CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

College Entrance, Remediation, and Credit Earning: Results from P20WIN for the Graduation Cohort of 2010

During the summer of 2014, three Connecticut state agencies – the Connecticut State Department of Education (CSDE), the Board of Regents for Higher Education (BOR), and the Department of Labor (DOL) – successfully completed a pilot project and established the Preschool through Grade Twenty and Workforce Information Network. P20WIN is an interagency collaboration designed to gain new insights that can help improve the policies and procedures that affect individuals/students served by these agencies. The results contained herein are from the first P20WIN query: an evaluation of the postsecondary outcomes achieved by the high school graduation cohort of 2010 in Connecticut's State University and Community College systems.

The results are provided in three tables (see appendix):

- Table 1: Statewide Results by Subgroup
- Table 2: Results by District
- Table 3: Results by High School

Table 1: Statewide Results by Subgroup

Of the more than 36,000 on-time graduates in the 2010 graduation cohort (i.e., first-time freshmen in the fall of 2006), 77 percent enrolled in a postsecondary college somewhere in the US within 16 months of their high school graduation. Within the same time frame, 36 percent of this graduating cohort enrolled in CT Community Colleges or CT State Universities.

Of the students enrolled in CT Community Colleges or CT State Universities, 52 percent earned a year's worth of college credit (24 credits) within two years of enrollment. Female students were slightly more likely than male students to have enrolled and earned a year's credit in that time period (54 percent as compared to 50 percent).

While Black and Hispanic students were more likely to enroll in CT Community Colleges or CT State Universities than their white or Asian student peers, they earned credits at a significantly lower rate (39 and 40 percent, respectively) than white (57 percent) or Asian (58 percent) students. Thirty-nine percent of English Language Learners and 32 percent of students with disabilities earned a year's credit in two years, significantly lower than overall rate of 52 percent. While students eligible for free or reduced price meals were more likely to attend CT Community Colleges or CT State Universities than those not eligible for free/reduced price meals, they too earned college credit at significantly lower rates than students who were ineligible.

Overall, 48 percent of the students from the 2010 graduating cohort who enrolled in CT Community Colleges or CT State Universities had some remediation. Male students were less likely to have been enrolled in remedial coursework than female students (47 percent as compared to 49 percent). Black and Hispanic students were enrolled in remedial coursework at a significantly higher rate (67 and 69 percent respectively) than white (40 percent) or Asian (41 percent) students. Seventy-seven percent of English Language Learners enrolled in some remedial coursework. Similar rates were evidenced among students with disabilities (74 percent) and students eligible for free (71 percent) or reduced (64 percent) price meals.

Forty percent of students who received some remediation at CT Community Colleges or CT State Universities earned a year's worth of credits in two years, considerably less than the overall student cohort rate of 52 percent.

Tables 2 and 3: Results by District and School

Tables 2 and 3 provide enrollment, credit-earning, and remediation by district and high school respectively. Although students may have changed schools or districts during their high school career, their results are attributed to the high school from which they graduated. The results show significant variation in all of the measures.

The district-level data show that the rate of enrollment at any college in the US ranged from 39 to 94 percent, while the rate of enrollment at CT Community Colleges and CT State Universities ranged from 8 to 55 percent. Credit-earning rates at CT Community Colleges or CT State Universities exhibited considerable variation, ranging from less than 5 percent to 78 percent. Additionally, remediation rates varied quite significantly across districts as well, ranging from a low of 5 percent to greater than 95 percent.

The school-level data show that the rate of enrollment at any college in the US ranged from 27 to 94 percent across high schools, while the rate of enrollment at CT Community Colleges and CT State Universities ranged from 8 to 64 percent. Credit-earning rates at CT Community Colleges or CT State Universities also exhibited considerable variation among high schools, ranging from less than 5 percent to 78 percent. Remediation rates varied quite significantly across schools as well, ranging from a low of 5 percent to a high of greater than 95 percent.

The data are available for download in Excel format at http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898.

For additional information about P20WIN, visit http://www.ct.edu/initiatives/p20win.

Appendix

Enrollment, Credit-Earning, and Remediation
By Subgroup: Graduating Cohort 2010

Table 1

Subgroup	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
		Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
Female	81%	38%	54%	49%
Male	74%	34%	50%	47%
American Indian	75%	43%	52%	60%
Asian	85%	29%	58%	41%
Black, not of Hispanic Origin	70%	43%	39%	67%
Hispanic/Latino	63%	43%	40%	69%
White, not of Hispanic Origin	81%	34%	57%	40%
English Language Learners	54%	42%	39%	77%
Students with Disabilities	56%	38%	32%	74%
Free Meals Eligible	61%	42%	36%	71%
Not eligible for F/R Price Meals	81%	35%	56%	42%
Reduced price meals eligible	66%	45%	46%	64%
Took at least one Remedial Course	N/A	N/A	40%	100%
State Total	77%	36%	52%	48%

[1] Source: National Student Clearinghouse, report run 01/10/2014

[2] Source:P20WIN data from Board of Regents (BOR) and CT Dept. of Education (CSDE)

