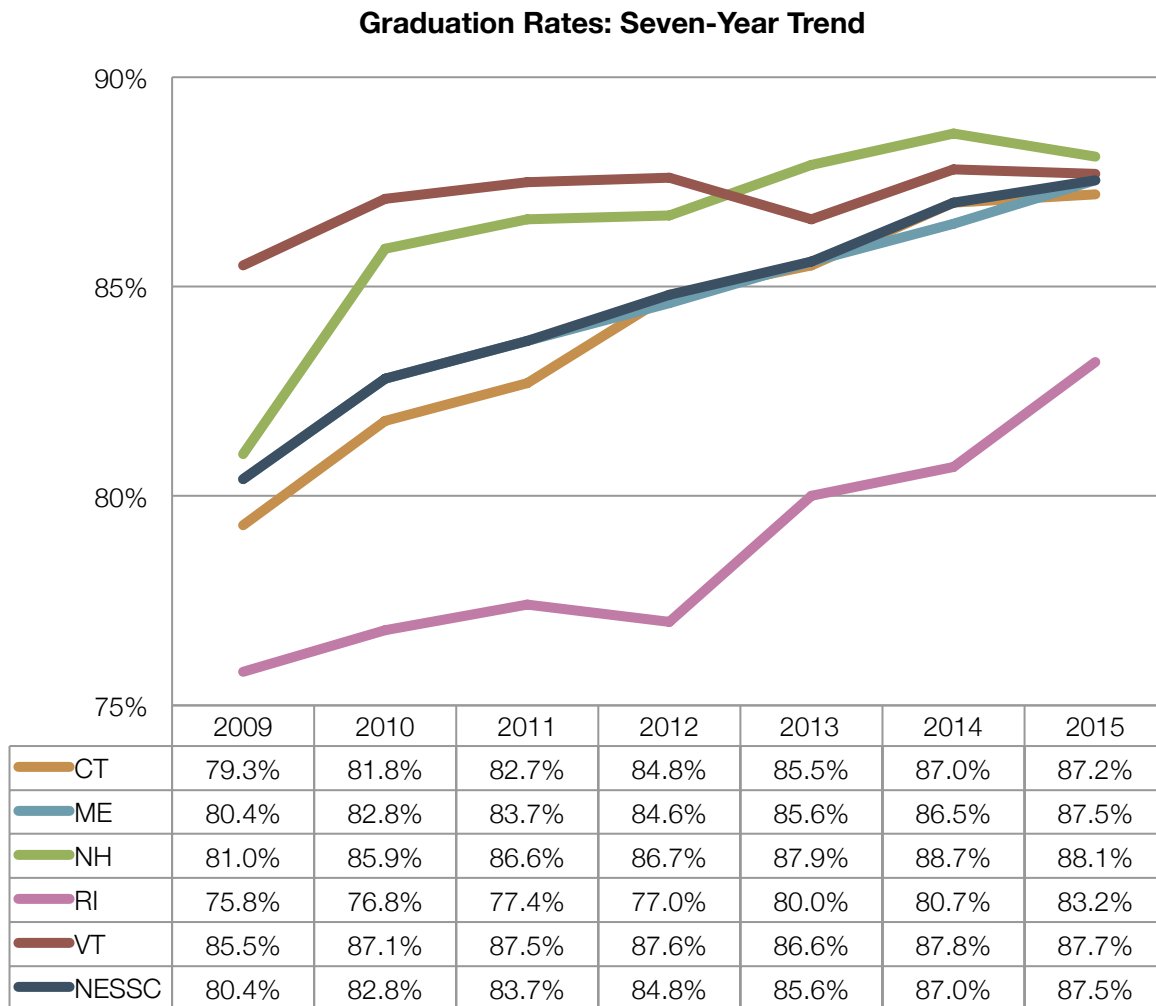
- The state rates had a range of approximately 4.9 percentage points.
- The median state rate was 87.5 percent, and the highest reported rate was 88.1 percent (New Hampshire).
- No state rate reached the long-term goal of 90.0 percent.
- The national graduation rate in 2012-13 was 82 percent. The NCES method used to calculate this statistic is less precise than that used by the NESSC member states.

***NOTE:** Throughout this report, the “NESSC” value represents the median rate among the five member states.

1.1 Four-Year High School Graduation Rates: Seven-Year Trend

Guiding Question

To what degree did the four-year graduation rates change over the past seven years?



Major Findings

- All member states demonstrated graduation rate improvements since the baseline year (2009).
- Since 2009, the median change rate was approximately 7.1 percentage points and the largest change rate was 7.9 percentage points (Connecticut).
- All states are on a trajectory to reach or exceed the 90.0 percent goal within the next four years.
- National graduation rates have been trending upward since 2009.

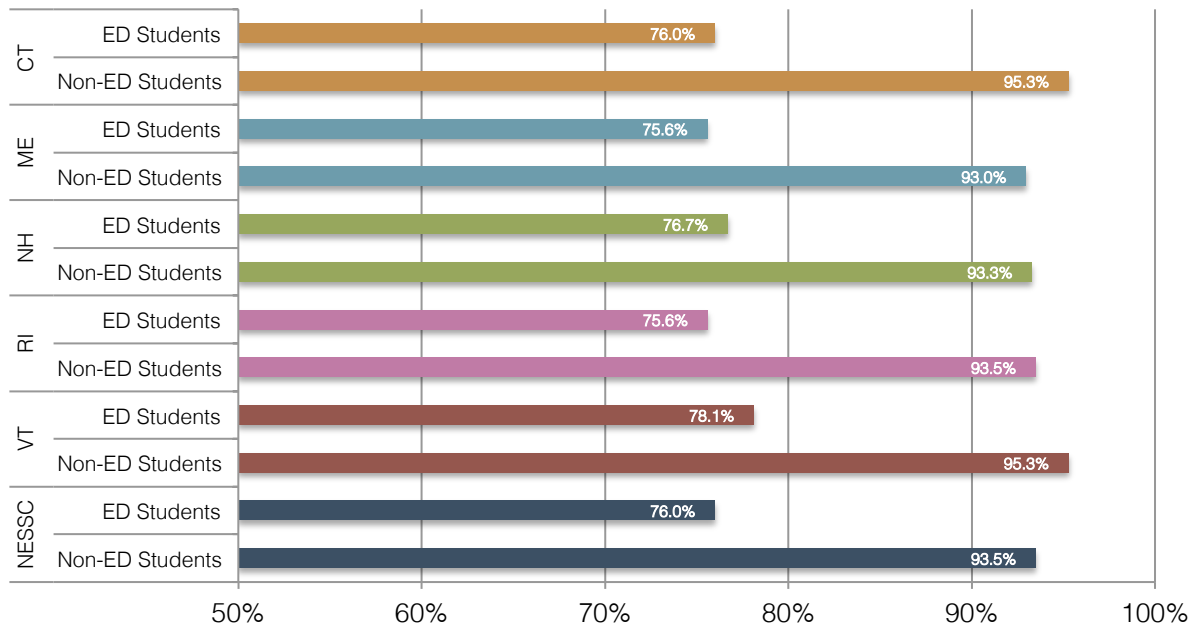
***NOTE:** The 2009 New Hampshire data were estimated. The 2009 Connecticut data may not be comparable with previous years.

1.2 Four-Year High School Graduation Rates: Economically Disadvantaged Students

Guiding Question

How did the 2015 four-year graduation rates for economically disadvantaged (ED) students compare across the member states?

2015 Graduation Rates: Economically Disadvantaged Students



Major Findings

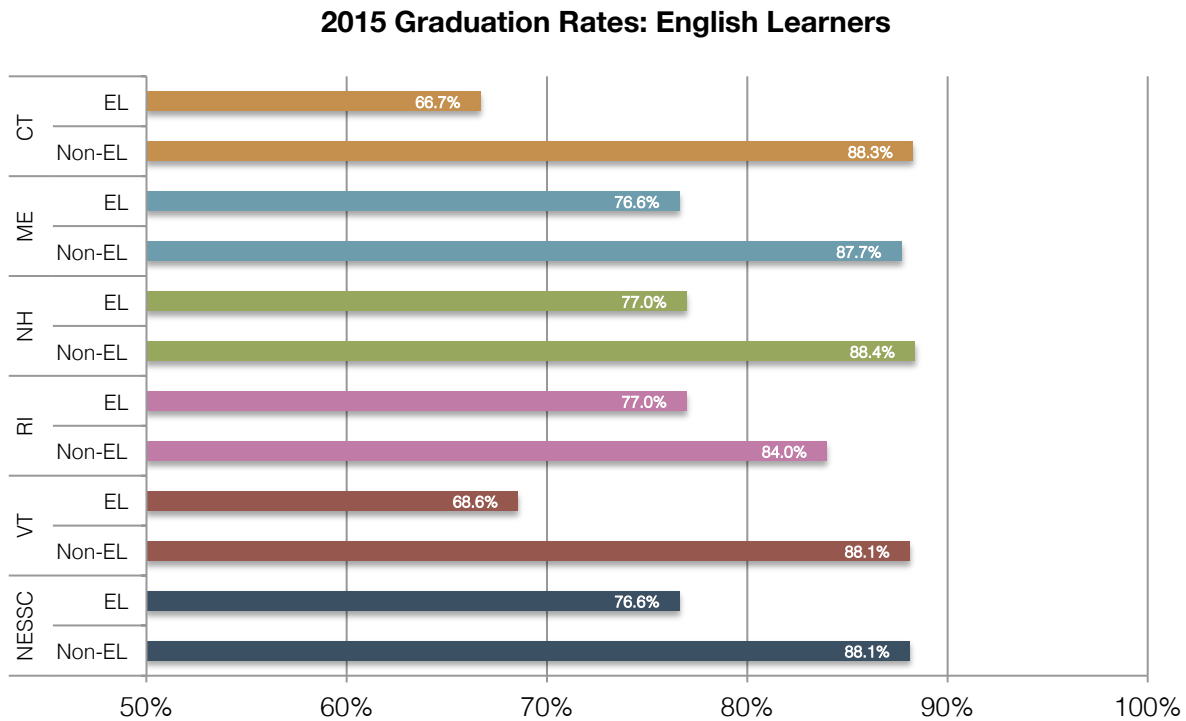
- The state ED rates had a range of approximately 2.5 percentage points.
- The median state rate was 76.0 percent and the highest reported rate was 78.1 percent (Vermont).
- No state rate reached the long-term goal of 90.0 percent; however, all states had non-ED rates at or beyond the long-term goal of 90.0 percent.
- The median performance gap for ED students was approximately 17.5 percentage points, with Connecticut (19.3 percentage points) having the largest gap among member states.

***NOTE:** For each state on this metric and all disaggregation metrics that follow, the top line represents the performance of students within a specific subgroup (the top line in this graph, for example, depicts economically disadvantaged students who graduated from high school). The bottom line of data for each state represents the performance of students who were not in the subgroup (the bottom line in this graph, for example, depicts students who are not economically disadvantaged and graduated from high school).

1.3 Four-Year High School Graduation Rates: English Learners

Guiding Question

How did the 2015 four-year graduation rates for English learners (ELs) compare across the member states?



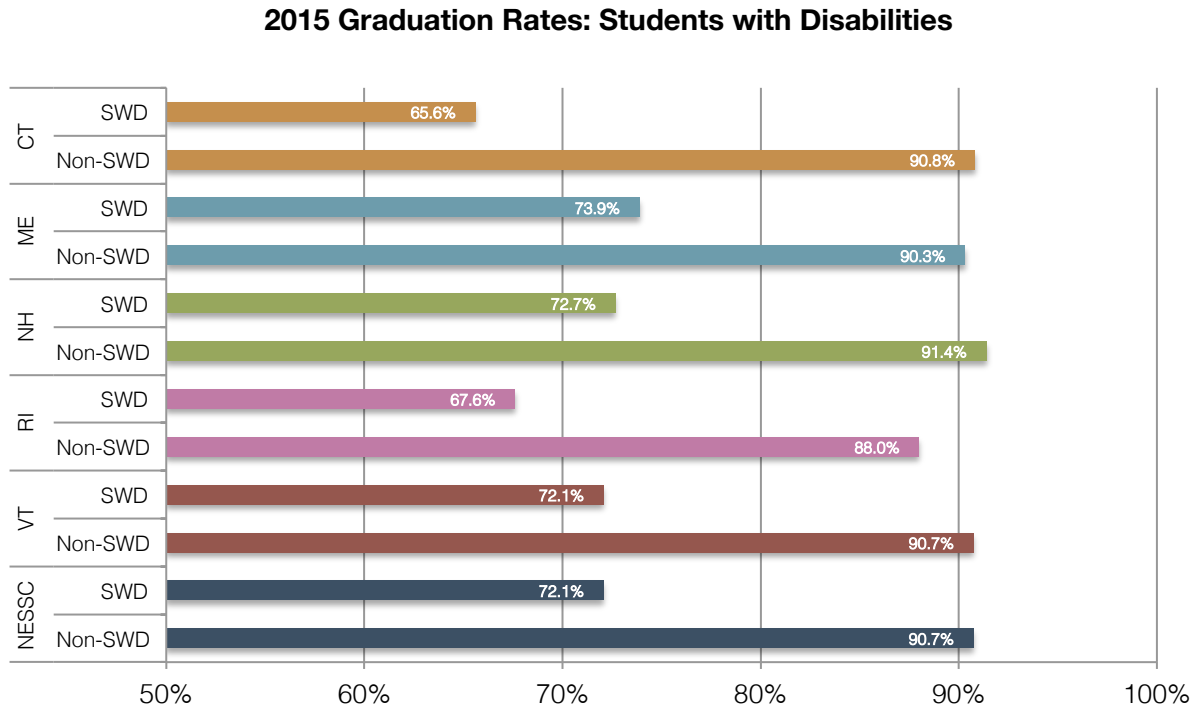
Major Findings

- The state EL rates had a range of approximately 10.3 percentage points.
- The median state rate was 76.6 percent and the highest reported graduation rate for ELs was 77.0 percent (New Hampshire and Rhode Island).
- No state rate reached the long-term goal of 90 percent.
- The median performance gap for ELs is approximately 11.5 percentage points, with Connecticut (21.6 percentage points) having the largest gap among member states.

