



Common Data Project

2022 Annual Report
School Year 2020-2021

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



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

About the NESSC Common Data Project

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

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



About the NESSC

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



About the Great Schools Partnership

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



About Abt Associates

Founded in Cambridge, Massachusetts in 1965, Abt provides applied research and consulting services to government agencies, philanthropic, nonprofit, and commercial organizations around the world. Abt's mission is to improve the quality of life and economic well-being of people worldwide. It applies its exceptional subject matter expertise, outstanding technical capabilities in applied research, and strategic planning to help local, national and international clients make better decisions and deliver better services.

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Executive Summary

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

The six New England states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes. This report presents data trends across the region, as well as by state. The report also includes data disaggregated by student characteristics across six indicators, which allow us to examine educational equity in New England secondary school outcomes by economic disadvantage (ED), English learner status (EL), disability status, gender, and race/ethnicity.

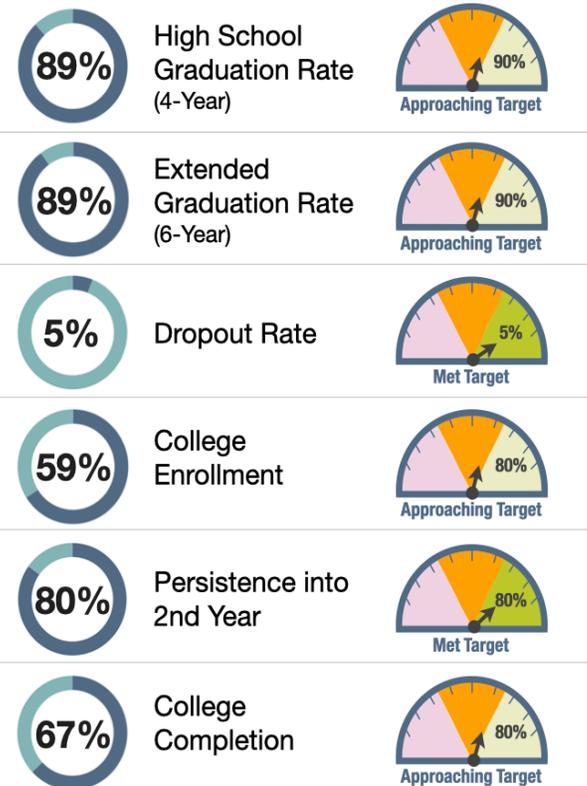
Over the last twelve years, the region has seen some noteworthy gains. For example, high school graduation rates across New England have been continuously trending up, and four-year graduation rates for multiple student groups have reached the NESSC target of 90%. Another positive trend is a reduction in the graduation rate gap between economically disadvantaged students and their non-economically disadvantaged peers. However, the data also reveal persistent achievement gaps that disproportionately impact historically disadvantaged students. The greatest variations are seen when comparing data for college enrollment and for college completion. We examine achievement gaps for the region, as well as variations across states, in greater detail throughout the report.

Furthermore, as this report reflects the first full school year of learning since the COVID-19 pandemic began in Spring 2020, these data also shed light on how recovery and student attainment measures are disproportionately impacting students.

Regionally, student achievement approaches, but has not yet met, targets for all high school and college outcomes.

On average, NESSC states have not yet met the targets set by the Consortium for high school graduation (4-year), however, the graduating class of 2021 represents the closest the region has been to the target since data were first collected. College enrollment and persistence rates, too, have not yet met targets set by the NESSC. Similarly, college completion rates for most student groups, as well as for the NESSC region as a whole, fall well below the 80% target.

NESSC Regional Averages (2021)



Note: The NESSC sets targets for each of the student achievement outcomes and monitors progress toward these targets annually

Many student groups are approaching the NESSC targets for high school outcomes, but achievement gaps persist.

Since 2009, notable gains have been made in improving high school graduation rates and reducing high school dropout rates. Despite these gains, some groups of students complete high school at rates far below the average.

Economically disadvantaged students, English learners, students with disabilities, male students, and Black, Hispanic, Native American, and multiracial students across the region graduate high school at far lower rates as compared to their counterparts.

When disaggregating data by student characteristics, high school outcomes vary substantially:

- English Learners and students with disabilities both have a four-year high school graduation rate near 73%, whereas some groups are nearing the 90% target, with 86% of males, 87% of multiracial students, and 85% of Native American students graduating from high school.
- Non-economically disadvantaged students, non-English Learner students, students without disabilities, and students who are female, Asian or White, have met or exceeded the 90% high school graduation rate target.
- The regional dropout rate for economically disadvantaged students, while in decline over the last decade, stands at 8% in 2021, while the dropout rate for non-economically disadvantaged students has hovered around 2% since 2014.

Students with disabilities gain the most through the support of up to two extra years to graduate from high school, and economically disadvantaged, male, Black, multiracial, and Native American students all achieve extended graduation (6-year) rates above 80%.

English Learners experienced a sharp decline in the extended graduation (6-year) rate in 2021,

bringing their rate to 69%, 11 percentage points below the target, and the lowest it has been since NESSC began collecting these data.

While trends in high school outcomes remained relatively steady, college enrollment and persistent rates continued to fall below pre-COVID rates across the region.

Despite increasing rates prior to the COVID-19 pandemic in 2020, college enrollment rates have yet to recover. In the fall of 2021, the enrollment rate held at 59% for the region, 7 percentage points lower than it was before the pandemic and the lowest enrollment rate since these data were collected. Although college persistence for the region showed a positive trend from the previous year and is now back to meeting the 80% target, it continues to lag nearly 5 percentage points behind where it was before COVID.

No student subgroups have met the NESSC targets for college enrollment and few met the target for college persistence; outcomes also vary widely across subgroups.

While college enrollment rates for students historically underrepresented in postsecondary education – which includes economically disadvantaged students, English Learners, students with disabilities, and Black, Hispanic, and Native American students – have risen in recent years, enrollment and completion gaps persist. College enrollment rates and college completion rates experience some of the greatest disparities observed in this report. For example:

- Between 2020 and 2021, the enrollment rate for English Learners decreased slightly to 29%, whereas non-English Learners' enrollment increased slightly to 62%. For English Learners, this represents a 13 percentage point drop from the year prior to COVID-19, yet a 6 percentage point drop for non-English Learners.
- Economically disadvantaged students, English Learners, and students with disabilities all have enrollment rates below

45% and enroll in college at a rate at least 26 percentage points behind their counterparts.

- Persistence rates, after a sharp decline last year, began to recover in 2021 yet continue to lag nearly 5 percentage points behind where the rate was prior to COVID. Disaggregating college outcomes data also reveals that persistence rates for all subgroups of students now fall below the NESSC target, with the exception of Asian/Pacific Islander students.
- Although persistence rates have still not recovered to pre-COVID rates, persistence among economically disadvantaged students, English Learners, and students with disabilities all increased by at least 2 percentage points in the past year.