[3] Enrolled in a remediation course either at CC and/or at CSU

N/A: Not Applicable

Enrollment, Credit-Earning, and Remediation
By District: Graduating Cohort 2010

Table 2

District Code	District	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
			Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
2	Ansonia School District	71%	44%	56%	55%
4	Avon School District	88%	18%	47%	25%
7	Berlin School District	82%	34%	66%	37%
9	Bethel School District	84%	42%	69%	29%
11	Bloomfield School District	76%	45%	41%	63%
12	Bolton School District	86%	41%	58%	33%
14	Branford School District	86%	30%	57%	41%
15	Bridgeport School District	67%	44%	30%	79%
17	Bristol School District	75%	44%	60%	44%
18	Brookfield School District	88%	31%	71%	38%
23	Canton School District	88%	31%	46%	20%
25	Cheshire School District	90%	26%	61%	37%
27	Clinton School District	76%	36%	69%	34%
28	Colchester School District	83%	46%	66%	30%
32	Coventry School District	73%	41%	62%	42%
33	Cromwell School District	79%	45%	54%	41%
34	Danbury School District	76%	45%	66%	47%
35	Darien School District	90%	11%	23%	20%
37	Derby School District	59%	37%	53%	54%
40	East Granby School District	94%	39%	56%	26%
41	East Haddam School District	84%	48%	64%	22%
42	East Hampton School District	84%	42%	62%	34%
43	East Hartford School District	66%	43%	46%	60%
44	East Haven School District	69%	42%	60%	55%
45	East Lyme School District	87%	26%	43%	38%
47	East Windsor School District	71%	46%	54%	37%
48	Ellington School District	87%	46%	69%	33%
49	Enfield School District	82%	48%	47%	46%
51	Fairfield School District	88%	23%	49%	42%
52	Farmington School District	88%	32%	57%	42%
54	Glastonbury School District	88%	33%	53%	23%
56	Granby School District	79%	20%	65%	18%
57	Greenwich School District	82%	15%	40%	46%
58	Griswold School District	69%	43%	47%	46%
59	Groton School District	77%	35%	42%	48%
60	Guilford School District	92%	20%	62%	39%
62	Hamden School District	77%	34%	53%	56%
64	Hartford School District	68%	41%	37%	63%
69	Killingly School District	72%	42%	44%	53%
71	Lebanon School District	74%	37%	56%	48%
72	Ledyard School District	79%	37%	35%	52%
73	Lisbon School District	*	*	*	*
74	Litchfield School District	88%	30%	55%	46%
76	Madison School District	89%	15%	49%	27%
77	Manchester School District	77%	48%	46%	41%
80	Meriden School District	65%	41%	48%	61%
83	Middletown School District	74%	44%	49%	47%
84	Milford School District	78%	45%	63%	47%
85	Monroe School District	87%	36%	58%	39%
86	Montville School District	78%	46%	45%	50%
88	Naugatuck School District	66%	46%	57%	49%
89	New Britain School District	65%	48%	48%	68%

Table 2

District Code	District	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
			Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
90	New Canaan School District	87%	8%	33%	22%
91	New Fairfield School District	85%	37%	58%	37%
93	New Haven School District	68%	41%	34%	70%
94	Newington School District	82%	45%	58%	45%
95	New London School District	62%	36%	22%	73%
96	New Milford School District	80%	39%	70%	23%
97	Newtown School District	88%	27%	64%	34%
99	North Branford School District	83%	40%	60%	52%
101	North Haven School District	84%	43%	58%	46%
102	North Stonington School District	84%	34%	47%	5%
103	Norwalk School District	77%	45%	44%	59%
104	Norwich School District	*	*	*	*
106	Old Saybrook School District	87%	28%	67%	32%
108	Oxford School District	79%	46%	71%	38%
109	Plainfield School District	69%	48%	52%	51%
110	Plainville School District	76%	51%	50%	53%
111	Plymouth School District	68%	39%	46%	58%
113	Portland School District	81%	41%	57%	34%
116	Putnam School District	74%	53%	19%	51%
118	Ridgefield School District	91%	13%	64%	14%
119	Rocky Hill School District	86%	36%	54%	43%
124	Seymour School District	80%	45%	70%	45%
126	Shelton School District	82%	46%	65%	42%
128	Simsbury School District	87%	16%	39%	28%
129	Somers School District	84%	41%	51%	33%
131	Southington School District	84%	47%	53%	42%
132	South Windsor School District	88%	45%	65%	24%
134	Stafford School District	75%	46%	58%	30%
135	Stamford School District	75%	35%	42%	62%
137	Stonington School District	77%	29%	59%	44%
138	Stratford School District	74%	46%	59%	49%
139	Suffield School District	86%	32%	51%	37%
140	Thomaston School District	73%	44%	63%	35%
141	Thompson School District	68%	37%	47%	58%
142	Tolland School District	83%	35%	57%	20%
143	Torrington School District	70%	40%	59%	48%
144	Trumbull School District	87%	34%	64%	31%
146	Vernon School District	75%	44%	54%	45%
148	Wallingford School District	77%	38%	59%	39%
151	Waterbury School District	62%	40%	45%	71%
152	Waterford School District	84%	34%	58%	49%
153	Watertown School District	77%	49%	65%	61%
154	Westbrook School District	73%	21%	60%	17%
155	West Hartford School District	88%	28%	56%	44%
156	West Haven School District	75%	52%	50%	64%
157	Weston School District	93%	9%	50%	21%
158	Westport School District	88%	9%	40%	32%
159	Wethersfield School District	87%	39%	67%	31%
161	Wilton School District	89%	15%	43%	14%
163	Windham School District	69%	42%	37%	61%
164	Windsor School District	77%	46%	52%	48%
165	Windsor Locks School District	72%	49%	68%	49%
166	Wolcott School District	76%	53%	65%	46%
201	Regional School District 01	70%	30%	43%	58%