1.4 Four-Year High School Graduation Rates: Students with Disabilities

Guiding Question

How did the 2015 four-year graduation rates for students with disabilities (SWDs) compare across the member states?



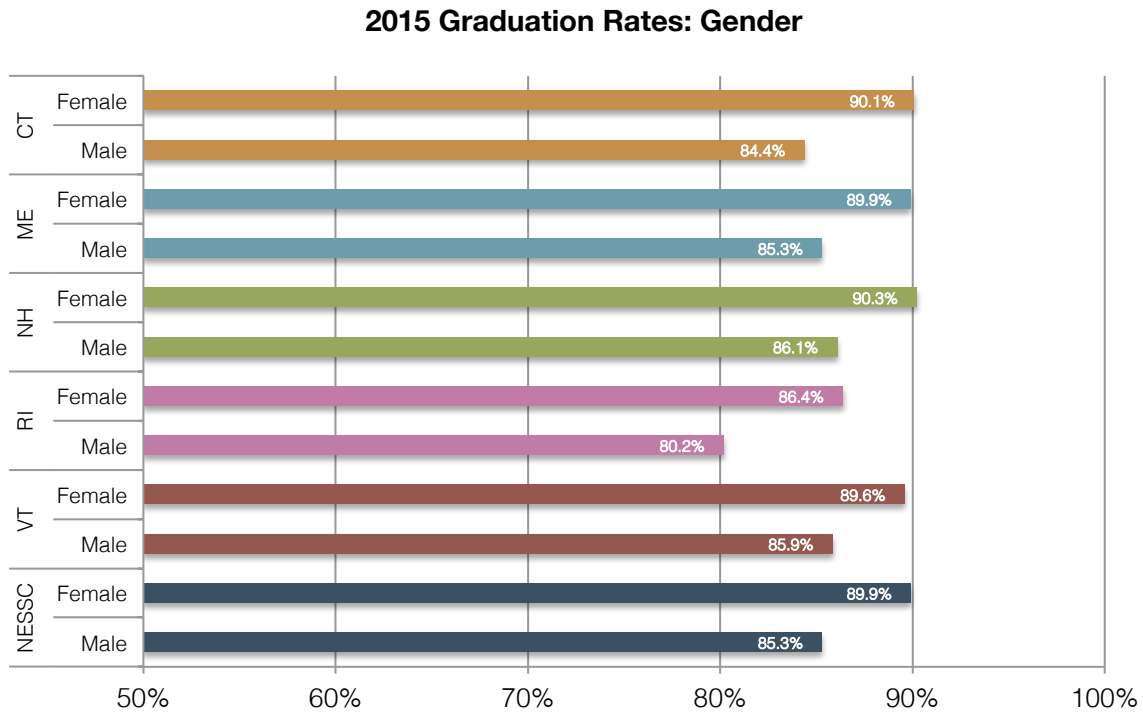
Major Findings

- The state SWD rates had a range of approximately 8.3 percentage points.
- The median state rate was 72.1 percent and the highest reported rate was 73.9 percent (Maine).
- No state rate reached the long-term goal of 90.0 percent; however, four states had non-SWD rates at or beyond the long-term goal of 90.0 percent.
- The median performance gap for SWD was approximately 18.6 percentage points, with Connecticut (25.2 percentage points) having the largest gap among member states.

1.5 Four-Year High School Graduation Rates: Gender

Guiding Question

How did the 2015 four-year graduation rates for males and females compare across the member states?



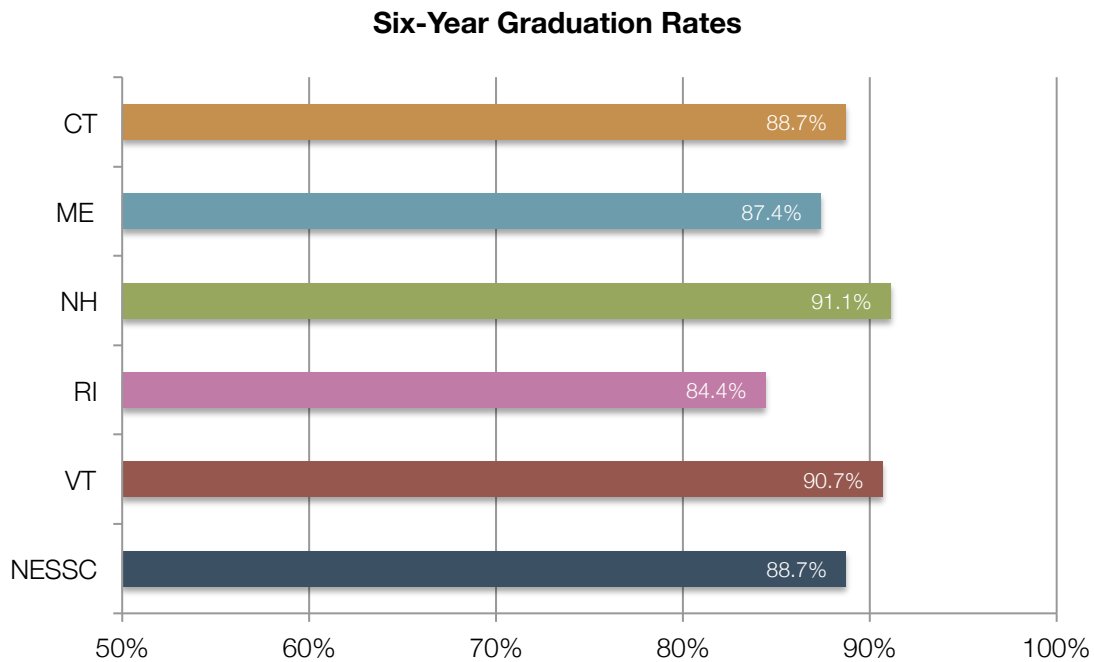
Major Findings

- The median state rate for females was 89.9 percent and the highest reported female rate was 90.3 percent (New Hampshire).
- The median state rate for males was 85.3 percent and the highest reported male rate was 86.1 percent (New Hampshire).
- Female rates in Connecticut and New Hampshire reached the long-term goal of 90.0 percent.
- The gender performance gap was approximately 4.6 percentage points, with Rhode Island (6.2 percentage points) having the largest gap among member states.

1.6 Six-Year High School Graduation Rates: Cross-State Comparison

Guiding Question

How did the six-year graduation rates compare across the member states?



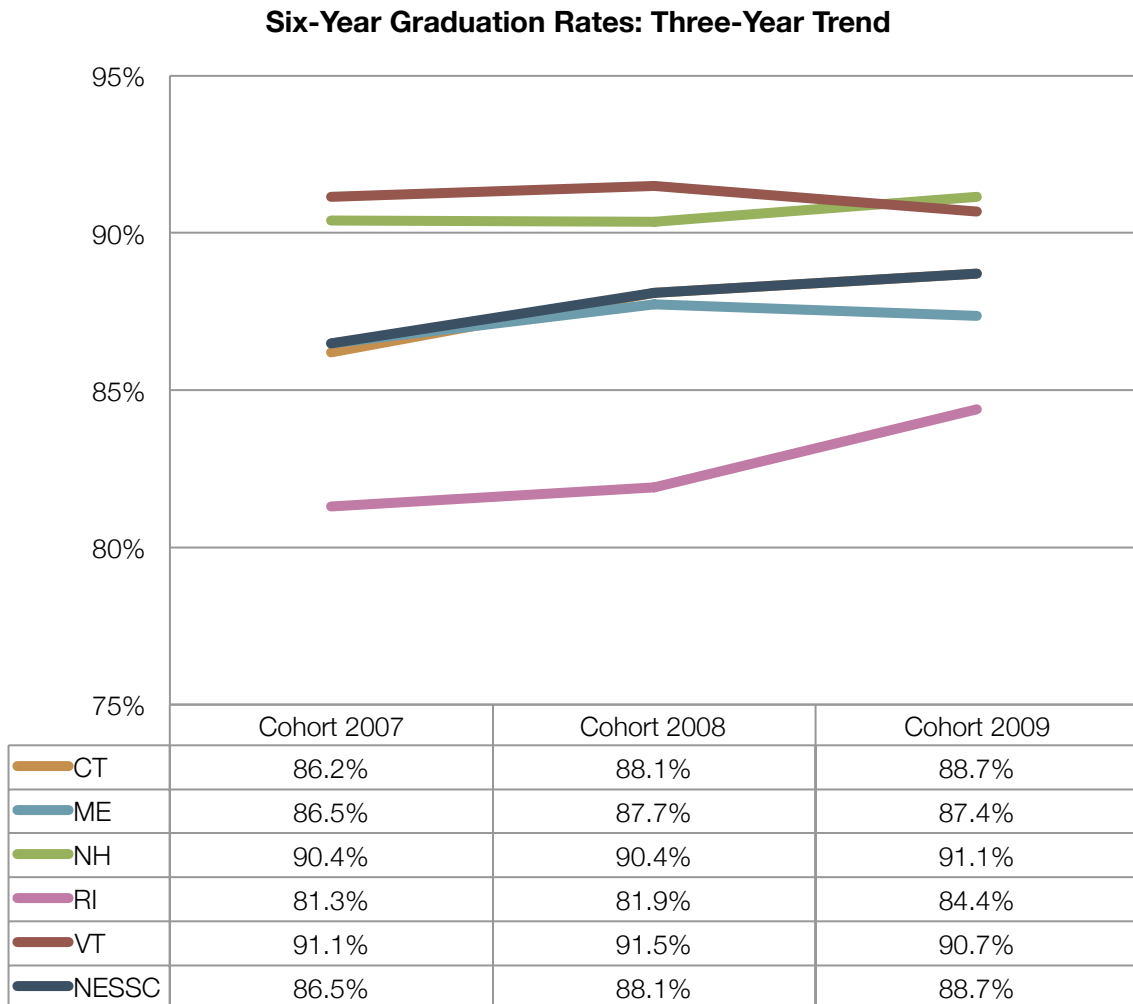
Major Findings

- The state extended rates had a range of approximately 6.7 percentage points.
- The median state rate was 88.7 percent, and the highest reported rate was 91.1 percent (New Hampshire).
- Two state rates (New Hampshire and Vermont) have reached or exceeded the long-term goal of 90.0 percent.

1.7 Six-Year High School Graduation Rates: Three-Year Trend

Guiding Question

To what degree did the six-year graduation rates change over a three-year period?



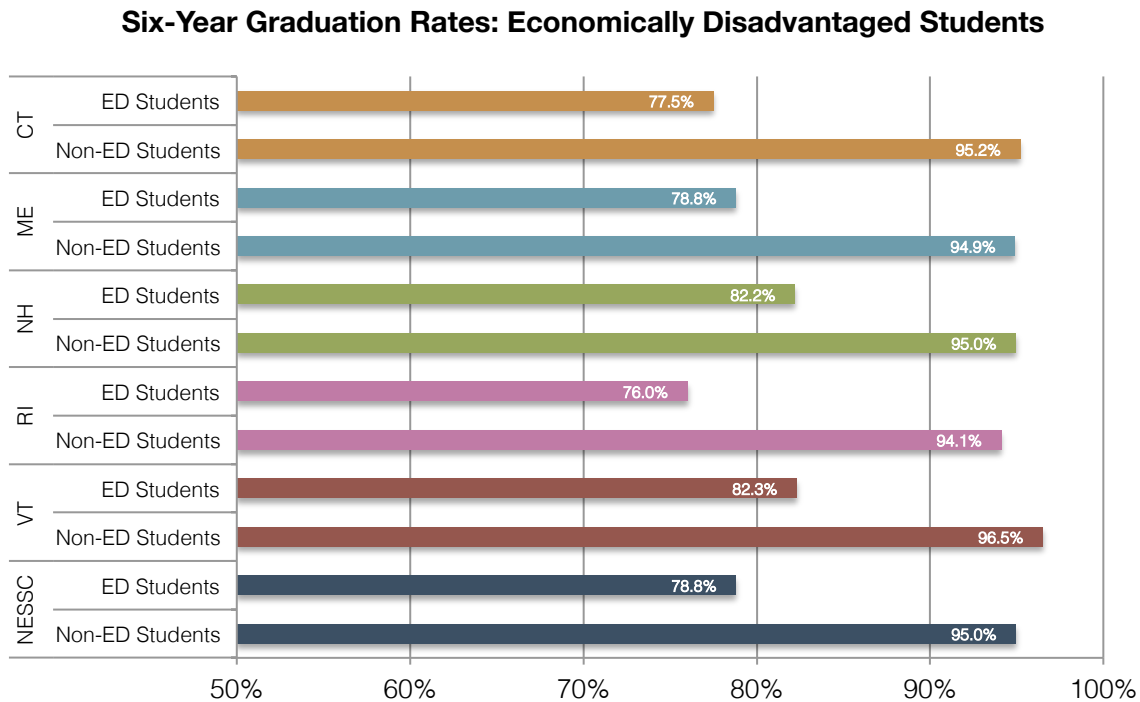
Major Findings

- The median change rate was approximately 2.2 percentage points and the largest change rate was 3.1 percentage points (Rhode Island).
- Two states (New Hampshire and Vermont) have reached or exceeded the 90.0 percent goal for three consecutive cohorts.

1.8 Six-Year High School Graduation Rates: Economically Disadvantaged Students

Guiding Question

How did the six-year graduation rates for economically disadvantaged (ED) students compare across the member states?