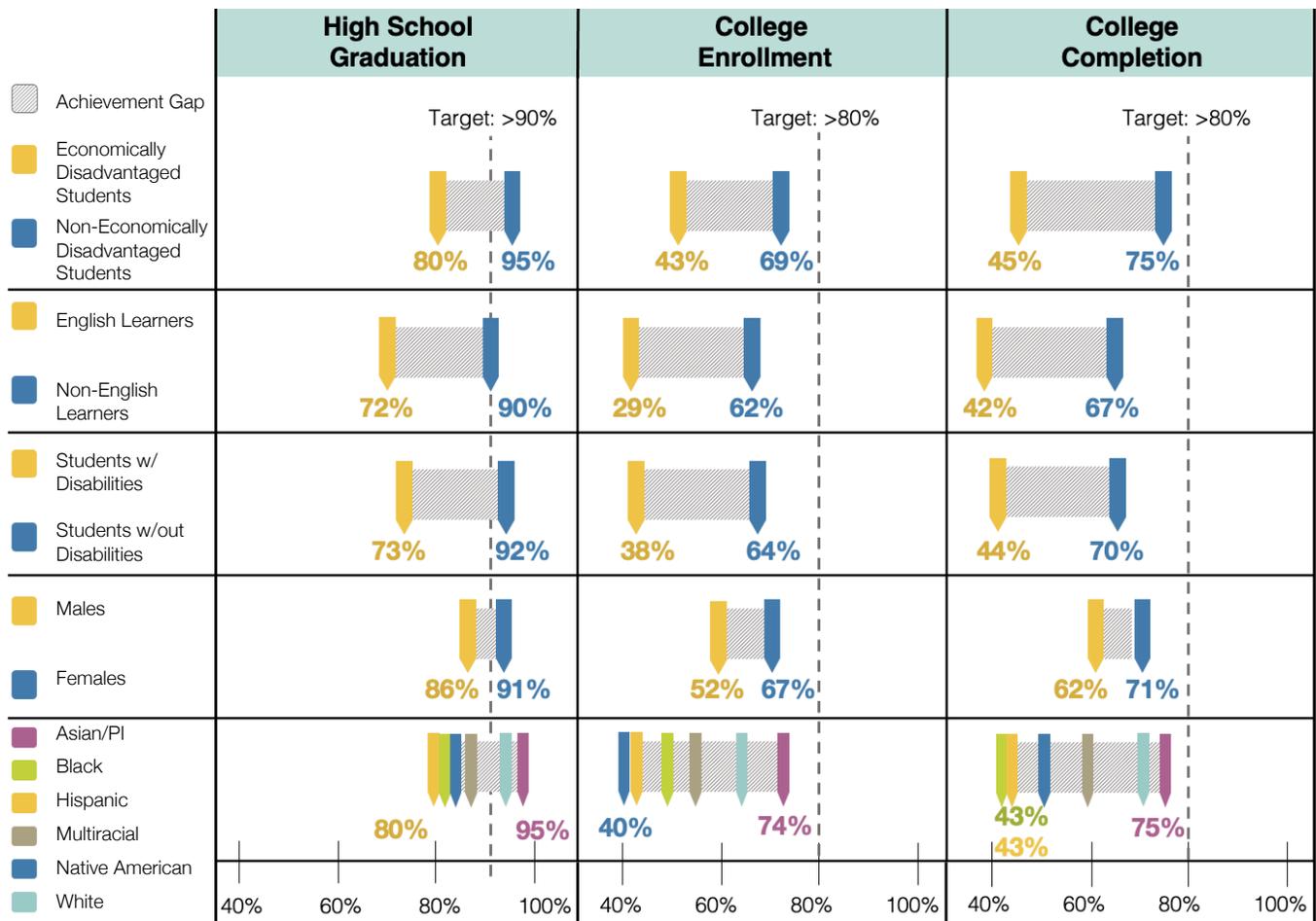
As with enrollment and persistence, however, college completion rates vary across student subgroups and include some of the most sizable gaps between student cohorts. For example:

- College completion rates for economically disadvantaged students trail that of their non-economically disadvantaged peers by about 30 percentage points.
- Female students graduate from college at a higher rate as compared to male students, with 71% of female students and 62% of male students who entered college in 2015 completing a college degree by 2021.

Many other comparisons are possible, and we encourage you to continue exploring the data. We hope this report will inform efforts to close persistent achievement gaps and promote greater educational equity and opportunity for all students.

Although college completion rates appeared steady last year, 2021 saw the first decline in three years. Overall, college completion rates for the region dropped to 67% in 2021.

NESSC Student Outcomes by Subgroup (2020)



Introduction

The 2020-2021 school year marked the first full year of teaching and learning amidst the COVID-19 global pandemic. Although the myriad of consequences across the developmental, social-emotional, and academic attainment domains felt by students will likely not be fully understood for some time, the data that have started to be analyzed for 20-21 are highlighting impacts that appear to be felt by some subgroups of students more so than others. However, we anticipate that the comprehensive effects of COVID-19 on academic achievement and attainment will continue to be unveiled in subsequent reports as additional data are collected.

Data offer a tool to better understand the full impact of the pandemic on student learning and outcomes. The availability of data *over time*, in particular, provides insight, not only about variation in opportunities and outcomes for different students prior to the pandemic, but also helps us understand the degree to which COVID-related learning disruptions disproportionately impact certain student groups.

All students deserve to have access to a high-quality education that readies them for college, careers, and life; they also deserve to be prepared to pursue and succeed in a career of their choosing while earning a living wage. Research finds that individuals with high school diplomas have greater financial stability and socio-emotional well-being as adults, have better health outcomes, and are less likely to be incarcerated as compared to those with less education.ⁱ

More than ever, many career paths require a high school diploma, with an increasing number of jobs also requiring at least some postsecondary credentials. As automation and globalization have led to major structural changes in the global economy, economic opportunity has shifted toward more educated workers with higher skill levels, particularly those with postsecondary education and industry-recognized credentials.ⁱⁱ

In recent years, schools across the nation have made a concerted effort to reduce high school dropout rates and increase students' access to postsecondary education opportunities. High school graduation rates nationwide have made a steady, but slowing, increase over the past decade.ⁱⁱⁱ Despite this progress, substantial achievement gaps remain, particularly for Black, Hispanic, and economically disadvantaged students, who continue to graduate high school at far lower rates as compared to their White and more affluent peers. Fewer English Learners and students with disabilities, too, graduate as compared to their counterparts. The inequities persist at the postsecondary level, as these historically underrepresented student groups are less likely to enroll, persist, and complete a postsecondary credential.^{iv}

Early data also suggest that the pandemic has exacerbated and deepened the existing disparities in educational opportunity and achievement.^{v,vi} Emerging evidence shows student learning has suffered during the pandemic, including substantial academic lags in both English language arts and math across student groups.^{vii} The college enrollment rate in 2020-21 also decreased nationally, with students of color most likely to delay or change college-going plans.^{viii}

The disheartening reality for New England schools, similar to the rest of the nation, is that certain student groups are experiencing very different education outcomes – and ultimately have access to fewer opportunities – than their peers.

About the NESSC Common Data Project Annual Report

The New England Secondary School Consortium (NESSC) Common Data Project Annual Report provides transparent, comparable data about high school and college outcomes from the six New England states. We began tracking high school graduation and dropout rates in 2009. Since then, we added extended high school graduation rates, as well as college enrollment, persistence, and completion measures. Further, these indicators are now presented disaggregated across key student groups.

The NESSC sets targets for each of the student achievement outcomes and monitors progress toward these targets annually. The targets include: at least 90% high school graduation rate for all student groups from a given cohort; a high school dropout rate at or below five percent; at least 80% college enrollment rate for high school graduates; and for students who enrolled in college, 80% persistence and completion rates.