Table 2

District Code	District	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
			Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
204	Regional School District 04	77%	27%	69%	38%
205	Regional School District 05	91%	27%	68%	26%
206	Regional School District 06	68%	27%	75%	46%
207	Regional School District 07	87%	35%	53%	39%
208	Regional School District 08	90%	42%	63%	22%
209	Regional School District 09	92%	13%	60%	28%
210	Regional School District 10	85%	37%	61%	49%
211	Regional School District 11	88%	53%	59%	67%
212	Regional School District 12	84%	27%	40%	39%
213	Regional School District 13	92%	43%	66%	34%
214	Regional School District 14	81%	28%	51%	42%
215	Regional School District 15	91%	35%	64%	30%
216	Regional School District 16	81%	50%	64%	48%
217	Regional School District 17	90%	41%	46%	33%
218	Regional School District 18	79%	17%	59%	26%
219	Regional School District 19	78%	32%	57%	28%
241	Capitol Region Education Council	82%	48%	43%	47%
244	Area Cooperative Educational Services	*	*	*	*
253	Eastern Connecticut Regional Educational Service C	*	*	*	*
268	Common Ground High School District	72%	55%	19%	80%
269	The Bridge Academy District	65%	39%	40%	33%
272	Explorations District	*	*	*	*
279	Amistad Academy District	91%	41%	78%	29%
282	Stamford Academy	39%	30%	<5%	>95%
900	Connecticut Technical High School System	48%	35%	42%	68%
901	Norwich Free Academy	76%	42%	54%	48%
902	The Gilbert School	80%	53%	30%	61%
903	Woodstock Academy	82%	43%	54%	44%
All Schools		77%	36%	52%	48%

*Suppressed to ensure confidentiality.

[1] Source: National Student Clearinghouse, report run 01/10/2014

[2] Source:P20WIN data from Board of Regents (BOR) and CT Dept. of Education (CSDE)

[3] Enrolled in a remediation course either at CC and/or at CSU

Enrollment, Credit-Earning, and Remediation
By School: Graduating Cohort 2010

Table 3

School Code	District	School	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]: Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
26111	Ansonia School District	Ansonia High School	71%	44%	56%	55%
46111	Avon School District	Avon High School	88%	18%	47%	25%
76111	Berlin School District	Berlin High School	82%	34%	66%	37%
96111	Bethel School District	Bethel High School	84%	42%	69%	29%
116111	Bloomfield School District	Bloomfield High School	75%	45%	42%	61%
116211	Bloomfield School District	The Big Picture High School	*	*	*	*
126111	Bolton School District	Bolton High School	86%	41%	58%	33%
146111	Branford School District	Branford High School	86%	30%	57%	41%
156111	Bridgeport School District	Bassick High School	61%	51%	23%	83%
156211	Bridgeport School District	Central High School	72%	45%	35%	74%
156311	Bridgeport School District	Harding High School	62%	39%	26%	88%
176111	Bristol School District	Bristol Central High School	72%	43%	57%	44%
176211	Bristol School District	Bristol Eastern High School	78%	44%	64%	44%
186111	Brookfield School District	Brookfield High School	88%	31%	71%	38%
236111	Canton School District	Canton High School	88%	31%	46%	20%
256111	Cheshire School District	Cheshire High School	90%	26%	61%	37%
276111	Clinton School District	The Morgan School	76%	36%	69%	34%
286111	Colchester School District	Bacon Academy	83%	46%	66%	30%
326111	Coventry School District	Coventry High School	73%	41%	62%	42%
336111	Cromwell School District	Cromwell High School	79%	45%	54%	41%
346111	Danbury School District	Danbury High School	77%	45%	67%	46%
346211	Danbury School District	Alternative Center For Excellence	*	*	*	*
356111	Darien School District	Darien High School	90%	11%	23%	20%
376111	Derby School District	Derby High School	59%	37%	53%	54%
406111	East Granby School District	East Granby High School	94%	39%	56%	26%
416111	East Haddam School District	Nathan Hale-Ray High School	84%	48%	64%	22%
426111	East Hampton School District	East Hampton High School	84%	42%	62%	34%
436211	East Hartford School District	East Hartford High School	69%	47%	48%	60%
436311	East Hartford School District	Connecticut IB Academy	85%	30%	50%	13%
436411	East Hartford School District	Stevens Alternate High school	29%	18%	<5%	>95%
446111	East Haven School District	East Haven High School	69%	42%	60%	55%
456111	East Lyme School District	East Lyme High School	87%	26%	43%	38%
476111	East Windsor School District	East Windsor High School	71%	46%	54%	37%
486111	Ellington School District	Ellington High School	87%	46%	69%	33%
496111	Enfield School District	Enfield High School	79%	47%	44%	46%
496211	Enfield School District	Enrico Fermi High School	84%	49%	49%	45%
516011	Fairfield School District	Fairfield Ludlowe High School	90%	23%	48%	39%
516211	Fairfield School District	Fairfield Warde High School	86%	24%	51%	47%
526111	Farmington School District	Farmington High School	88%	32%	57%	42%
546111	Glastonbury School District	Glastonbury High School	88%	33%	53%	23%
566111	Granby School District	Granby Memorial High School	79%	20%	65%	18%
576111	Greenwich School District	Greenwich High School	82%	15%	40%	46%
586211	Griswold School District	Griswold High School	69%	43%	47%	46%
596111	Groton School District	Fitch Senior High School	77%	35%	42%	48%
606111	Guilford School District	Guilford High School	92%	20%	62%	39%
626111	Hamden School District	Hamden High School	77%	34%	53%	56%
646011	Hartford School District	Culinary Arts Academy	53%	32%	28%	77%
646211	Hartford School District	Hartford Public High School	*	*	*	*
646311	Hartford School District	Weaver High School	62%	33%	33%	74%
646411	Hartford School District	Classical Magnet School	88%	30%	63%	45%
646511	Hartford School District	Sports and Medical Sciences Academy	87%	54%	61%	50%
646611	Hartford School District	Pathways to Technology Magnet School	73%	47%	31%	50%
646711	Hartford School District	University High School	89%	43%	48%	36%
646911	Hartford School District	Capital Preparatory Magnet School	82%	48%	46%	23%
647111	Hartford School District	Bulkeley High School Upper School	61%	44%	23%	77%
647211	Hartford School District	HPHS Academy of Engineering and Green Te	52%	44%	23%	87%
647411	Hartford School District	HPHS Law and Government Academy	63%	35%	56%	42%
647511	Hartford School District	HPHS Nursing Academy	59%	43%	38%	81%
696111	Killingly School District	Killingly High School	72%	42%	44%	53%
716211	Lebanon School District	Lyman Memorial High School	74%	37%	56%	48%
726111	Ledyard School District	Ledyard High School	79%	37%	35%	52%
736011	Lisbon School District	Community Connection - The Big Picture Hig	*	*	*	*
746111	Litchfield School District	Litchfield High School	88%	30%	55%	46%
766111	Madison School District	Daniel Hand High School	89%	15%	49%	27%
776111	Manchester School District	Manchester High School	77%	48%	46%	41%
806111	Meriden School District	Francis T. Maloney High School	71%	41%	52%	57%
806211	Meriden School District	Orville H. Platt High School	58%	40%	45%	64%
836211	Middletown School District	Middletown High School	74%	44%	49%	47%