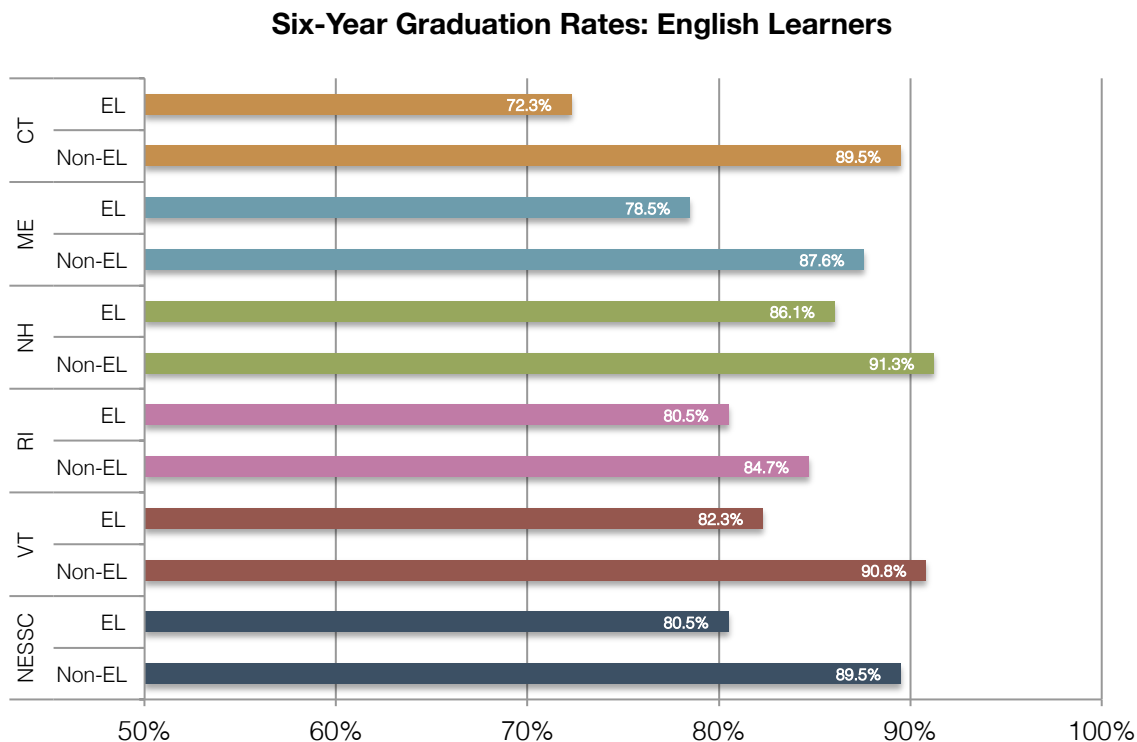
Major Findings

- The state ED rates had a range of approximately 6.3 percentage points.
- The median state rate was 78.8 percent and the highest reported rate was 82.3 percent (Vermont).
- No state rate reached the long-term goal of 90.0 percent; however, all states had non-ED rates at or beyond the long-term goal of 90.0 percent.
- The performance gap for ED students was approximately 16.2 percentage points, with Rhode Island (18.1 percentage points) having the largest gap among member states.

1.9 Six-Year High School Graduation Rates: English Learners

Guiding Question

How did the six-year graduation rates for English learners (ELs) compare across the member states?



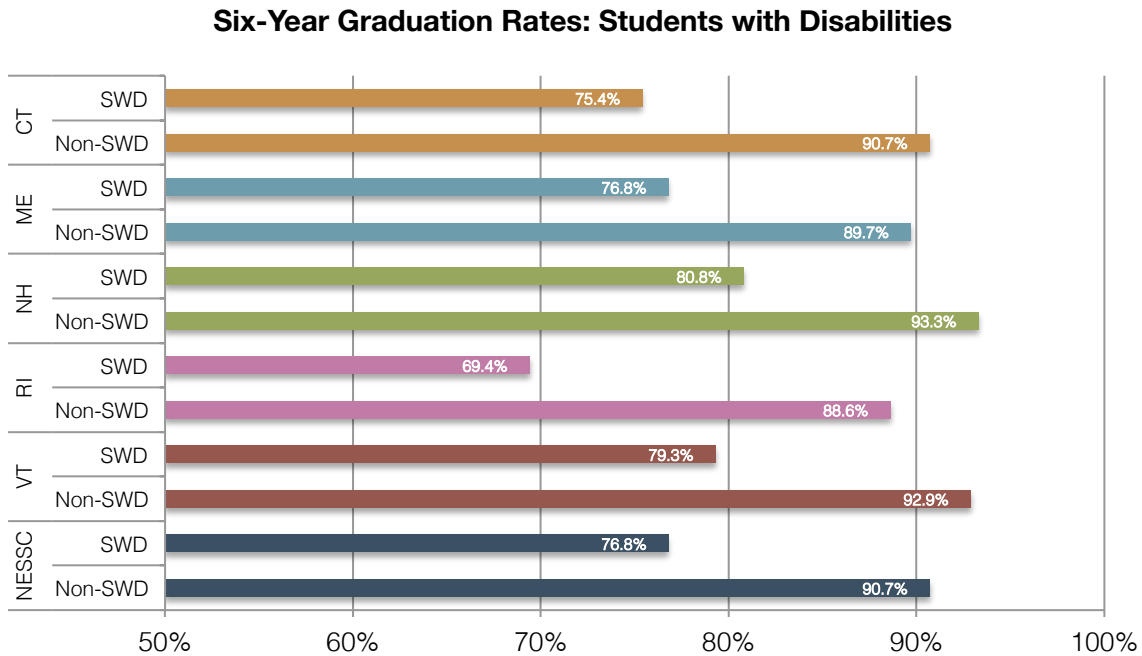
Major Findings

- The state EL rates had a range of approximately 13.8 percentage points.
- The median state rate was 80.5 percent and the highest reported graduation rate for ELs was 86.1 percent (New Hampshire).
- No state rate reached the long-term goal of 90 percent; however, two states (New Hampshire and Vermont) had non-EL rates at or beyond the long-term goal of 90.0 percent.
- The performance gap for ELs is approximately 9.0 percentage points, with Connecticut (17.2 percentage points) having the largest gap among member states.

1.10 Six-Year High School Graduation Rates: Students with Disabilities

Guiding Question

How did the six-year graduation rates for students with disabilities (SWDs) compare across the member states?



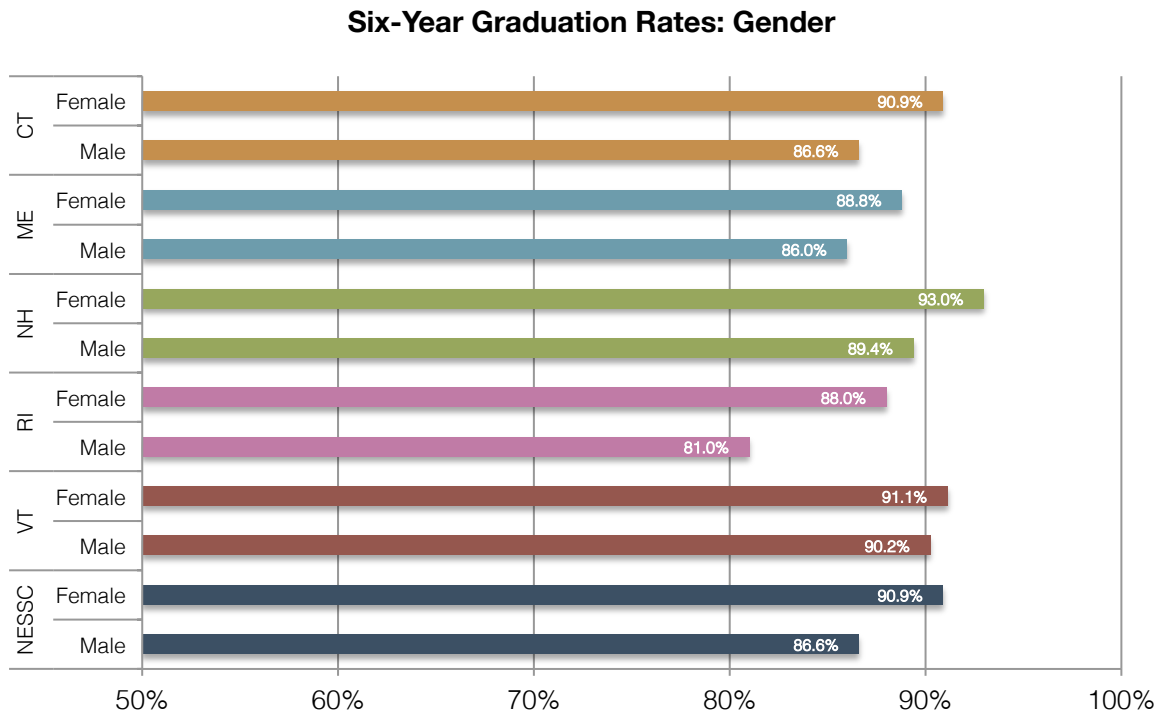
Major Findings

- The state SWD rates had a range of approximately 11.4 percentage points.
- The median state rate was 76.8 percent and the highest reported rate was 80.8 percent (New Hampshire).
- No state rate reached the long-term goal of 90.0 percent; however, three states (Connecticut, New Hampshire, and Vermont) had non-SWD rates at or beyond the long-term goal of 90.0 percent.
- The performance gap for SWD was approximately 13.9 percentage points, with Rhode Island (19.2 percentage points) having the largest gap among member states.

1.11 Six-Year High School Graduation Rates: Gender

Guiding Question

How did the six-year graduation rates for males and females compare across the member states?



Major Findings

- The median state rate for females was 90.9 percent and the highest reported female rate was 93.0 percent (New Hampshire).
- The median state rate for males was 86.6 percent and the highest reported male rate was 90.2 percent (Vermont).
- Female rates in Connecticut, Vermont, and New Hampshire reached the long-term goal of 90.0 percent, while in Vermont both male and female rates meet the long-term goal of 90.0 percent.
- The gender performance gap was approximately 4.3 percentage points, with Rhode Island (7.0 percentage points) having the largest gap among member states.

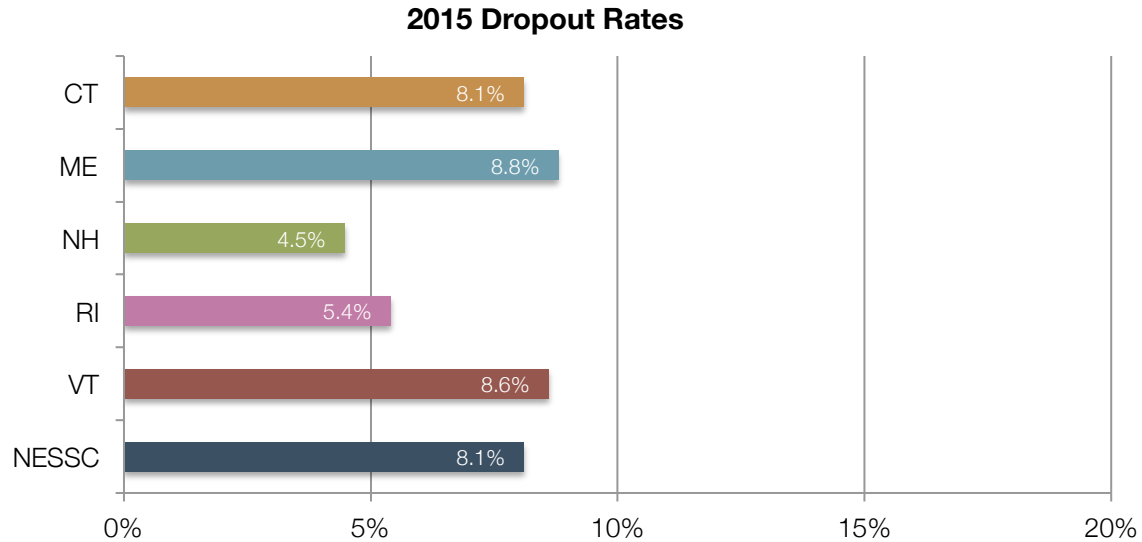
SECTION II

Dropout Rates

2.0 Dropout Rates: Cross-State Comparison

Guiding Question

How did the dropout rates in 2015 compare across the member states?



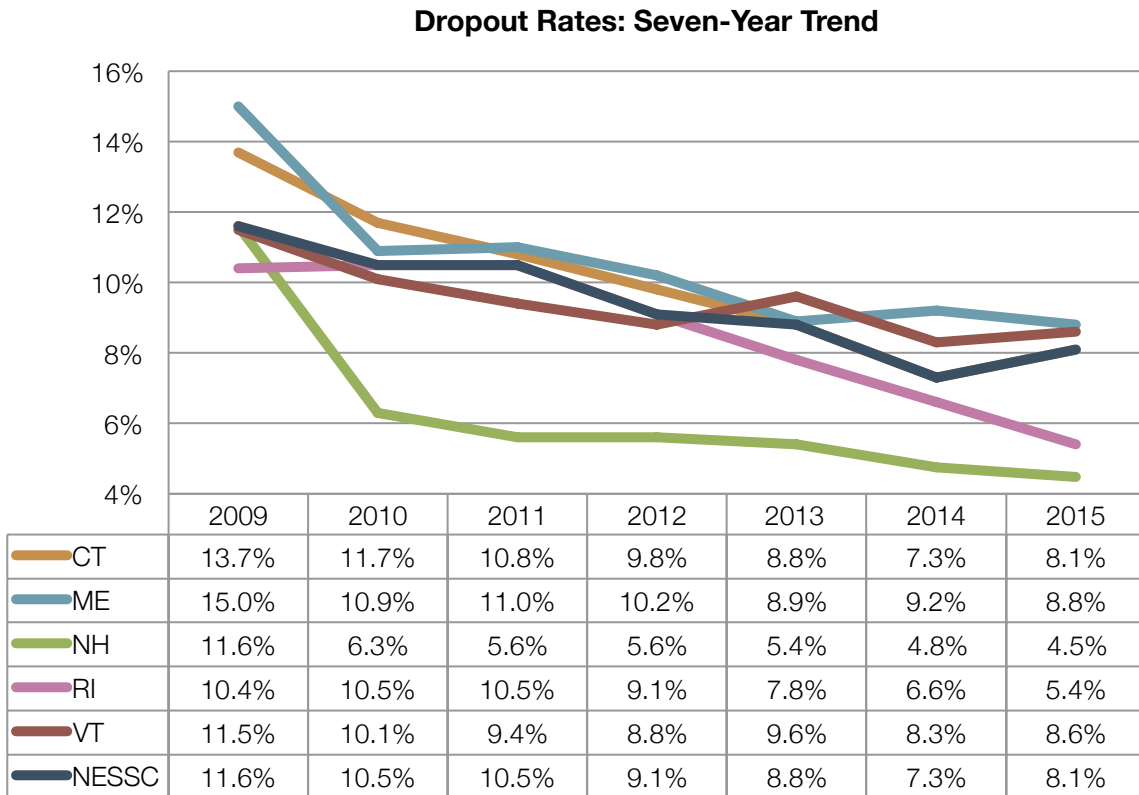
Major Findings

- The state dropout rates had a range of approximately 4.3 percentage points.
- The median state rate was 8.1 percent and the lowest reported rate was 4.5 percent (New Hampshire).
- No state rate reached the long-term goal of a less than 1.0 percent dropout rate.
- Last year, the national dropout rate [as reported by the National Center for Education Statistics] was 6.5 percent; however, the method used to produce this statistic was slightly different than that used by the NESSC member states.