To promote more accurate and reliable data comparability across member states, the NESSC Common Data Project develops and implements standardized procedures designed to minimize variance that may result from divergent data systems or computational errors. The Common Data Project also employs additional quality control mechanisms that further improve the reliability and comparability of state-reported data.

This report is organized around six data indicators of student achievement: high school graduation (4-year), extended high school graduation (6-year), dropout rates, college enrollment, persistence into second year of college, and postsecondary degree completion rates. The report includes historical data since 2009 by state and aggregate rates across New England. Each indicator also includes disaggregated data by student characteristics, which allows us to examine educational equity in New England secondary and postsecondary school outcomes by economic disadvantage (ED), English learner status (EL), disability status, gender, and race/ethnicity.¹

Member states have shared comparable data through the NESSC Common Data Project that demonstrate evidence of progress in secondary school outcomes. In recent years, notable gains have been made in improving high school graduation rates and reducing high school dropout rates. But some groups of students complete high school at rates far below the average.² College enrollment and completion rates remain well below NESSC targets, and are alarmingly low for some groups of students.

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

¹ Detailed definitions of these student groups are provided in Appendix 1 (page 61).

² NESSC averages are weighted averages. For example, NESSC graduation rates are calculated by summing the numbers of graduates in each state and dividing that sum by the sum of the adjusted cohorts in each state. We do not report an NESSC average if the figures for two or more states are missing (unless data are missing because of data suppression for low numbers or in earlier years when Massachusetts was not yet reporting to this project).

This report aims to support the NESSC mission to close achievement gaps, increase educational equity, and ensure opportunity for all students while also shedding light on persistent inequities and areas for growth across the region. We hope this report will serve as a helpful resource and might inspire reflection, conversation, and ultimately action to improve educational outcomes for all students.

How to Use This Report

We understand that different users turn to the NESSC Data Report for different reasons. With this in mind, we outline here some of the ways in which you might review the data contained in the following sections and provide support for interpreting data visualizations that might be less familiar to some readers. If you are a long-time user of the NESSC Common Data Project Annual Report, or if you know exactly what you are looking for, please feel free to skip ahead. Regardless of how you plan to use these data, we have also included demographic snapshots for the region and each of the New England states to help provide context for the report findings.

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

Reviewing Data by Indicator

Each section of the data report corresponds with a different **indicator of student achievement**.³

- **High School Graduation Rate** (within four years);
- **Extended High School Graduation Rate** (within six years);
- **Dropout Rate** (i.e., students who have not completed high school and are no longer enrolled in high school four years after enrollment);
- **College Immediate Enrollment** (i.e., college enrollment by October 15 of the same year as high school graduation);
- **College Persistence into Second Year** (i.e., first-time college freshmen that remain enrolled in a college program in third semester after initial enrollment);
- **College Completion** (i.e., first-time college freshmen who earn a degree or credential within six years of initial enrollment).

Each section of the data report corresponds with a different indicator of student achievement (e.g., four-year high school graduation, college enrollment). The first page of each section describes the indicator and displays a regional trendline depicting the aggregate performance of all students. On the pages that follow, data for the same indicator are displayed by student group.

Each student group page includes a regional group trendline, a bar or bubble graph showing the current year's data by state, and a data table that includes both the number and percent of students in that particular group that achieved the specified indicator (see page 9 for an illustration of the standard page layout).

³ More detailed definitions for each of the student achievement indicators included in Appendix 2: (pg. 63)

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

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

Reviewing Data by Student Group

The NESSC Common Data Project disaggregates data by five **student group categories**:⁴

- **Economically disadvantaged (ED)**, defined by (1) student eligibility for free or reduced-price school meals (in five NESSC states) or (2) student participation in either the Supplemental Nutrition Assistance Program (SNAP), cash assistance, foster care, or Medicaid (Massachusetts only). (Note: Maine uses a different set of criteria to determine student eligibility for FRPL, listed in Appendix 1)
- **English Learners (EL)**, defined as students who meet each state education agency’s English learner enrollment criteria.
- **Students with disabilities (SWD)**, defined as students with individual education plans (IEPs) under the Individuals with Disabilities Education Act (IDEA). Students with significant cognitive disabilities participating in statewide alternate assessments are also included.
- **Gender**, defined as a student's reported gender as either male or female.
- **Race/ethnicity**, which follows the race/ethnicity categories defined by the U.S. Department of Education for required state reporting. These include: Asian/Pacific Islander, Black, Hispanic, Multiracial, Native American, and White. Student counts by race/ethnicity do not always equal the total adjusted cohort. States have flexibility in reporting race/ethnicity and some students may not be included in a major racial or ethnic group, or may be counted as both a single race and as multiracial.

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

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

⁴ More detailed descriptions of each student group definition included in Appendix 1 (pg. 61).

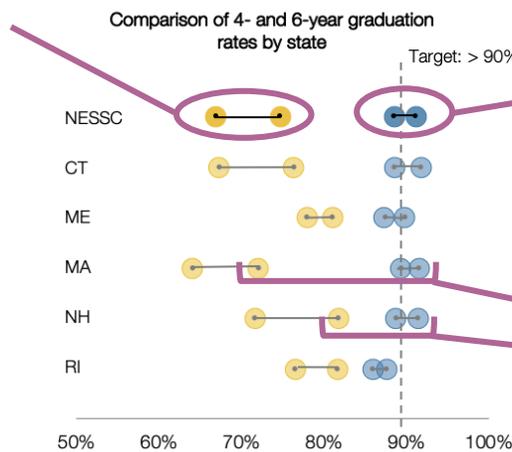
In addition to trendlines and data tables, we have incorporated some data visualizations that you may not have encountered before. The explanations below offer some tips for interpreting the bubble graphs.

Bubbles

We use bubble graphs to show differences in student achievement for different race/ethnicity student groups in a single year.

We also use bubble graphs in Section II to highlight the difference between 4- and 6-year graduation rates and in Section IV to compare immediate and extended college enrollment rates. For example, the bubble graph below shows the 2021 4-year and 6-year high school graduation data for English Learners (found on page 27). We can see that:

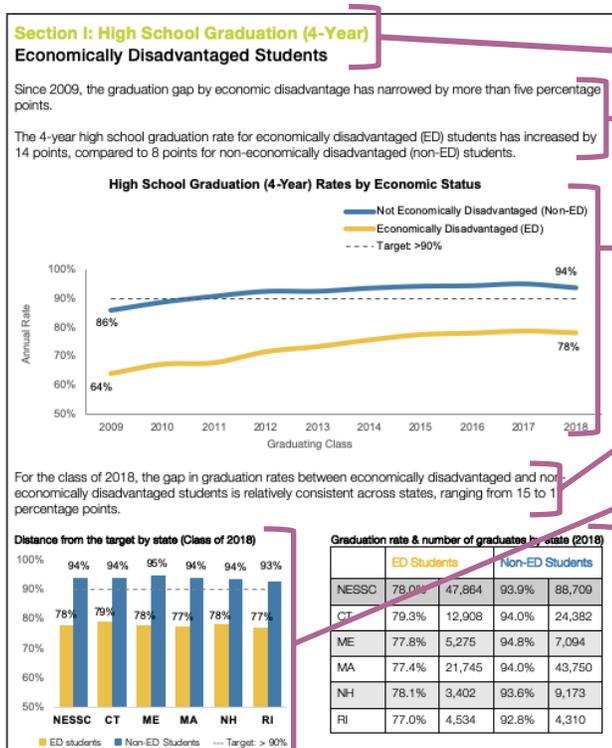
1. With two extra years to meet graduation requirements, graduation rates substantially increased for **English learners** across the region.