Table 3

School Code	District	School	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
				Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
846211	Milford School District	Jonathan Law High School	74%	40%	60%	52%
846311	Milford School District	Joseph A. Foran High School	82%	49%	65%	44%
856111	Monroe School District	Masuk High School	87%	36%	58%	39%
866111	Montville School District	Montville High School	78%	46%	45%	50%
886111	Naugatuck School District	Naugatuck High School	66%	46%	57%	49%
896111	New Britain School District	New Britain High School	65%	48%	48%	68%
906111	New Canaan School District	New Canaan High School	87%	8%	33%	22%
916111	New Fairfield School District	New Fairfield High School	85%	37%	58%	37%
936011	New Haven School District	Metropolitan Business High School	72%	55%	19%	77%
936111	New Haven School District	Wilbur Cross High School	62%	35%	28%	76%
936211	New Haven School District	James Hillhouse High School	66%	42%	32%	78%
936311	New Haven School District	Hill Regional Career High School	81%	49%	47%	66%
936411	New Haven School District	Cooperative High School	72%	46%	38%	77%
936611	New Haven School District	High School In The Community	62%	37%	26%	60%
936711	New Haven School District	Sound School	66%	41%	28%	56%
936811	New Haven School District	Hyde Leadership School	73%	27%	50%	61%
936911	New Haven School District	Riverside Education Academy	*	*	*	*
937011	New Haven School District	New Haven Academy	82%	42%	36%	50%
946111	Newington School District	Newington High School	82%	45%	58%	45%
956111	New London School District	New London High School	62%	36%	22%	73%
966111	New Milford School District	New Milford High School	80%	39%	70%	23%
976111	Newtown School District	Newtown High School	88%	27%	64%	34%
996111	North Branford School District	North Branford High School	83%	40%	60%	52%
1016111	North Haven School District	North Haven High School	84%	43%	58%	46%
1026111	North Stonington School District	Wheeler High School	84%	34%	47%	5%
1036111	Norwalk School District	Norwalk High School	79%	45%	45%	56%
1036211	Norwalk School District	Brien McMahon High School	77%	45%	47%	60%
1036311	Norwalk School District	Briggs High School	48%	52%	<5%	83%
1046111	Norwich School District	Thames River Academy	*	*	*	*
1066111	Old Saybrook School District	Old Saybrook Senior High School	87%	28%	67%	32%
1086011	Oxford School District	Oxford High School	79%	46%	71%	38%
1096111	Plainfield School District	Plainfield High School	69%	48%	52%	51%
1106111	Plainville School District	Plainville High School	76%	51%	50%	53%
1116111	Plymouth School District	Terryville High School	68%	39%	46%	58%
1136111	Portland School District	Portland High School	81%	41%	57%	34%
1166111	Putnam School District	Putnam High School	74%	53%	19%	51%
1186111	Ridgefield School District	Ridgefield High School	91%	13%	64%	14%
1196111	Rocky Hill School District	Rocky Hill High School	86%	36%	54%	43%
1246111	Seymour School District	Seymour High School	80%	45%	70%	45%
1266111	Shelton School District	Shelton High School	82%	46%	65%	42%
1286111	Simsbury School District	Simsbury High School	87%	16%	39%	28%
1296111	Somers School District	Somers High School	84%	41%	51%	33%
1316211	Southington School District	Southington High School	84%	47%	53%	42%
1326211	South Windsor School District	South Windsor High School	88%	45%	65%	24%
1346111	Stafford School District	Stafford High School	75%	46%	58%	30%
1356111	Stamford School District	Stamford High School	77%	40%	47%	68%
1356311	Stamford School District	Westhill High School	73%	29%	36%	61%
1356411	Stamford School District	The Academy of Information Technology	79%	44%	41%	46%
1376111	Stonington School District	Stonington High School	77%	29%	59%	44%
1386111	Stratford School District	Stratford High School	71%	46%	51%	51%
1386211	Stratford School District	Bunnell High School	77%	47%	64%	47%
1396111	Suffield School District	Suffield High School	86%	32%	51%	37%
1406211	Thomaston School District	Thomaston High School	73%	44%	63%	35%
1416111	Thompson School District	Tourtellotte Memorial High School	68%	37%	47%	58%
1426111	Tolland School District	Tolland High School	83%	35%	57%	20%
1436111	Torrington School District	Torrington High School	70%	40%	59%	48%
1446111	Trumbull School District	Trumbull High School	87%	34%	64%	31%
1466111	Vernon School District	Rockville High School	75%	44%	54%	45%
1486111	Wallingford School District	Lyman Hall High School	75%	41%	62%	43%
1486211	Wallingford School District	Mark T. Sheehan High School	79%	36%	55%	34%
1516011	Waterbury School District	Waterbury Arts Magnet School (High)	73%	47%	54%	74%
1516211	Waterbury School District	Crosby High School	60%	45%	52%	72%
1516311	Waterbury School District	Wilby High School	56%	35%	25%	80%
1516411	Waterbury School District	John F. Kennedy High School	63%	37%	51%	60%
1526111	Waterford School District	Waterford High School	84%	34%	58%	49%
1536111	Watertown School District	Watertown High School	77%	49%	65%	61%
1546111	Westbrook School District	Westbrook High School	73%	21%	60%	17%
1556111	West Hartford School District	Conard High School	87%	30%	61%	44%
1556211	West Hartford School District	Hall High School	89%	25%	50%	45%
1566111	West Haven School District	West Haven High School	75%	52%	50%	64%
1576111	Weston School District	Weston High School	93%	9%	50%	21%