2.1 Dropout Rates: Seven-Year Trend

Guiding Question

To what degree did dropout rates change over the past seven years?



Major Findings

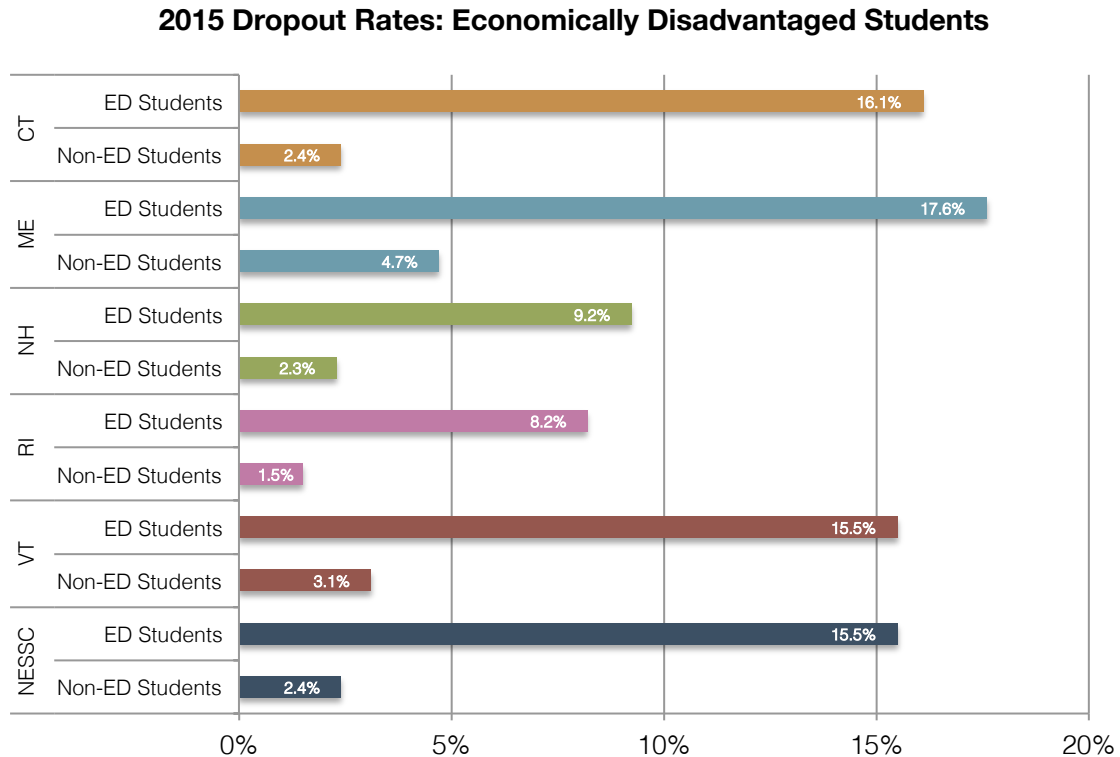
- All member states have demonstrated a decrease in dropout rates since the baseline year (2009). This downward trend reflects those observed at the national level.
- Two states, Vermont and Connecticut, have dropout rates that have increased from the prior year.
- The median change rate was approximately -3.5 percentage points; and the largest change rate was -7.1 percentage points (New Hampshire).
- Most states will need more than five years to reach the long-term goal of less than 1.0 percent.

***NOTE:** The 2009 New Hampshire data were estimated.

2.2 Dropout Rates: Economically Disadvantaged Students

Guiding Question

How did the 2015 dropout rates for economically disadvantaged (ED) students compare across the member states?



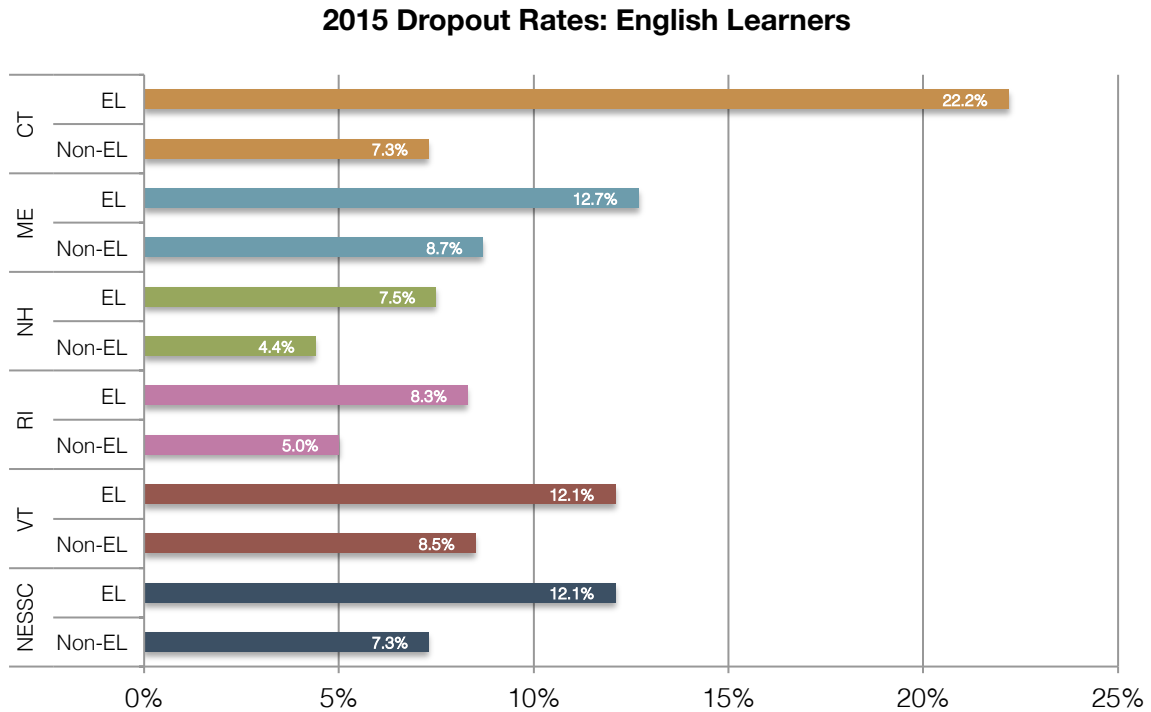
Major Findings

- The state ED rates had a range of approximately 9.4 percentage points.
- The median state rate was 15.5 percent; and the lowest reported rate was 8.2 percent (Rhode Island).
- No state rate reached the long-term goal of less than 1.0 percent.
- The performance gap for ED students was approximately 13.1 percentage points, with Connecticut (13.7 percentage points) having the largest gap among member states.

2.3 Dropout Rates: English Learners

Guiding Question

How did the 2015 dropout rates for English learners (ELs) compare across the member states?



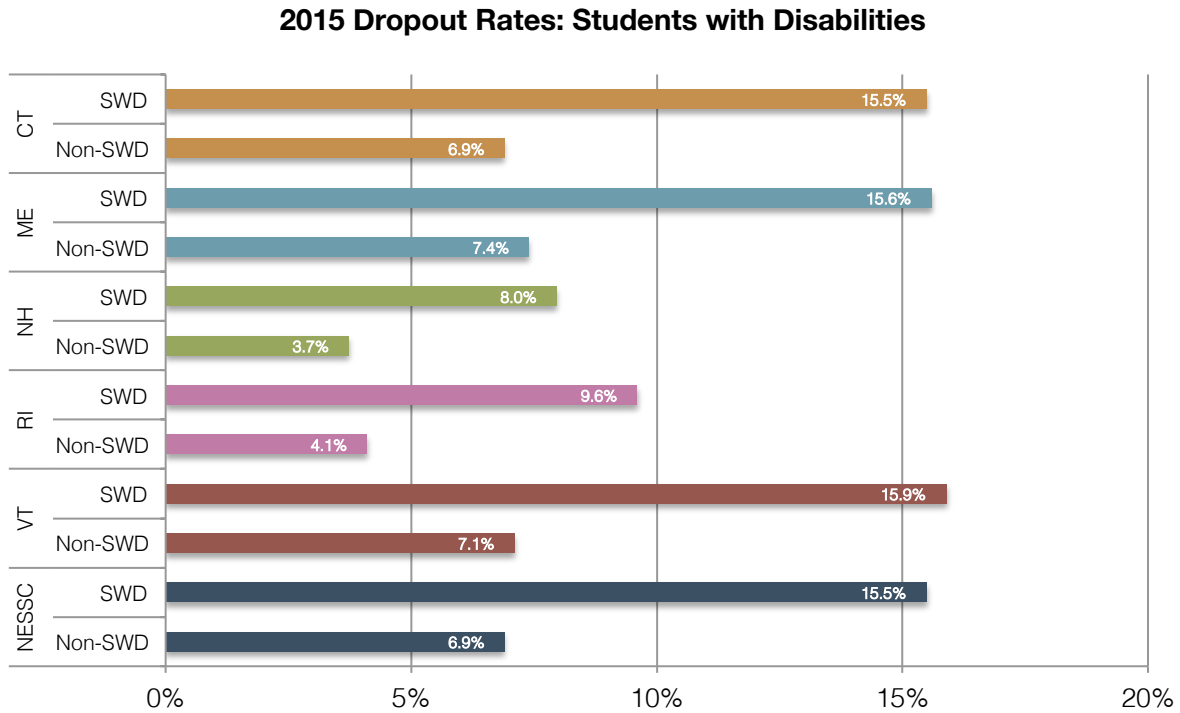
Major Findings

- The state EL rates had a range of approximately 14.7 percentage points.
- The median state rate was 12.1 percent; and the lowest reported rate was 7.5 percent (New Hampshire).
- No state rate reached the long-term goal of less than 1.0 percent.
- The performance gap for ELs was approximately 4.8 percentage points, with Connecticut (14.9 percentage points) having the largest gap among member states.

2.4 Dropout Rates: Students with Disabilities

Guiding Question

How did the 2015 dropout rates for students with disabilities (SWDs) compare across the member states?



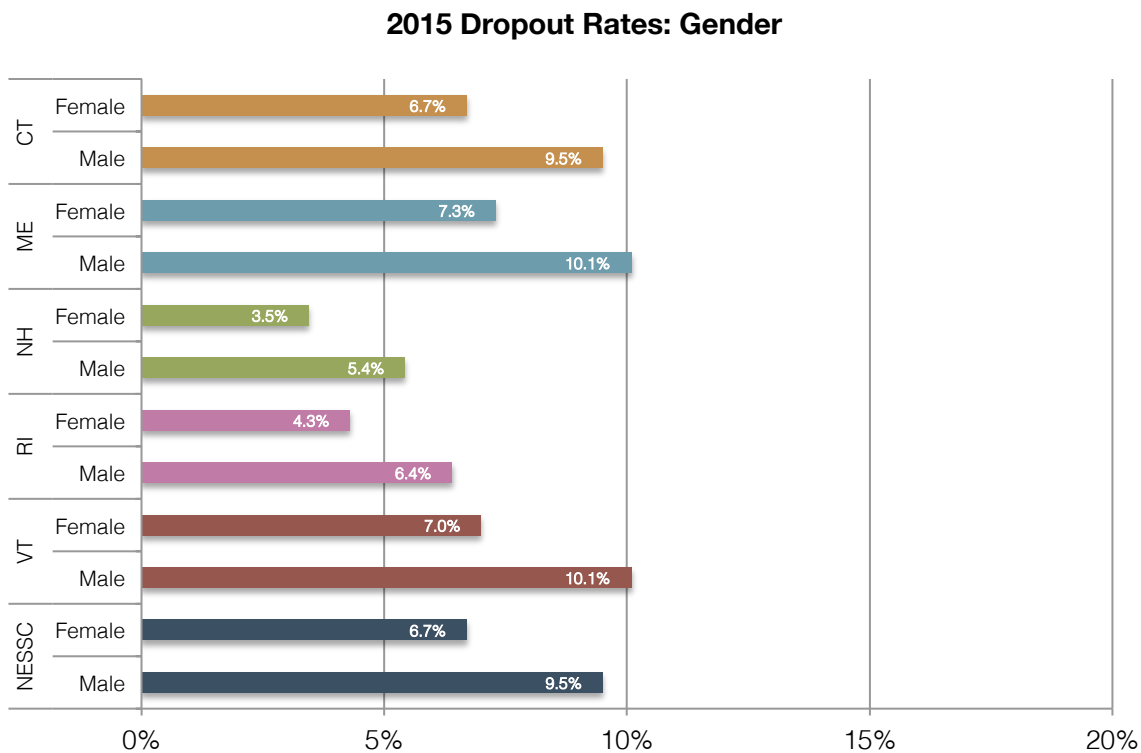
Major Findings

- The state SWD rates had a range of approximately 7.9 percentage points.
- The median state rate was 15.5 percent; and the lowest reported rate was 8.0 percent (New Hampshire).
- No state rate reached the long-term goal of less than 1.0 percent.
- The performance gap for SWD was approximately 8.6 percentage points, with Vermont (8.8 percentage points) having the largest gap among member states.