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

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

Putting these pieces together, the data displayed on each page of the report progresses from being more general to more specific. Using the page on 4-year high school graduation for economically disadvantaged students (found on page 19) as an example, most pages flow like this:



1. Section header and student group

2. Interpretive text for trends over time

3. Regional trendline

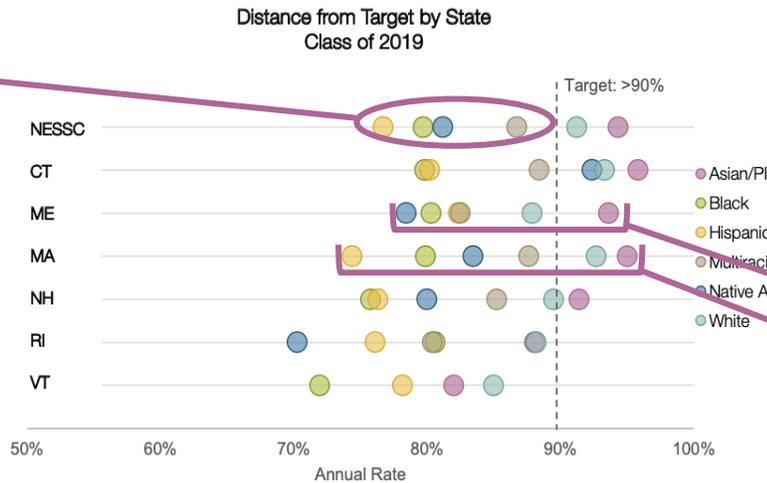
4. Interpretive text for a single year of data

5. Bar graphs show differences between groups and distance from the target for a single year of data

6. Data table for a single year of data

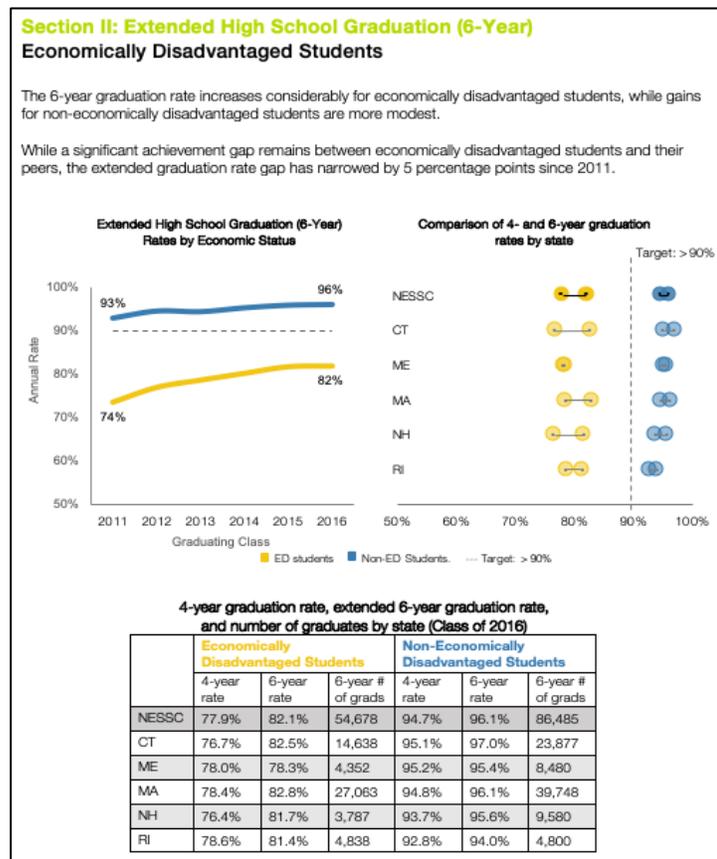
The last two pages of each section of the report review the data for students across different race/ethnicity groups. The data visualizations are split across two pages in order to clearly display data for all six student groups, but present the same information as previous pages. In addition, instead of a bar chart, these sections use a bubble graph to show differences among racial/ethnic student groups and distance from the target for a single year. The bubble graph below (found on page 24) shows 4-year high school graduation rates by racial/ethnic student groups by state.

1. Across the region, four racial/ethnic groups did not meet the NESSC 4-year high school graduation target (90%).



3. The 4-year high school graduation rate gap between lowest and highest performing racial/ethnic groups was greater in Massachusetts than in Maine.

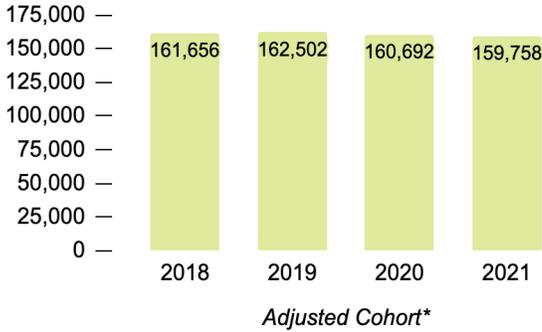
The pages in Section II look a little bit different but follow the same general pattern. For example, the page on 6-year high school graduation for economically disadvantaged students (found on page 26) looks like this:



Regional and State Context Information

Regional Context

The number of students in the adjusted cohort decreased by 1% between the class of 2018 and the class of 2021.



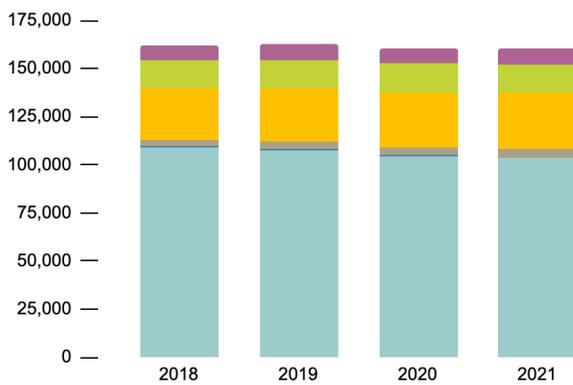
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 is the class of 2021).



Race/Ethnicity

35.5% of students in the class of 2021 identified as students of color.

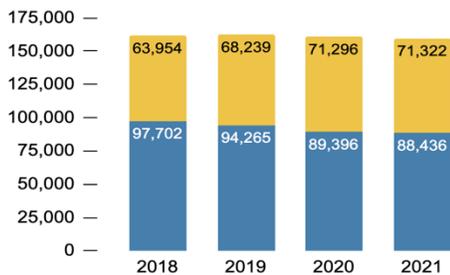


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	7,972	8,216	8,318	8,430
Black	14,691	14,945	14,700	14,172
Hispanic	26,222	27,733	28,663	29,000
Multiracial	3,683	4,080	4,165	4,610
Native American	581	600	594	598
White	108,881	107,275	104,323	103,310

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

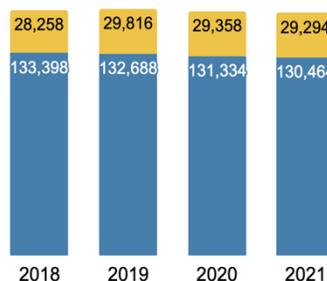
Economically Disadvantaged Students

45% of the class of 2021 qualified as economically disadvantaged.