Table 3

School Code	District	School	Enrolled Anywhere in 16 months[1]	Connecticut Community Colleges (CC) / Connecticut State University (CSU) System[2]		
				Enrolled in CC/CSU in 16 months	Earned 24 credits within Two years of Enrollment	Had Some Remediation[3]
1586111	Westport School District	Staples High School	88%	9%	40%	32%
1596111	Wethersfield School District	Wethersfield High School	87%	39%	67%	31%
1616111	Wilton School District	Wilton High School	89%	15%	43%	14%
1636111	Windham School District	Windham High School	69%	42%	37%	61%
1646111	Windsor School District	Windsor High School	77%	46%	52%	48%
1656111	Windsor Locks School District	Windsor Locks High School	72%	49%	68%	49%
1666111	Wolcott School District	Wolcott High School	76%	53%	65%	46%
2016112	Regional School District 01	Housatonic Valley Regional High School	70%	30%	43%	58%
2046112	Regional School District 04	Valley Regional High School	77%	27%	69%	38%
2056112	Regional School District 05	Amity Regional High School	91%	27%	68%	26%
2066112	Regional School District 06	Wamogo Regional High School	68%	27%	75%	46%
2076112	Regional School District 07	Northwestern Regional High School	87%	35%	53%	39%
2086112	Regional School District 08	RHAM High School	90%	42%	63%	22%
2096112	Regional School District 09	Joel Barlow High School	92%	13%	60%	28%
2106112	Regional School District 10	Lewis S. Mills High School	85%	37%	61%	49%
2116112	Regional School District 11	Parish Hill High School	88%	53%	59%	67%
2126112	Regional School District 12	Shepaug Valley High School	84%	27%	40%	39%
2136112	Regional School District 13	Coginchaug Regional High School	92%	43%	66%	34%
2146112	Regional School District 14	Nonnewaug High School	81%	28%	51%	42%
2156212	Regional School District 15	Pomperaug Regional High School	91%	35%	64%	30%
2166012	Regional School District 16	Woodland Regional High School	81%	50%	64%	48%
2176112	Regional School District 17	Haddam-Killingworth High School	90%	41%	46%	33%
2186112	Regional School District 18	Lyme-Old Lyme High School	79%	17%	59%	26%
2196112	Regional School District 19	E. O. Smith High School	78%	32%	57%	28%
2416114	Capitol Region Education Council	Metropolitan Learning Center	83%	33%	59%	53%
2416314	Capitol Region Education Council	Great Path Academy at MCC	81%	64%	33%	44%
2446114	Area Cooperative Educational Services	Collaborative Alternative Magnet School	27%	27%	<5%	75%
2536114	Eastern Connecticut Regional Educational Service C	Quinebaug Valley Middle College High Scho	*	*	*	*
2686113	Common Ground High School District	Common Ground High School	72%	55%	19%	80%
2696113	The Bridge Academy District	The Bridge Academy	65%	39%	40%	33%
2726113	Explorations District	Explorations	*	*	*	*
2795113	Amistad Academy District	Amistad Academy	91%	41%	78%	29%
2826013	Stamford Academy	Stamford Academy	39%	30%	<5%	>95%
9001116	Connecticut Technical High School System	Bullard-Havens Technical High School	53%	40%	29%	76%
9001216	Connecticut Technical High School System	Henry Abbott Technical High School	45%	36%	38%	75%
9001316	Connecticut Technical High School System	H. H. Ellis Technical High School	33%	23%	52%	72%
9001416	Connecticut Technical High School System	Eli Whitney Technical High School	42%	31%	39%	81%
9001516	Connecticut Technical High School System	A. I. Prince Technical High School	60%	42%	32%	76%
9001616	Connecticut Technical High School System	Howell Cheney Technical High School	49%	36%	30%	48%
9001716	Connecticut Technical High School System	H. C. Wilcox Technical High School	51%	34%	60%	68%
9001816	Connecticut Technical High School System	Vinal Technical High School	36%	24%	30%	69%
9001916	Connecticut Technical High School System	E. C. Goodwin Technical High School	46%	39%	31%	87%
9002016	Connecticut Technical High School System	Norwich Technical High School	45%	38%	34%	75%
9002116	Connecticut Technical High School System	J. M. Wright Technical High School	*	*	*	*
9002216	Connecticut Technical High School System	Oliver Wolcott Technical High School	50%	33%	51%	59%
9002316	Connecticut Technical High School System	W. F. Kaynor Technical High School	48%	34%	48%	64%
9002416	Connecticut Technical High School System	Windham Technical High School	57%	40%	59%	60%
9002516	Connecticut Technical High School System	Emmett O'Brien Technical High School	40%	29%	48%	72%
9002616	Connecticut Technical High School System	Platt Technical High School	53%	35%	51%	57%
9002716	Connecticut Technical High School System	Ella T. Grasso Southeastern Technical High S	52%	40%	40%	72%
9016122	Norwich Free Academy	Norwich Free Academy	76%	42%	54%	48%
9026122	The Gilbert School	The Gilbert School	80%	53%	30%	61%
9036122	Woodstock Academy	Woodstock Academy	82%	43%	54%	44%
All Schools			77%	36%	52%	48%