2.5 Dropout Rates: Gender

Guiding Question

How did the 2015 dropout rates for males and females compare across the member states?



Major Findings

- The median state rate for females was 6.7 percent and the lowest reported female rate was 3.5 percent (New Hampshire).
- The median state rate for males was 9.5 percent and the lowest reported male rate was 5.4 percent (New Hampshire).
- No state rates have reached the long-term goal of a 1.0 percent dropout rate.
- The gender performance gap was approximately 2.8 percentage points, with Vermont (3.1 percentage points) having the largest gap among member states.

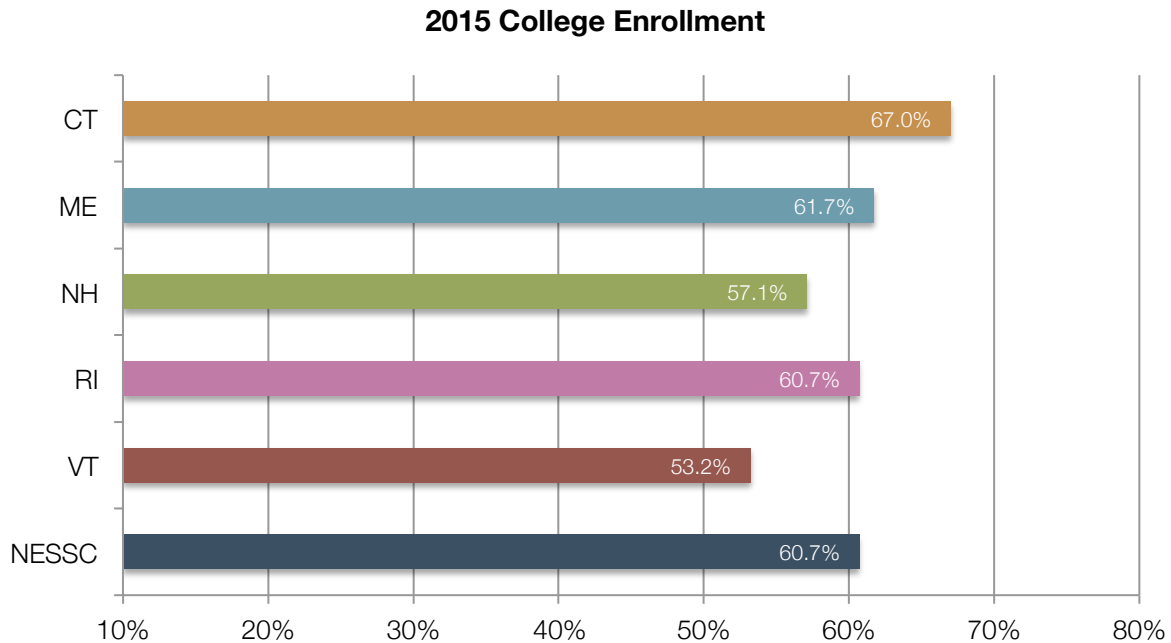
SECTION III

College-Enrollment Rates

3.0 College-Enrollment Rates: Cross-State Comparison

Guiding Question

How did college-enrollment rates in 2015 compare across the member states?



Major Findings

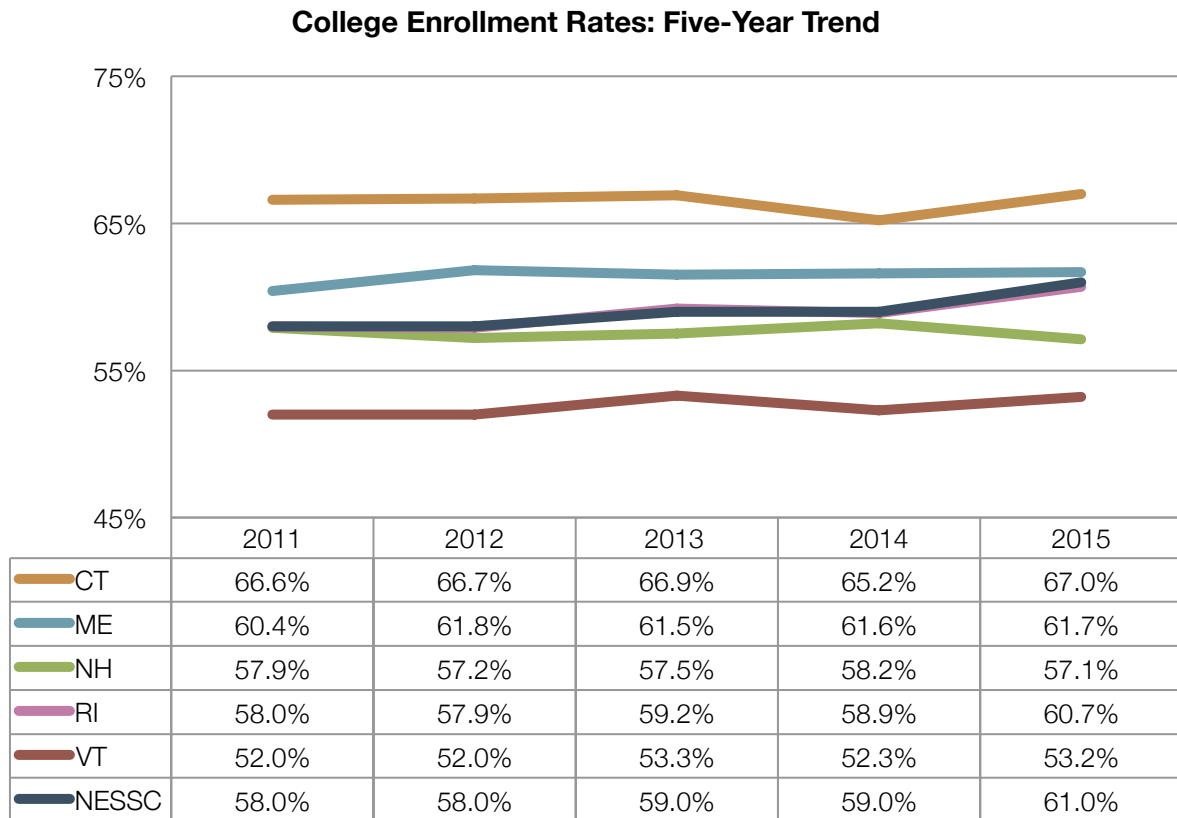
- The state college-enrollment rates had a range of approximately 13.8 percentage points. The median state rate was 60.7 percent and the highest reported rate was 67.0 percent (Connecticut).
- No state rates reached the long-term goal of 80.0 percent; however, one state (Connecticut) exceeded the national rate of 66¹ percent.
- The data suggests more than 25% of all high school graduates do not immediately enroll in post-secondary education.

***NOTE:** Only data from students who enroll in college immediately after graduating from high school are included in this section. All college-enrollment data come from the National Student Clearinghouse (StudentTracker for High Schools), which collects enrollment data from approximately 93 percent of the College institutions that participate in Title IV Student Loans. While this captures the majority of College enrollments in the United States, it may not include many trace, vocational, military, and international institutions or apprenticeship programs.

3.1 College-Enrollment Rates: Five-Year Trend

Guiding Question

To what degree did college-enrollment rates change over the past five years?



Major Findings

- College-enrollment rates among states (with New Hampshire being an exception) have been trending upward since the baseline year (2011).
- The median change in college enrollment was 2.7 percentage points and the largest change was a 2.7 percentage point increase (Rhode Island).
- All states will need more than five years to reach the long-term goal of 80.0 percent.
- The enrollment data reflect an upward trend in the percent of students that enroll in post-secondary education immediately after graduation. By comparison, the national college-enrollment rates have decreased by four (4) percentage points since 2009.

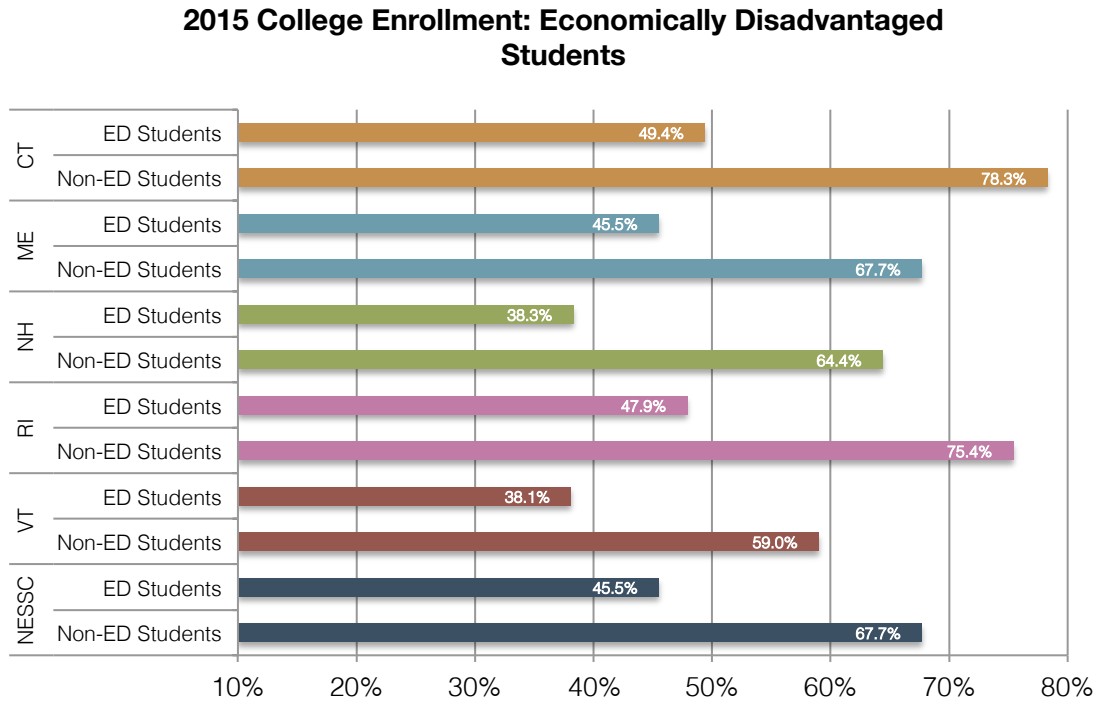
***NOTE:** New Hampshire uses the National Student Clearinghouse as a data source for college-matriculation and -persistence information. Student records are submitted to NSC and NSC then matches to college enrollment records. In 2014, New Hampshire's match percentage was approximately 47% of all student records submitted.

The NESSC values have been rounded in order to show Rhode Island's trend line on the graph above. The NESSC values represent the median state rate from each year. In the years displayed above, the median rate is Rhode Island's enrollment rate.

3.2 College-Enrollment Rates: Economically Disadvantaged Students

Guiding Question

How did the 2015 college-enrollment rates for economically disadvantaged (ED) students compare across member states?



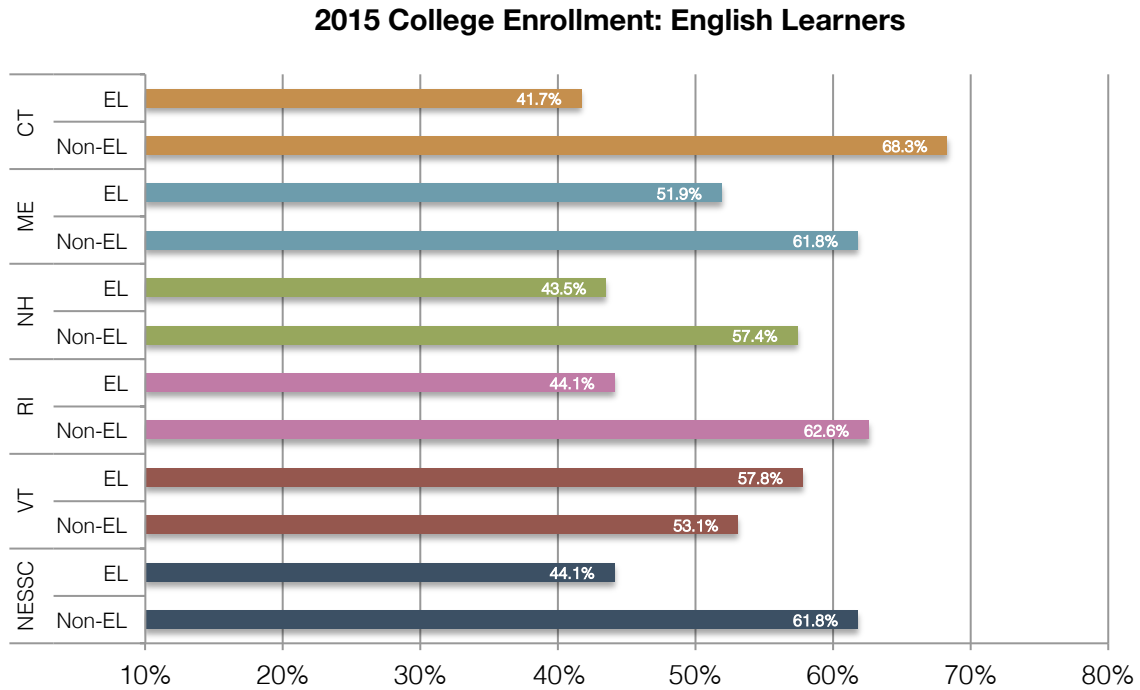
Major Findings

- The state ED rates had a range of approximately 11.3 percentage points.
- The median state rate was 45.5 percent and the highest reported rate was 49.4 percent (Connecticut). By national comparison, EDs had enrollment rates of 49 percent.
- No state rate reached the long-term goal of 80.0 percent.
- The performance gap for ED students was approximately 22.2 percentage points, significantly smaller than the national average (31 percentage points).

3.3 College-Enrollment Rates: English Learners

Guiding Question

How did the 2015 college-enrollment rates for English learners (ELs) compare across the member states?