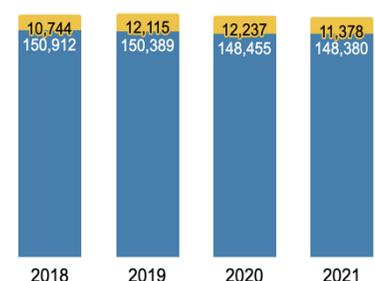
Students with Disabilities

18% of the class of 2021 qualified as having a disability.



English Learners

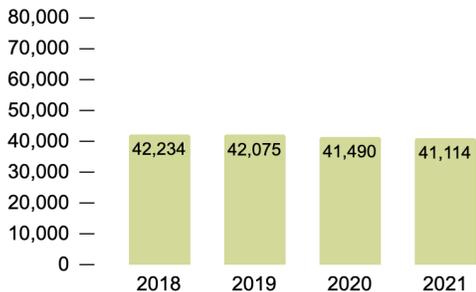
7% of the class of 2021 qualified as an English learner.



Regional and State Context Information

Connecticut State Context

The number of students in the adjusted cohort decreased by 3% between the class of 2018 and the class of 2021.



Adjusted Cohort*

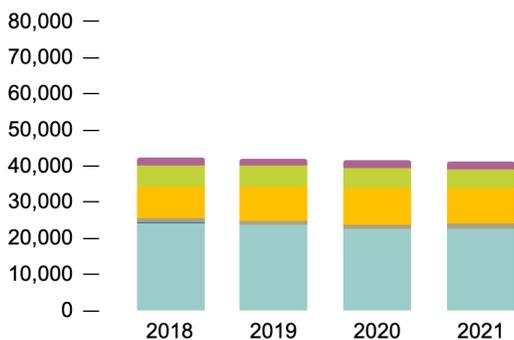
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 is the class of 2021).



Race/Ethnicity

45% of students in the class of 2021 identified as students of color.

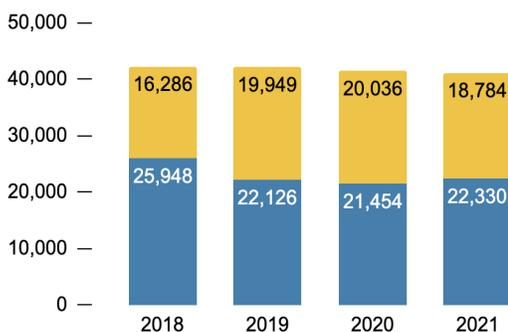


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	2,034	1,967	2,119	2,029
Black	5,680	5,694	5,543	5,265
Hispanic	9,110	9,473	9,898	9,839
Multiracial	1,006	1,094	1,127	1,342
Native American	136	105	97	115
White	24,268	23,742	22,706	22,524

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

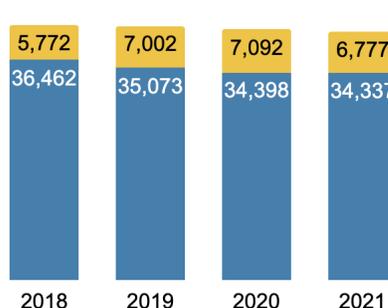
Economically Disadvantaged Students

46% of the class of 2021 qualified as economically disadvantaged.



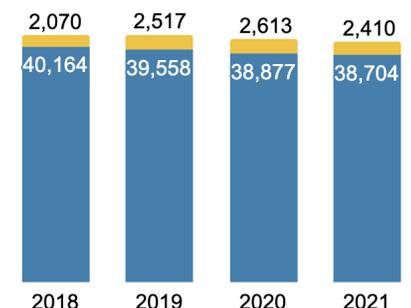
Students with Disabilities

16% of the class of 2021 qualified as having a disability.



English Learners

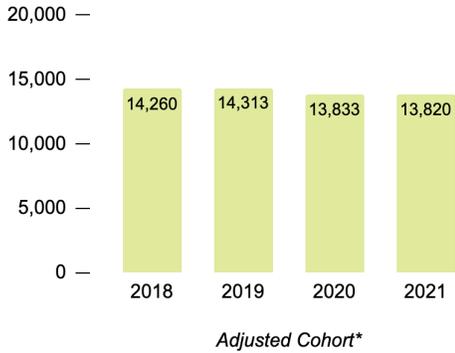
6% of the class of 2021 qualified as an English learner.



Regional and State Context Information

Maine State Context

The number of students in the adjusted cohort decreased by about 3% between the class of 2018 and the class of 2021.



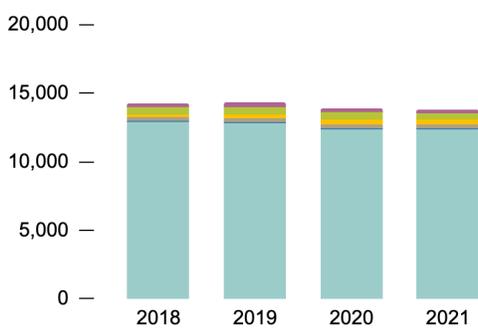
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 is the class of 2021).



Race/Ethnicity

11% of students in the class of 2021 identified as students of color.

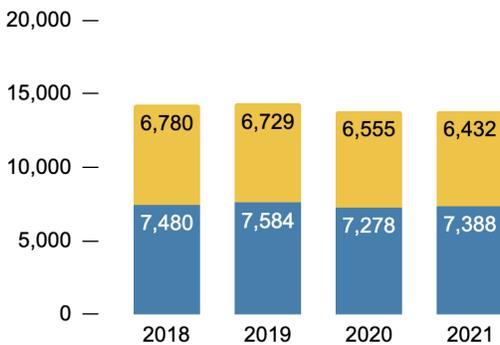


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	294	360	266	259
Black	509	493	526	527
Hispanic	250	306	310	321
Multiracial	263	257	261	279
Native American	89	116	115	115
White	12,855	12,781	12,355	12,319

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

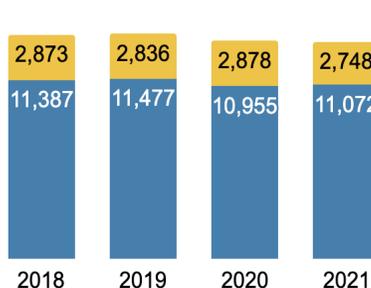
Economically Disadvantaged Students

47% of the class of 2021 qualified as economically disadvantaged.



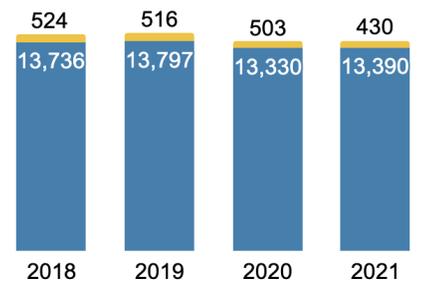
Students with Disabilities

20% of the class of 2021 qualified as having a disability.



English Learners

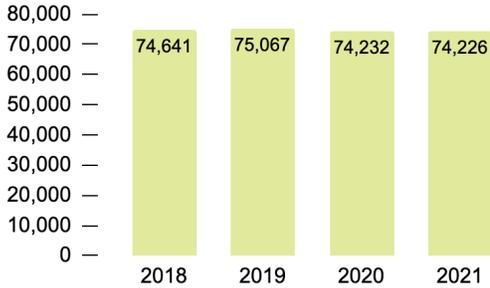
3% of the class of 2021 qualified as an English learner.