SFSF/Remediation at CC/CSU's Report Notes:

Data from the 2010 graduation cohort included on-time graduates from certain types of schools or programs not typically reported by CSDE. These include institution codes 15 (state agencies), 21 (private schools), 61 (approved private special education programs), and 82 (transitional programs), as well as school codes greater than 89 (generally alternative and special education programs). These records were excluded from the final report. Furthermore, graduates from schools outside the state were excluded even though their reporting district was a CT school district. The School facility codes used in reporting were from CSDE's PSIS record as the school from which the student graduated.

For calculating the 16-month window for enrollment in community colleges (CC's) and Connecticut State Universities (CSU's), the SFSF1 data were filtered to include only those records where the difference between first enrollment date and high school graduation date is less than 480 days.

For calculating the 24-month window for credits earned in CC/CSU's, the SFSF1 data were filtered to include only those records where the difference between the students maximum term effective date and first enrollment date is less than 730 days.

The SFSF data sets for CC's and CSU's contained about 2000 duplicate students. In order to produce overall rates of credit attainment and enrollment, the two data sets were appended, sorted by student ID (ascending) and overall credit hours (descending), and then de-duped, leaving the maximum credit hours earned for each student.

Likewise, the remediation data sets for CC's and CSU's contained about 2000 duplicate students. In order to produce overall rates of remediation, the two data sets were appended, sorted by student ID and attempted remedial credit hours (descending), and then de-duped, leaving the maximum remedial credit hours earned for each student.

In order to report remediation rates together with SFSF credit attainment data, it was necessary to limit the remediation records to those students who had enrolled in a CC or CSU within 16 months of graduation. As such, these remediation rates are slightly different than those reported separately. The total difference at the state level was less than half a percentage point.

To get the "college enrollment anywhere" data, the January 10, 2014 NSC file upload results that generated the High School Feedback reports posted on the CSDE website were used. NSC data from that file were matched by student ID to obtain NSC college enrollment data. For consistency with the CC/CSU enrollment data, we calculated the 16-month window for enrollment in NSC participating colleges with the SFSF1 data filtered to include only those records where the difference between first enrollment date and high school graduation date is less than 480 days.

P20 WIN Release 2014.02

College Entrance, Remediation and Credit Earning Data:

Outcomes for Graduates of Connecticut Public High Schools by Subgroup, High School and District

Technical Summary

Data sources for this report are P20 WIN Participating Agencies, the Connecticut State Department of Education (SDE) and the Connecticut Board of Regents (BOR). The Technical Summary was prepared by BOR in cooperation with assistance and consultation from staff at SDE based on aggregated data tables produced by SDE. This Summary provides additional information about field definitions and limitations to SDE's analysis pertinent to the BOR audience.

P20 WIN *Connecticut's Preschool through 20 & Workforce Information Network*
Linking information for better lives in Connecticut

Preschool through 20 & Workforce Information Network, P20 WIN College Entrance, Remediation and Credit Earning Data

Technical Summary

Introduction

During the implementation of Connecticut's Preschool through Twenty and Workforce Information Network (P20 WIN), the Connecticut State Department of Education (SDE) and the Board of Regents for Higher Education (BOR) linked data to provide information about the post-secondary enrollment, persistence and remediation experience of Connecticut Public High School graduates.

SDE conducted analysis and produced the accompanying report, "College Entrance, Remediation, and Credit Earning: Results from P20 WIN for the Graduation Cohort of 2010," in order to address specific federal reporting requirements under the State Fiscal Stabilization Fund and America Competes Act.

This Executive Summary was produced by BOR staff to provide additional context that can support discussion and further research about policy and program improvement at both the K-12 and postsecondary levels. Data points in SDE's report should not be used in isolation to justify policy action. Rather, they should be reviewed in conjunction with other information to build a greater understanding about college enrollment, persistence and completion in Connecticut.