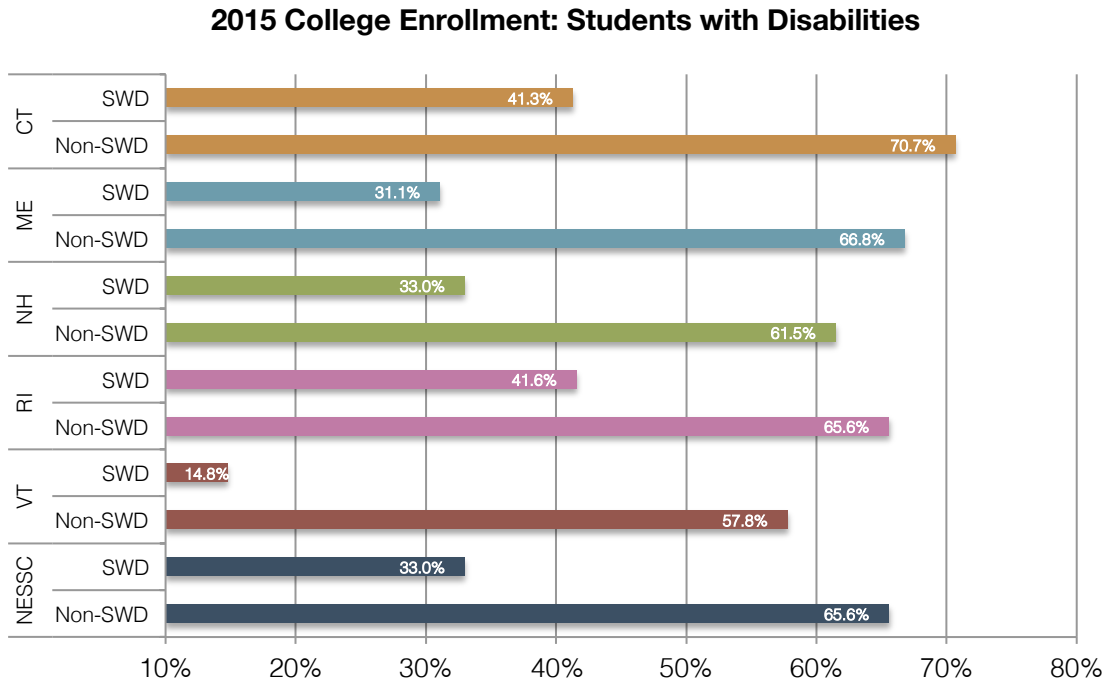
Major Findings

- The state EL rates had a range of approximately 16.1 percentage points.
- The median state rate was 44.1 percent and the highest reported rate was 57.8 percent (Vermont).
- No state rate reached the long-term goal of 80.0 percent.
- The performance gap for ELs was approximately 17.7 percentage points, with Connecticut (26.6 percentage points) having the largest gap among member states.

3.4 College-Enrollment Rates: Students with Disabilities

Guiding Question

How did the 2015 college-enrollment rates for students with disabilities (SWDs) compare across the member states?



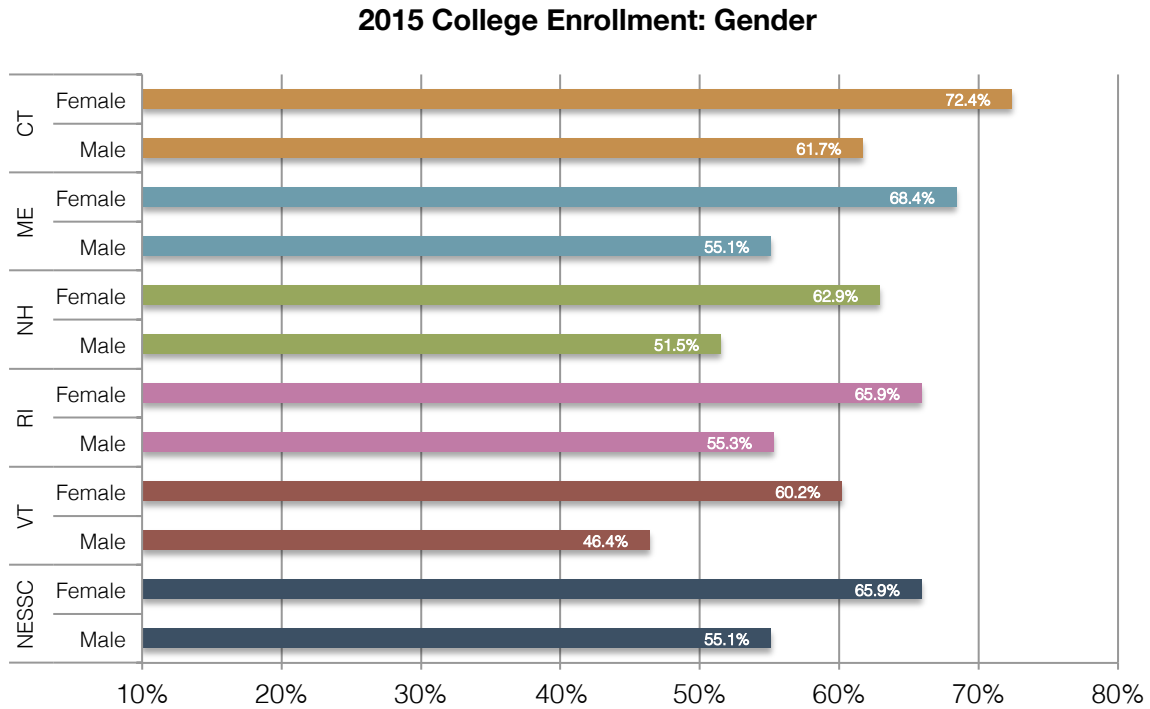
Major Findings

- The state SWD rates had a range of approximately 26.8 percentage points.
- The median state rate was 33.0 percent and the highest reported rate was 41.6 percent (Rhode Island).
- No state rate reached the long-term goal of 80.0 percent.
- The performance gap for SWD was approximately 32.6 percentage points, with Vermont (43.0 percentage points) having the largest gap among member states.

3.5 College-Enrollment Rates: Gender

Guiding Question

How did the 2015 college-enrollment rates for males and females compare across the member states?



Major Findings

- The median state rate for females was 65.9 percent and the highest reported female rate was 72.4 percent (Connecticut).
- The median state rate for males was 55.1 percent and the highest reported male rate was 61.7 percent (Connecticut).
- No state rate reached the long-term goal of 80.0 percent.
- The gender performance gap was approximately 10.8 percentage points, with Vermont (13.8 percentage points) having the largest gap among member states.

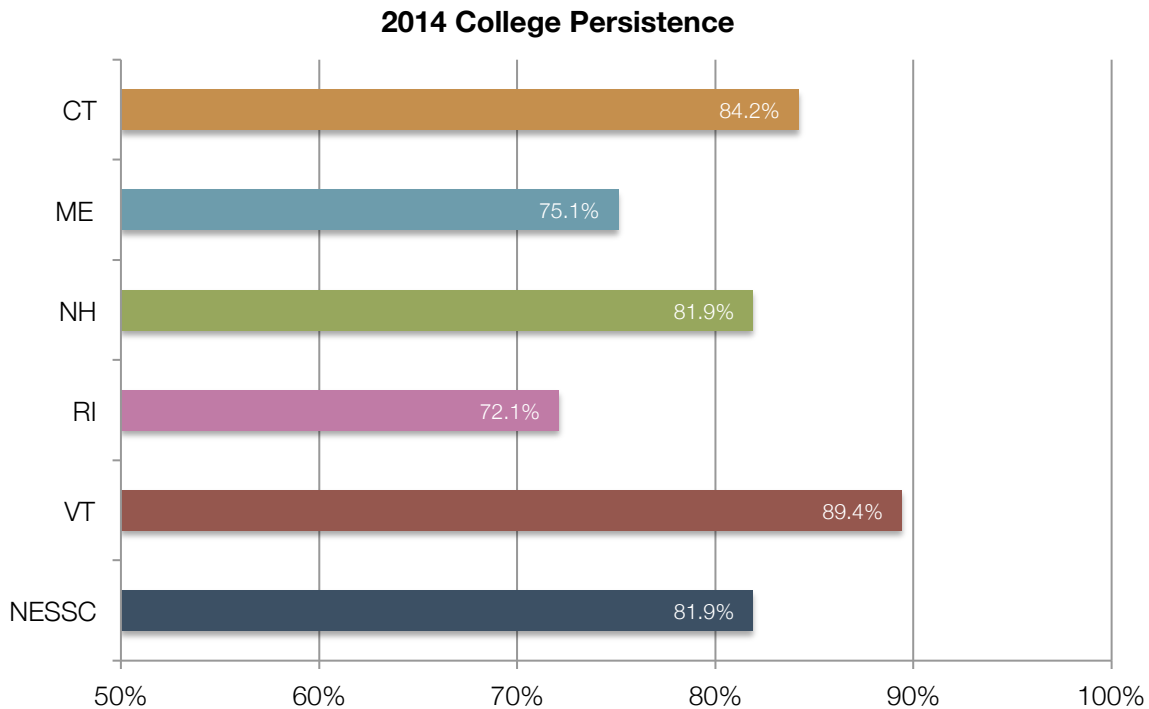
SECTION IV

College-Persistence Rates

4.0 College-Persistence Rates: Cross-State Comparison

Guiding Question

How did the college-persistence rates in 2014 compare across the member states?



Major Findings

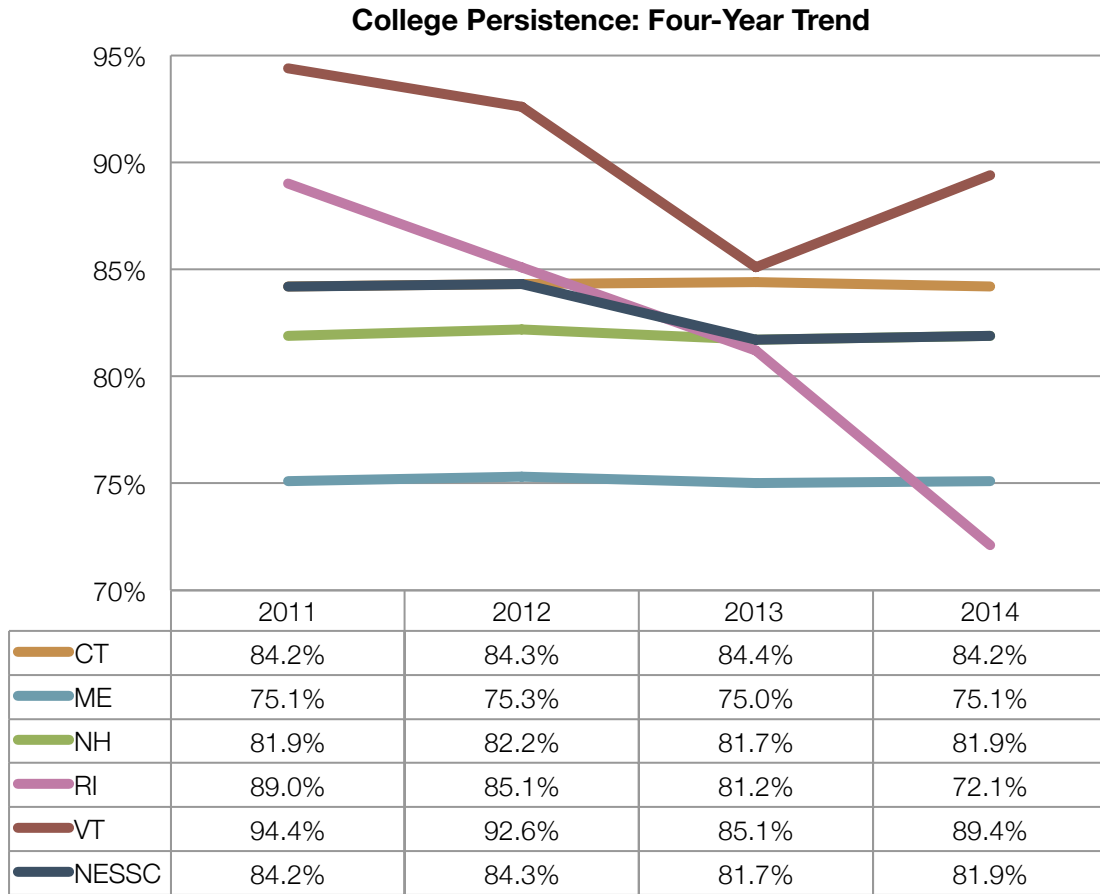
- State college-persistence rates had a range of approximately 17.3 percentage points.
- The median state rate was 81.9 percent and the highest reported rate was 89.4 percent (Vermont).
- Three state rates (Connecticut, New Hampshire, and Vermont) were above 80.0 percent.
- As a general reference nationally, 4-year institutions had overall retention rates of 80.0 percent in 2013, while 2-year institutions had retention rates of 60 percent.

***NOTE:** The data in this section are lagged to allow sufficient time for first-time freshmen to attend college for three semesters. Further, this indicator combined information from 2-year and 4-year institutions.

4.1 College-Persistence Rates: Four-Year Trend

Guiding Question

To what degree did college-persistence rates change over the past four years?