Regional and State Context Information

Massachusetts State Context

The number of students in the adjusted cohort decreased by 1% between the class of 2018 and the class of 2021.



Adjusted Cohort*

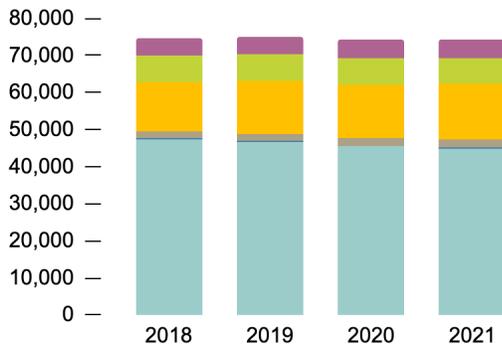
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 the class of 2021).



Race/Ethnicity

39% of students in the class of 2021 identified as students of color.

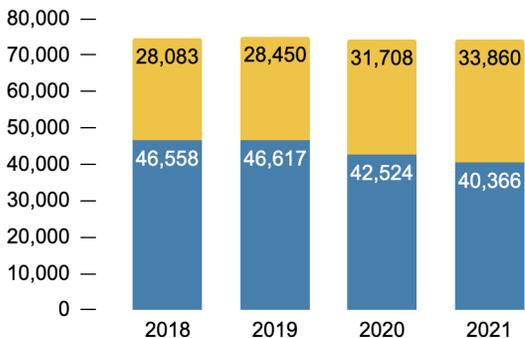


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	4,682	4,871	4,905	5,074
Black	7,019	7,180	7,049	6,837
Hispanic	13,365	14,043	14,483	14,826
Multiracial	1,910	2,135	2,105	2,293
Native American	151	169	153	181
White	47,514	46,669	45,454	45,015

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

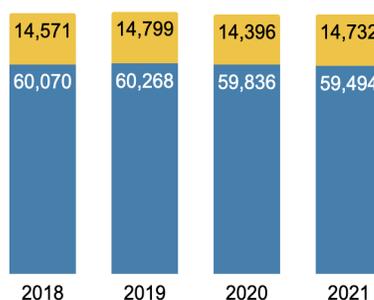
Economically Disadvantaged Students

46% of the class of 2021 qualified



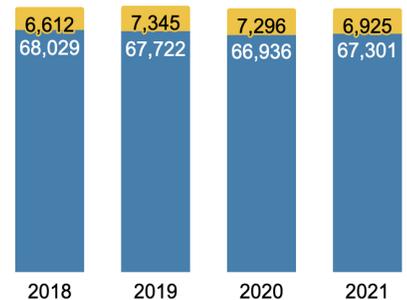
Students with Disabilities

20% of the class of 2021 qualified as having a disability.



English Learners

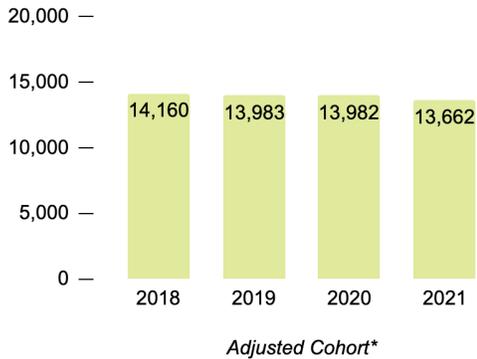
9% of the class of 2021 qualified as an English learner.



Regional and State Context Information

New Hampshire State Context

The number of students in the adjusted cohort decreased by 4% between the class of 2018 and the class of 2021.



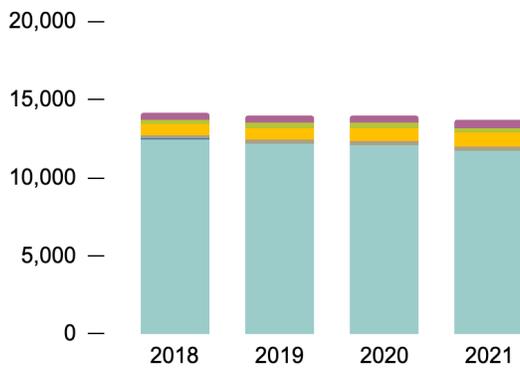
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 is the class of 2021).



Race/Ethnicity

14% of students in the class of 2021 identified as students of color.

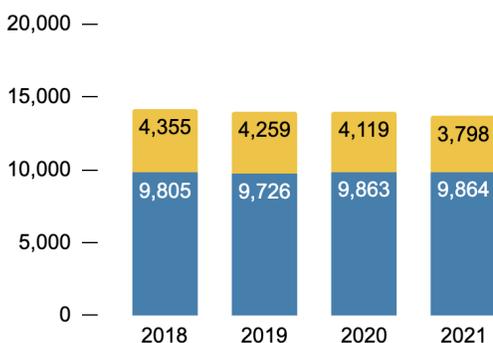


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	437	466	461	500
Black	318	326	342	307
Hispanic	715	760	829	842
Multiracial	192	237	280	295
Native American	41	30	39	34
White	12,457	12,164	12,031	11,684

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

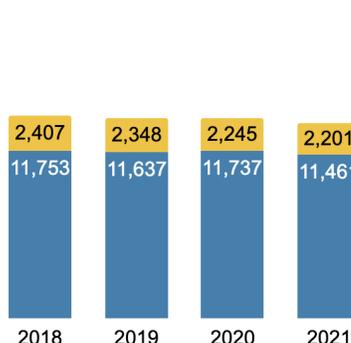
Economically Disadvantaged Students

28% of the class of 2021 qualified as economically disadvantaged.



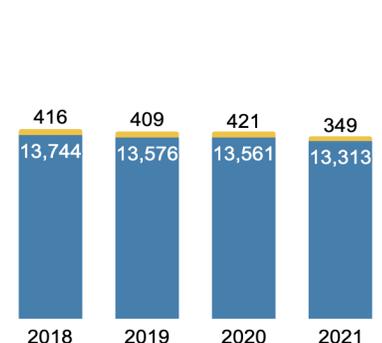
Students with Disabilities

16% of the class of 2021 qualified as having a disability.



English Learners

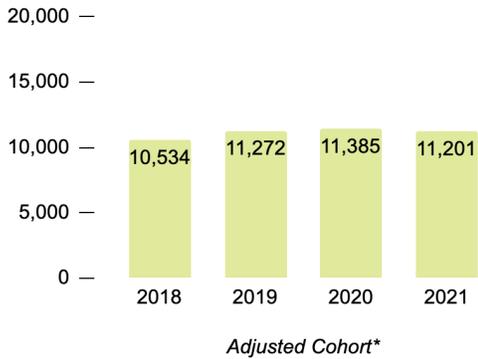
3% of the class of 2021 qualified as an English learner.



Regional and State Context Information

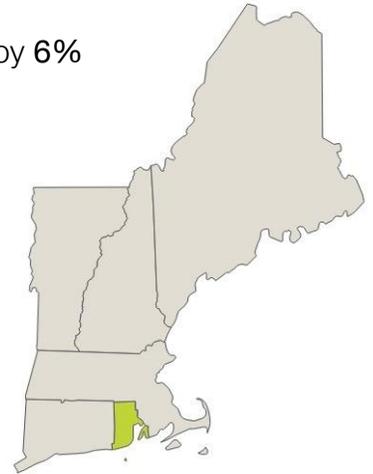
Rhode Island State Context

The number of students in the adjusted cohort increased by 6% between the class of 2018 and the class of 2021.