Description of Report

The report, "College Entrance, Remediation, and Credit Earning: Results from P20 WIN for the Graduation Cohort of 2010," was produced by SDE and contains data combined from the BOR and SDE for Connecticut public high school students in the 2010 Graduation Cohort, the data provide information about the percentage of these students who 1) enrolled in any postsecondary institution in the United States within 16 months of their high school graduation, b) enrolled in a Connecticut State University (CSU) or Connecticut Community College (CCC) within 16 months of their high school graduation, c) completed 1 year of college credit within two years of their enrollment date, and d) took a remediation class in either English or Math at either a CSU or CC.

The four data points about college enrollment, persistence and remediation are the same in each of three data tables, but they are aggregated for different reporting groups. Table 1 provides data by 'subgroup', which is a category used by SDE for federal reporting. Table 2 provides data by public school district and Table 3 provides the same data points by public high school. Data in Table 3 may seem redundant at first glance, but it is not since many districts have more than one public high school.

Postsecondary enrollment data for students enrolled in any postsecondary institutions were obtained from the National Student Clearinghouse. The BOR provided data about credit attainment and remedial course taking for the high school students who attended any CCC or CSU institution within 16 months of the date of their graduation from high school. Data shared by BOR include students in all categories: full-time, part-time, degree seeking, non-degree seeking, 1st time and

returning as well as transfer in students. SDE disaggregated the data by district, high school and subgroup based upon information in their source data system.

Methodology and Data Security

Connecticut has an inter-agency network that securely links unit record data from the State Department of Education (SDE), The Board of Regents for Higher Education (BOR) and the Department of Labor (DOL), named The Preschool through Twenty and Workforce Information Network (P20 WIN). Data for this report were shared and linked using P20 WIN procedures for data requests and data management. The P20 WIN Data Request Management Procedure is a component of the data sharing agreement between state agencies and can be found on the P20 WIN website at: http://www.ct.edu/files/pdfs/P20-WIN-Data-Management-Procedure.pdf. Documents specific to this data exchange can be found by clicking on 'Data Request 0001' under the sub header 'Data Request Documents' at: http://www.ct.edu/initiatives/p20win#approach.

A main provision of the P20 WIN process for linking data is data security. There are three key characteristics of the network that maximize data security and student privacy. First, there is no centralized data warehouse where linked data are stored. Each agency retains ownership of the source data, responsibility for its management and control over how it is used. Second, a two-step process is used for linking data that retains separation between information that might identify an individual (such as name) and information about that individual (such as courses taken). These different types of data are never brought together during the data exchange, matching or analysis processes; therefore, no-one can easily determine identities of specific individuals from the contextual data used for analysis. Third, there is a high degree of control over data requests. Only designated Authorized Representatives of state and local educational agencies can be approved to conduct analysis on the redacted data.

A memorandum of agreement (MOA) must be established for every data request that identifies the validity of the data request according to the Family Education Rights and Privacy Act (FERPA). Each of these memoranda sets a timeline for data destruction and provides for additional securities such as how data are to be secured and managed. In addition to restrictions that pertain to education data, additional limitations are required by state law for wage and employment data from unemployment insurance records (UI). P20 WIN data sharing agreements, procedures and policies are in full compliance with both state and federal law for education and UI data.

Definitions

- **2010 Graduation Cohort:** Students are included in the 2010 Graduation Cohort if they were first-time 9th graders in school year 2006-2007 and obtained a regular high school diploma in four years or less. For reporting purposes, entities with institution codes 15 (state agencies), 21 (private schools), 61 (approved private special education programs), and 82 (transitional programs), as well as school codes greater than 89 (generally alternative and special education programs) were excluded from the analysis. Graduates from schools outside the state were excluded even if their reporting district was a CT school district.

- **Subgroup:** Subgroup is a legal term defined in the Elementary and Secondary Education Act (ESEA) section 1111(b)(2)(C)(v)(II)[1] that requires that states provide data for each group of students who: are economically disadvantaged, are from major racial and ethnic groups, have disabilities and have limited English proficiency.

- **Enrolled anywhere in 16 months:** Students were counted if they were reported as being enrolled in any public or private college or university in the United States by the National Student Clearinghouse (NSC). Through its role in supporting student loan lenders, the NSC retains enrollment and completion data for 3,600 colleges and universities enrolling 98% of students in public and private U.S. institutions.[2] (http://www.studentclearinghouse.org/) For this report, SDE used the same data that was used to generate the High School Feedback reports posted currently posted on the SDE website. NSC data from that file were matched by student ID to obtain NSC college enrollment data. For consistency with the CCC and CSU enrollment data, SDE calculated the 16-month window for enrollment in NSC participating colleges with the data filtered to include only those records where the difference between first enrollment date and high school graduation date is less than 480 days. Sixteen months is the reporting timeframe required under SFSF.

- **Enrolled in CC/CSU in 16 months:** Students were counted if they were included in the 2010 Graduation Cohort and they enrolled in a CCC or CSU within 16 months of their graduation from high school. For calculating the 16-month window, data were filtered to include only those records where the difference between first enrollment date and high school graduation date is less than 480 days. Sixteen months is the reporting timeframe required under SFSF.