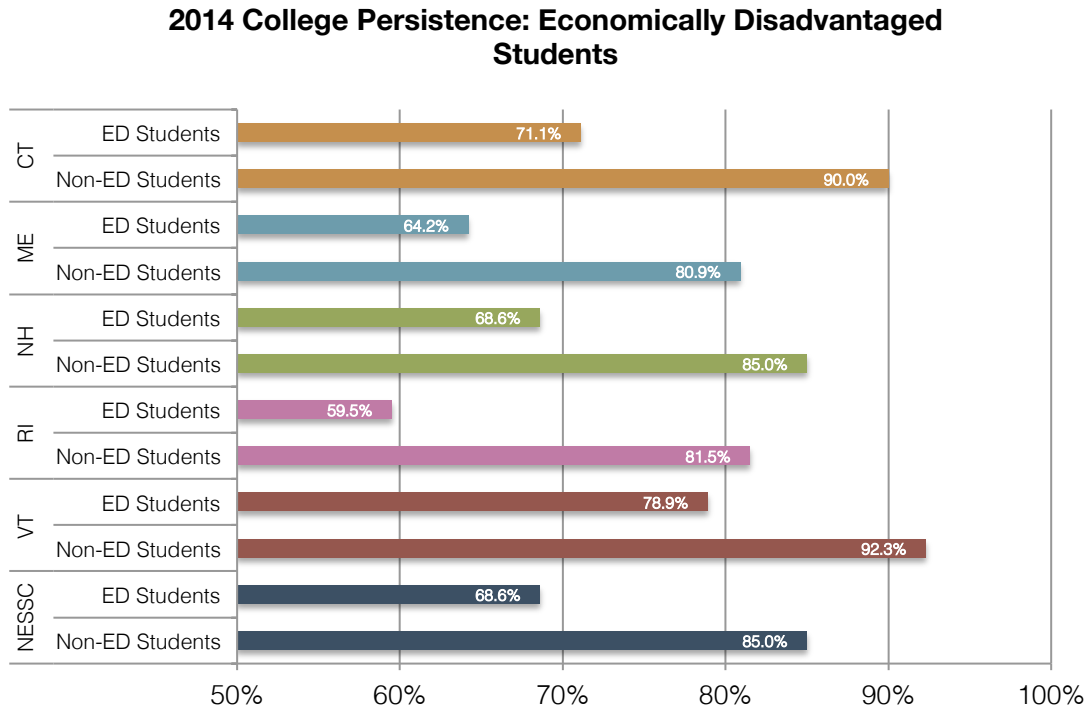
Major Findings

- Three state rates (Connecticut, Maine, and New Hampshire) have remained relatively unchanged since the baseline year (2011).
- Two state rates (Rhode Island and Vermont) have decreased from the baseline year; however, Vermont's rate in 2014 has increased from the prior year.
- The median change in college persistence was approximately -2.3 percentage points and the largest change in college persistence was a -16.9 (Rhode Island) percentage point decrease.
- Three states (Connecticut, New Hampshire, and Vermont) reached the long-term goal of 80.0 percent.

4.2 College-Persistence Rates: Economically Disadvantaged Students

Guiding Question

How did the 2014 college-persistence rates for economically disadvantaged (ED) students compare across member states?



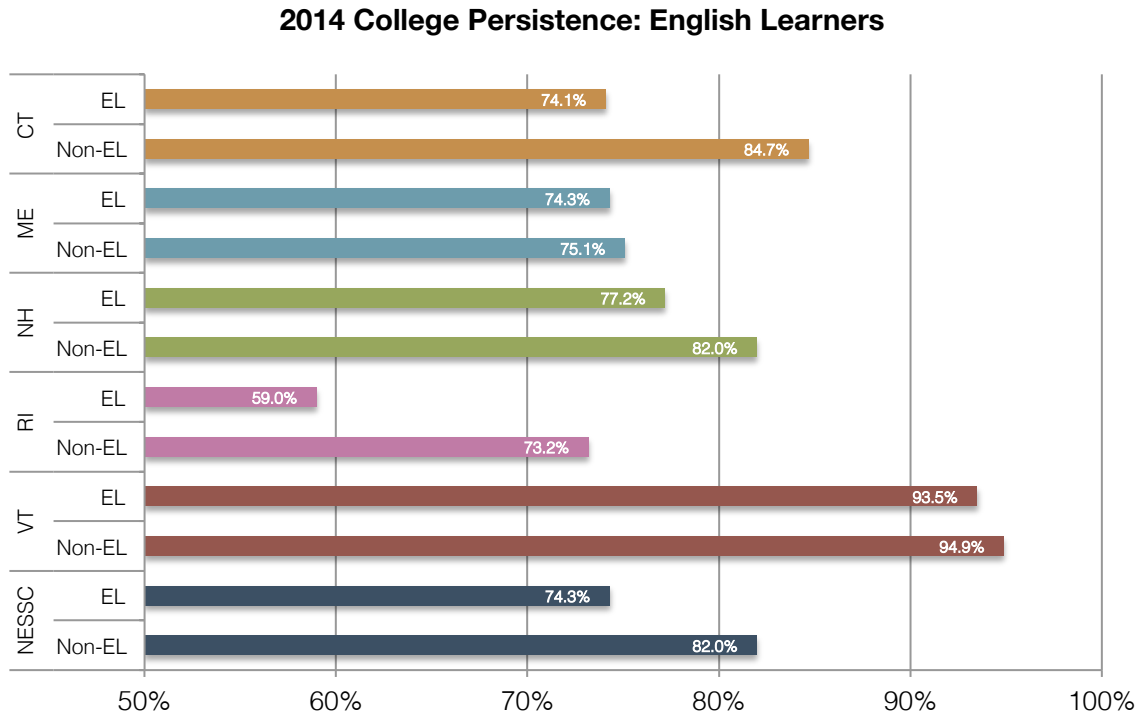
Major Findings

- The state ED rates had a range of approximately 19.4 percentage points.
- The median state rate was 68.6 percent and the highest reported rate was 78.9 percent (Vermont).
- No state rate has reached 80.0 percent; however, all five states' non-ED rates reached or exceeded the long-term goal of 80.0 percent.
- The performance gap for ED students is approximately 16.4 percentage points, with Rhode Island (22.0 percentage points) having the largest gap among member states.

4.3 College-Persistence Rates: English Learners

Guiding Question

How did the 2014 college-persistence rates for English learners (ELs) compare across the member states?



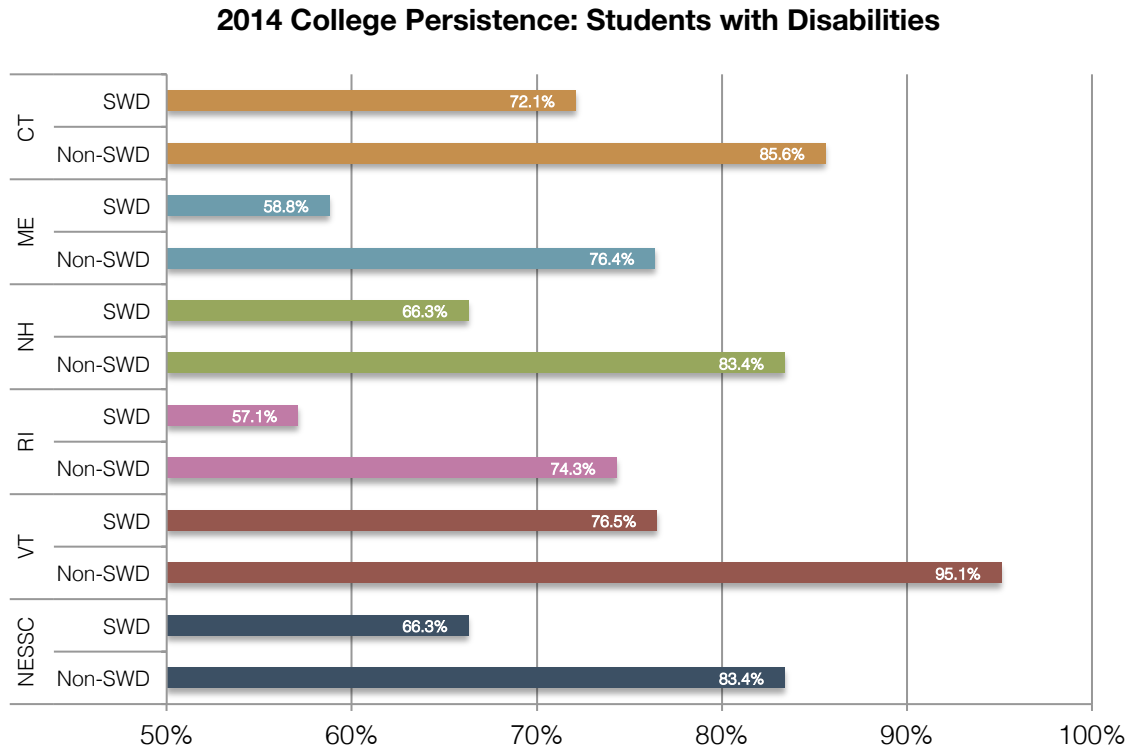
Major Findings

- The state EL rates had a range of approximately 34.5 percentage points.
- The median state rate was 74.3 percent and the highest reported rate was 93.5 percent (Vermont).
- One state EL rate (Vermont) reached 80.0 percent; however, three states' (Connecticut, New Hampshire, and Vermont) non-EL rate exceeded the long-term goal of 80.0 percent.
- The performance gap for ELs is approximately 7.7 percentage points, with Rhode Island (14.2 percentage points) having the largest gap among member states.

4.4 College-Persistence Rates: Students with Disabilities

Guiding Question

How did the 2014 college-persistence rates for students with disabilities (SWDs) compare across the member states?



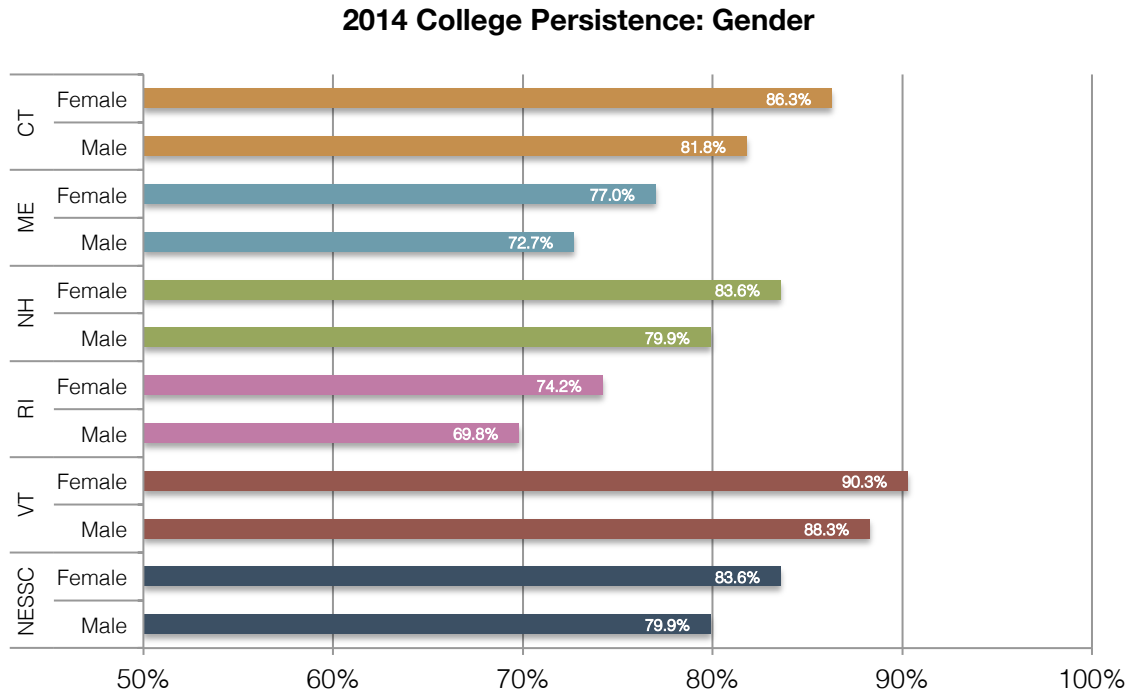
Major Findings

- The state SWD rates had a range of approximately 19.4 percentage points.
- The median state rate was 66.3 percent and the highest reported rate was 76.5 percent (Vermont).
- No state's SWD rate reached 80.0 percent; however, three states' (Connecticut, New Hampshire, and Vermont) non-SWD rate exceeded the long-term goal of 80.0 percent.
- The performance gap for SWDs is approximately 17.1 percentage points, with Vermont (18.6 percentage points) having the largest gap among member states.

4.5 College-Persistence Rates: Gender

Guiding Question

How did the 2014 college-persistence rates for males and females compare across the member states?



Major Findings

- The median state rate for females was 83.6 percent and the highest reported female rate was 90.3 percent (Vermont).
- The median state rate for males was 79.9 percent and the highest reported male rate was 88.3 percent (Vermont).
- Female persistence rates in Connecticut, New Hampshire, and Vermont reached the long-term goal of 80.0 percent. The male persistence rate in both Connecticut and Vermont reached 80.0 percent.
- The gender performance gap was approximately 3.7 percentage points, with Connecticut (4.5 percentage points) having the largest gap among member states.

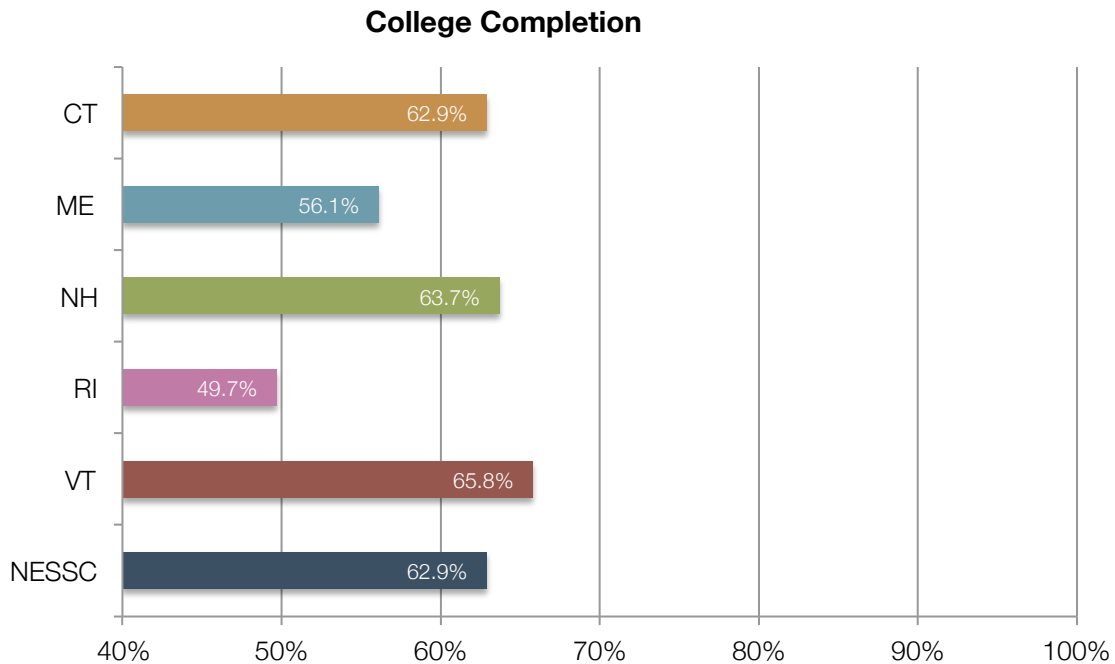
SECTION V

College-Completion Rates

5.0 College-Completion Rates: Cross-State Comparison

Guiding Question

How did the college-completion rates for the 2009 cohort compare across the member states?