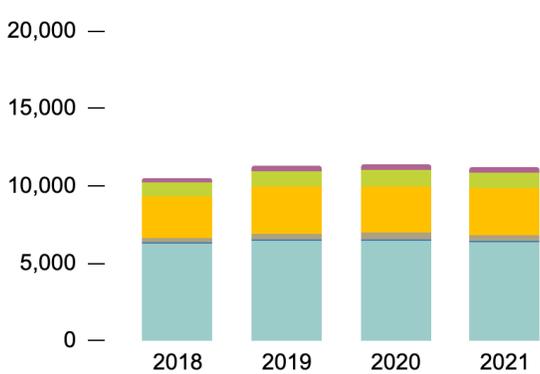
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2016-17 is the class of 2020).



Race/Ethnicity

43% of students in the class of 2021 identified as students of color.

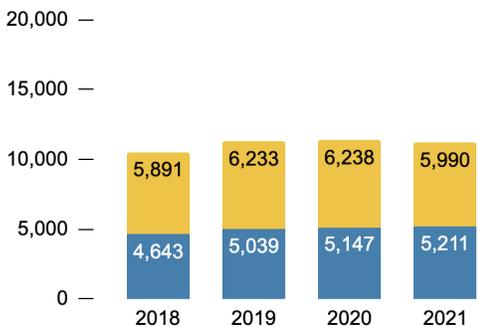


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	321	352	359	329
Black	915	1,006	1,038	1,006
Hispanic	2,638	3,009	3,014	3,047
Multiracial	312	357	392	401
Native American	78	74	101	72
White	6,270	6,474	6,481	6,346

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

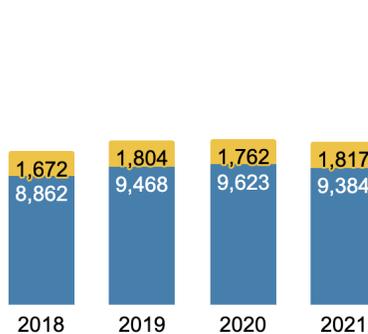
Economically Disadvantaged Students

53% of the class of 2021 qualified as economically disadvantaged.



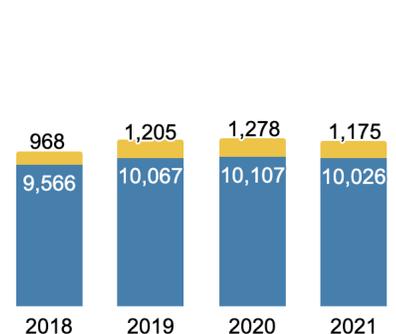
Students with Disabilities

16% of the class of 2021 qualified as having a disability.



English Learners

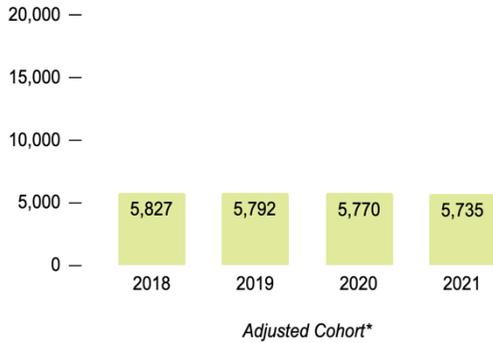
10% of the class of 2021 qualified as an English learner.



Regional and State Context Information

Vermont State Context

The number of students in the adjusted cohort decreased by 2% between the class of 2018 and the class of 2021.



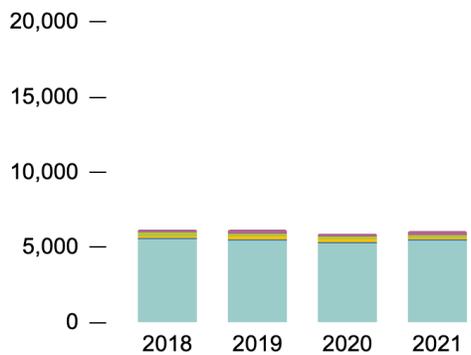
* The adjusted cohort represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9–12.

We use the term “class” to refer to the adjusted cohort for a particular graduation year (e.g., the adjusted cohort that entered high school in 2017-18 is the class of 2021).



Race/Ethnicity

11% of students in the class of 2021 identified as students of color.

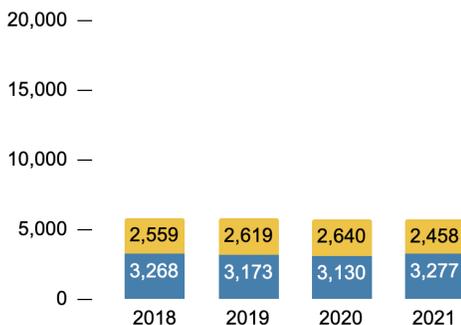


	Class Year (# of Students)			
	2018	2019	2020	2021
Asian/Pacific Islander	204	200	208	239
Black	250	246	202	230
Hispanic	144	142	129	125
Multiracial	Not submitted to NESSC			
Native American	86	106	89	81
White	5,517	5,445	5,296	5,422

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

Economically Disadvantaged Students

43% of the class of 2021 qualified as economically disadvantaged.



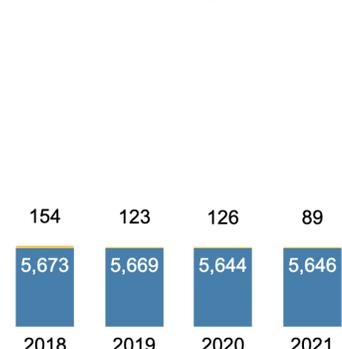
Students with Disabilities

18% of the class of 2021 qualified as having a disability.



English Learners

2% of the class of 2021 qualified as an English learner.



Section I: High School Graduation (Four-Year)

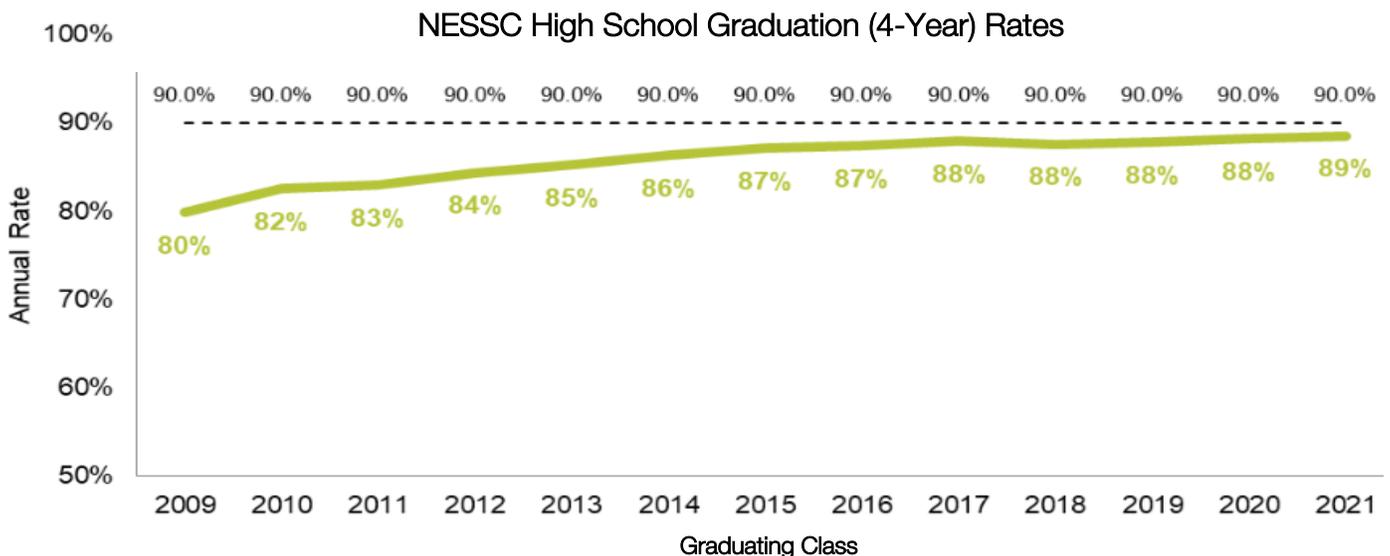
In this section, we explore how high school graduation rates have changed over time across the region, and highlight persistent achievement gaps between different groups of students.