- **Earned 24 credits within two years of enrollment:** SFSF requires that states report the number of individuals who completed at least one year's worth of college credit (applicable to a degree) within two years of enrollment in an institution of higher education (IHE). SDE selected 24 credits for this data point based upon the knowledge that students are eligible for financial aid when they carry 12 credits a semester and that students who accumulate more than 20 credits in the first year of post-secondary attendance do better than if they do not meet this threshold. Research has found that students who do not achieve a minimum of 20 credits within the first year of post-secondary attendance have a significantly harder time persisting through to graduation[3]. The accumulation of additional credits in the first year creates academic momentum that can propel students towards eventual completion[4]. For calculating the 24-month window, the data were filtered to include only those records where the difference between the students maximum term effective date and first enrollment date is less than 730 days.

- **Had some remediation:** Students were counted as having some remediation if they took at least one math or English remedial education course at any CCC or CSU campus during the first two years of their enrollment at a CCC or CSU campus within 16 months of their high school graduation. SDE did not have access to remediation activity from campuses outside the

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[1] "Definitions." United States Department of Education, [n.d.]. Viewed November 25th, 2014. http://www.ed.gov/race-top/district-competition/definitions.

[2] "Clearinghouse Facts." National Student Clearinghouse, [n.d.]. Viewed October 6th 2014. http://www.studentclearinghouse.org/about/clearinghouse_facts.php.

[3] Adelman, C. "The Toolbox Revisited: Paths to Degree Completion From High School Through College." Washington, D.C.: U.S. Department of Education, 2006.

[4] Attewell, Paul; Heil, Scott; Reisel, Liza. "What Is Academic Momentum? and Does It Matter? Educational Evaluation and Policy Analysis," v34 n1 p27-44, Mar 2012.

Connecticut Community Colleges and State Universities. Data from Charter Oak State College (COSC) were not included since the typical COSC students are not recent high school graduates.

Important Limitations

- **Who is counted:** Students are included in the report if they were a part of the Graduation Cohort of 2010. This cohort includes those students who were first-time 9th graders in 2006-07 and graduated with a regular high school diploma in four years or less. Data from BOR included students in all categories of post-secondary enrollment including part-time, full-time, degree-seeking and non-degree seeking who enrolled after high school graduation. Individuals who may have been enrolled in a dual enrollment program to obtain college credit while in high school were not included unless they also enrolled after graduation.

- **CCC & CSU data are combined:** The credit attainment and remediation rates combine student information from the Connecticut State Universities (CSUs) and Connecticut Community Colleges (CCC).

- **Credits attained:** Credits counted are those which count towards a degree. The percentage of students earning 24 credits within 2 years of enrollment would be higher at the Connecticut State Universities where more students attend school on a full-time basis. This percentage would also be lower at the community colleges where many students attend on a part-time basis and are likely taking remedial coursework that does not provide credit towards a degree.

- **Institution of attendance.** The data sets for Connecticut Community Colleges (CCC) and State Universities (CSU) contained about 2000 of the same students. Students in both data sets may have been transferring from one institution to the other or taking courses simultaneously within the two year period that credits were counted for this analysis. In order to produce overall rates of credit attainment and enrollment, community college and state university data sets were appended, sorted by student ID (ascending) and overall credit hours (descending), and then de-duplicated, leaving the maximum credit hours for each student. The same process was applied to establish overall rates of remediation. The CC and CSU data sets were appended, sorted by student ID and attempted remedial credit hours (descending), and then de-duplicated, leaving the maximum remedial credit hours earned for each student.

- **Remediation Data:** Remediation classes in this report are those that were classified as remedial at CSU and CCC's based on the manner in which remedial courses were identified through spring of 2013. Since then CCC and CSU institutions have made changes to their remedial and developmental education offerings based on education reform required by PA 12-40. For example, the content of some remedial courses, the method in which these courses are taught and the manner in which students are placed into these courses have changed in many cases. Because of these differences, data points in this report should not be directly compared to data points about remediation from more recent academic years.

- **Remediation Rates:** As is typical across the nation, the percentage of individuals needing remediation would be lower at CSUs which have enrollment requirements and higher at CCC's which offer open enrollment.[5]

- **Student course load:** Students may have earned 24 college credits, but also taken additional courses for remediation in English or Math in addition. This is especially likely for the students enrolled at a community college where remediation rates tend to be higher.

- **Student attendance:** Students were included in these reports if they were enrolled as full-time or part-time students. Since more CCC students than CSU students typically attend on a part-time basis, the overall rate of credit attainment is naturally lower for CCC students.

- **Suppression:** Data points were suppressed in SDE's Report if the numerator was less than six or the denominator was less than 20. A range of <5% and >95% were used for cell sizes with very low or very high percentages.

SFSF Federal Reporting Requirement

Data tables were created to address these specific federal reporting requirements. SDE will manage the distribution of these data to schools and districts.

1. **Address SFSF requirement (c)12**: For the State/District/School report by subgroup (economically disadvantaged, race/ethnicity, disabled, ELL) on these indicators: Of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

2. **America Competes - Required elements of a P-16 education data system, Items iii (I) & (II)**
    - (I): information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework;
    - (II): other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

Next Steps

The data tables produced by SDE and this technical summary are initial steps. Additional analysis is needed to more fully understanding college enrollment, persistence and remediation needs of public high school graduates. Key areas of evaluation to consider included: assessing outcomes of multiple cohorts over time, looking at college course level placement after remedial course completion and connecting high school course taking patterns with postsecondary outcomes.

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[5] "Beyond the Rhetoric: Improving College Readiness through Coherent State Policy." National Center for Public Policy and Higher Education and the Southern Regional Education Board, June 2010. Web. Nov. 2014. <http://www.highereducation.org/reports/college_readiness/CollegeReadiness.pdf>.