Major Findings

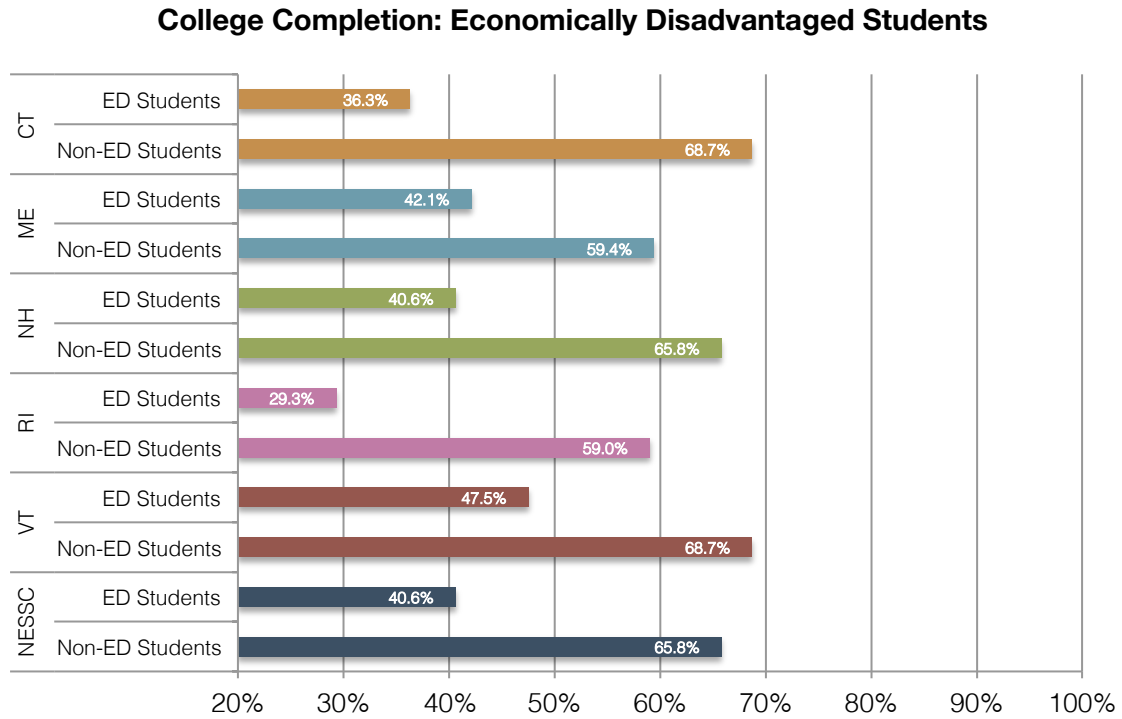
- State college-completion rates had a range of approximately 16.1 percentage points.
- The median state rate was 62.9 percent and the highest reported rate was 65.8 percent (Vermont).
- No state rate was above the long-term goal of 80.0 percent.

***NOTE:** The data in this section are lagged six years to allow sufficient time for first-time freshmen to attend and complete college. Further, this indicator combined information from 2-year and 4-year colleges.

5.1 College-Completion Rates: Economically Disadvantaged Students

Guiding Question

How did the college-completion rates for the 2009 cohort of economically disadvantaged (ED) students compare across member states?



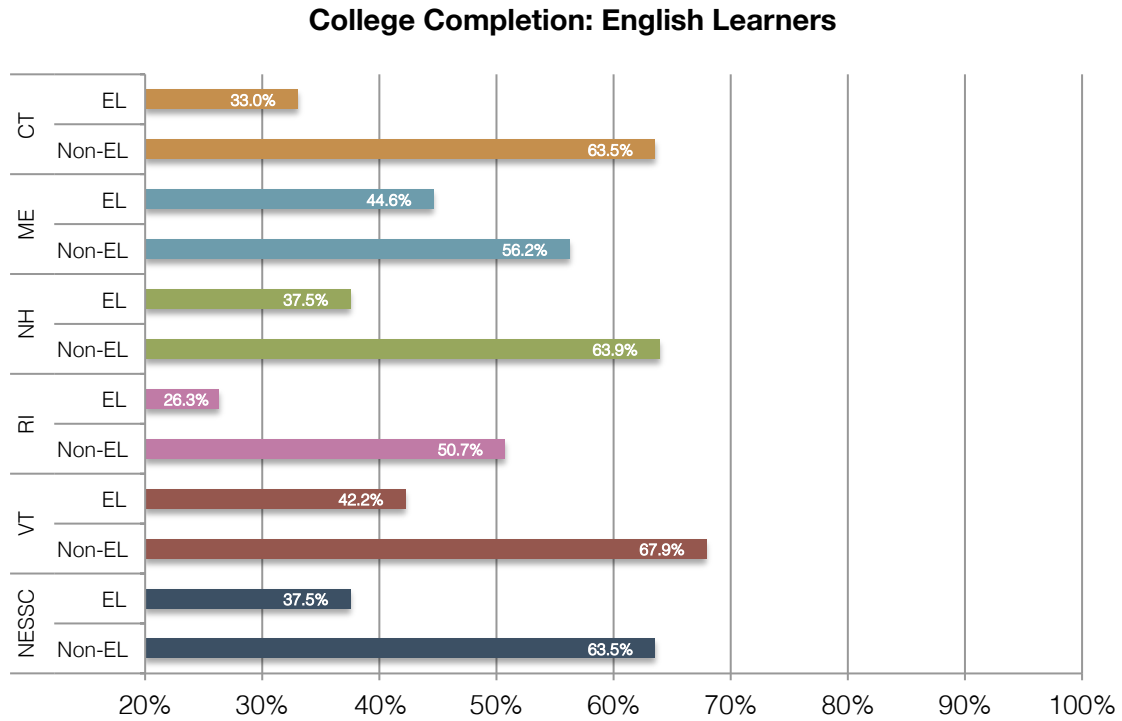
Major Findings

- The state ED rates had a range of approximately 18.2 percentage points.
- The median ED state rate was 40.6 percent and the highest reported rate was 47.5 percent (Vermont).
- No state rate reached 80.0 percent.
- The performance gap for EDs is approximately 25.2 percentage points, with Connecticut (32.4 percentage points) having the largest gap among member states.

5.2 College-Completion Rates: English Learners

Guiding Question

How did the college-completion rates for the 2009 cohort of English learners (ELs) compare across the member states?



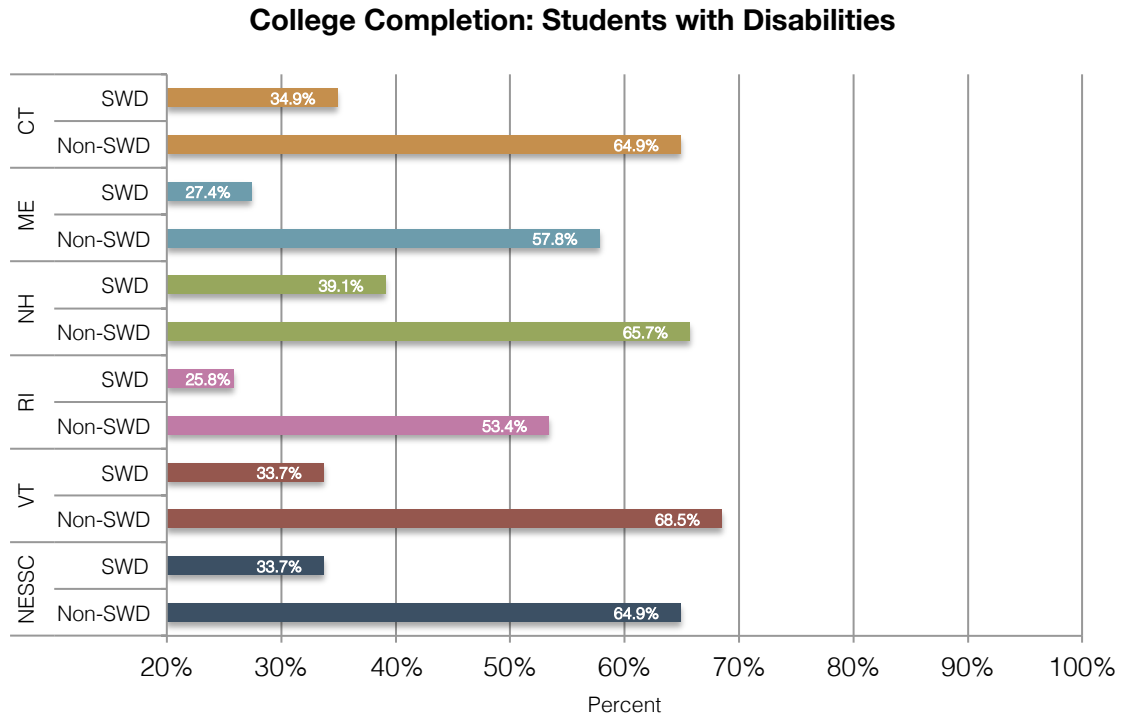
Major Findings

- The state EL rates had a range of approximately 18.3 percentage points.
- The median state rate was 37.5 percent and the highest reported rate was 44.6 percent (Maine).
- No state EL rate reached the long-term goal of 80.0 percent.
- The performance gap for ELs is approximately 26.0 percentage points, with Connecticut (30.5 percentage points) having the largest gap among member states.

5.3 College-Completion Rates: Students with Disabilities

Guiding Question

How did the college-completion rates for the 2009 cohort of students with disabilities (SWDs) compare across the member states?



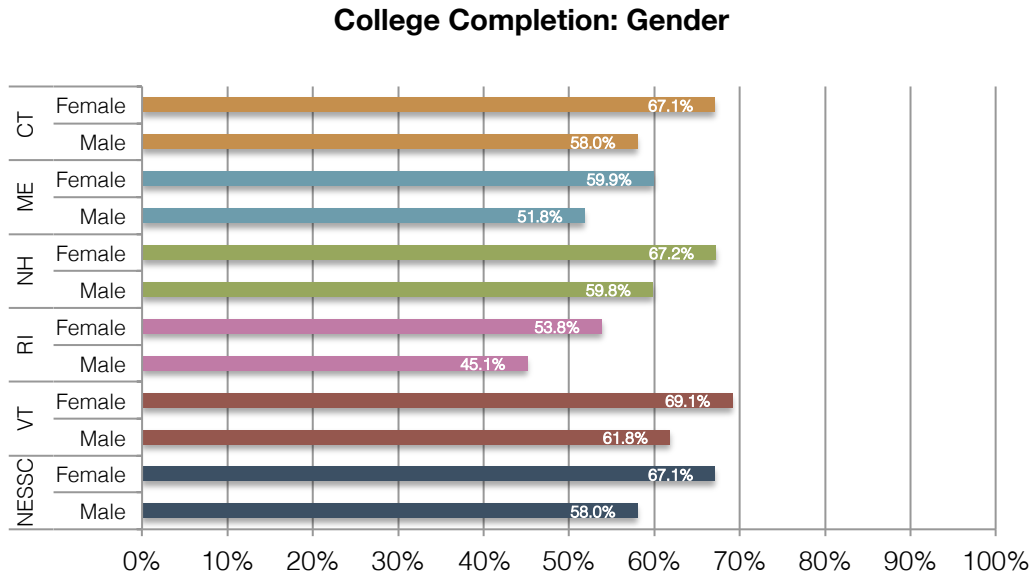
Major Findings

- The state SWD rates had a range of approximately 13.3 percentage points.
- The median state rate was 33.7 percent and the highest reported rate was 39.1 percent (New Hampshire).
- No states rate reached the long-term goal of 80.0 percent.
- The performance gap for SWDs is approximately 31.2 percentage points, with Vermont (34.8 percentage points) having the largest gap among member states.

5.4 College-Completion Rates: Gender

Guiding Question

How did the college-completion rates for the 2009 cohort of males and females compare across the member states?



Major Findings

- The median state rate for females was 67.1 percent and the highest reported female rate was 69.1 percent (Vermont).
- The median state rate for males was 58.0 percent and the highest reported male rate was 61.8 percent (Vermont).
- Neither female nor male completion rates have reached the long-term goal of 80.0 percent.
- The gender performance gap was approximately 9.1 percentage points, with Connecticut (9.1 percentage points) having the largest gap among member states.

About the Common Data Project

Recognizing the critical importance of high-quality data to effective school improvement, the five state education agencies from Connecticut, Maine, New Hampshire, Rhode Island, and Vermont have been collecting, calculating, and reporting graduation rates, dropout rates, and postsecondary enrollment, persistence, and success rates using consistent procedures and methodologies developed by a regional team of data specialists from the five departments of education. To our knowledge, the New England Secondary School Consortium's Data Project is the first initiative of its kind in the United States.

To promote more accurate and reliable data comparability across the member states, the Data Project develops and implements standardized procedures designed to eliminate unwanted variance that may result from divergent data systems, the misinterpretation of agreed-upon rules, or computational errors. The Data Project has also created a series of quality-control mechanisms that further improve the reliability and comparability of state-reported data.

FMI: newenglandssc.org/resources/common-data-project/



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