The **NESSC regional graduation rate** increased slightly in 2021, by just less than half of one percentage point from 2020. The overall 2021 graduation rate in New England continued its increasing trend since 2018, and is the highest it has been since the NESSC started collecting data in 2009.

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

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

Although the graduation rate for the NESSC region continued to climb, this increase was not seen at every state level. New Hampshire and Maine both experienced a decreased graduation rate from 2020 to 2021, while all other states in the region increased or remained steady.



Graduation rate by state & high school graduation class

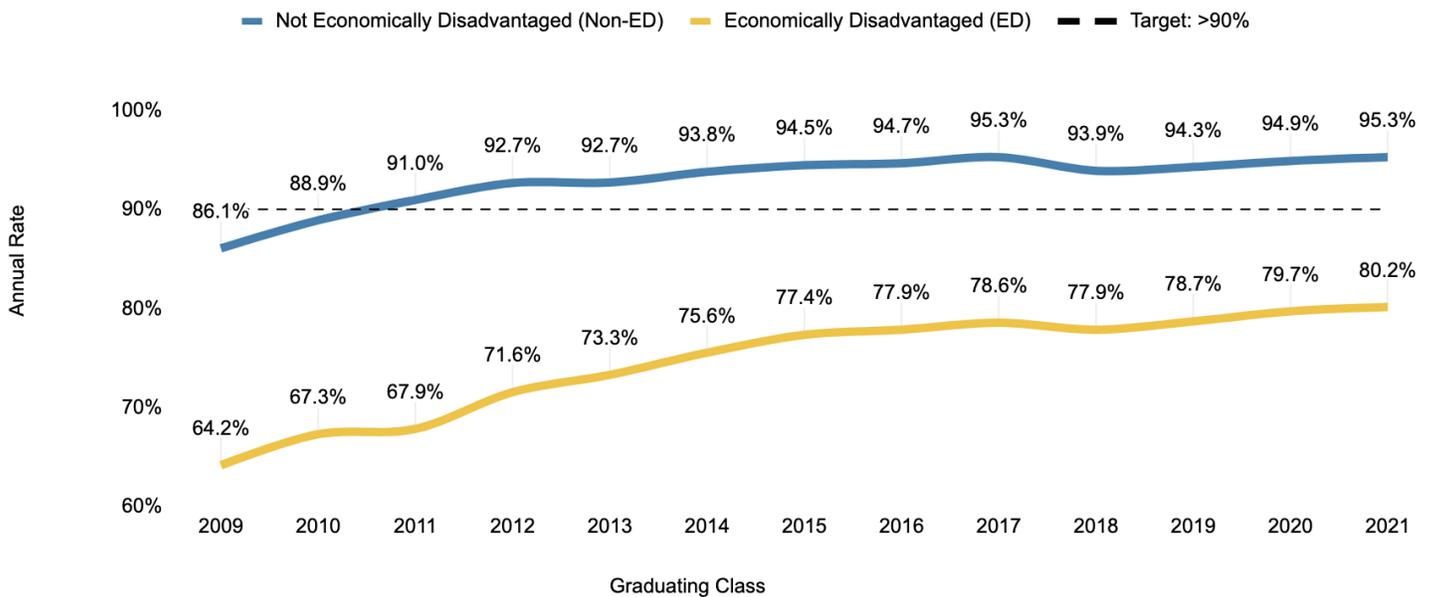
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
NESSC	82.5%	82.9%	84.3%	85.2%	86.3%	87.1%	87.4%	87.9%	87.5%	87.7%	88.2%	88.5%
CT	81.9%	82.7%	84.8%	85.5%	87.0%	87.2%	87.4%	87.9%	88.3%	88.5%	88.8%	89.6%
ME	82.8%	81.5%	84.3%	85.1%	85.5%	87.2%	87.1%	86.9%	86.7%	87.5%	87.4%	86.1%
MA	Not submitted to NESSC				86.1%	87.3%	87.5%	88.3%	87.7%	88.0%	89.0%	89.8%
NH	85.9%	86.6%	86.7%	87.9%	88.7%	88.1%	88.2%	88.9%	88.8%	88.4%	88.1%	87.1%
RI	76.8%	77.5%	77.3%	80.0%	80.8%	83.4%	85.3%	84.1%	84.0%	83.9%	83.7%	83.7%
VT	87.1%	87.9%	87.8%	86.6%	87.8%	87.7%	87.7%	89.1%	85.0%	84.5%	83.0%	83.1%

Section I: High School Graduation (4-Year) Economically Disadvantaged Students

Since 2009, the graduation gap by economic disadvantage has narrowed by 7 percentage points.

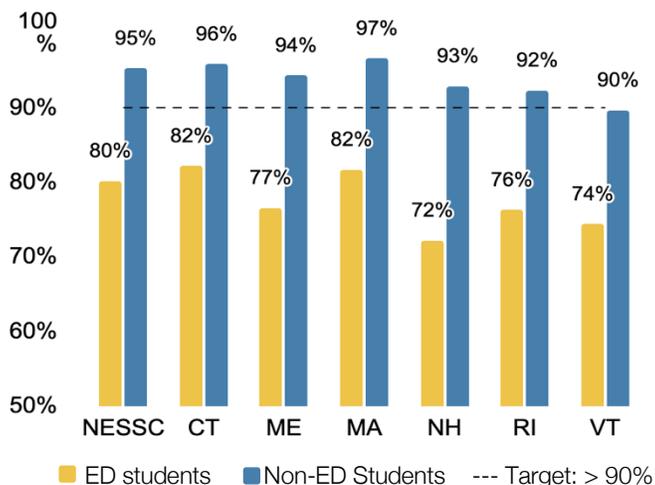
In the past 12 years, the 4-year high school graduation rate for economically disadvantaged (ED) students has increased by 16 points, compared to 9 points for non-economically disadvantaged (non-ED) students.

High School Graduation (4-Year) Rates by Economic Status



For the class of 2021, the gap in graduation rates between economically disadvantaged and non-economically disadvantaged students varied somewhat across states, ranging from 14 to 21 percentage points. This also represents a widening gap compared to the class of 2020, which ranged from 14 to 19 percentage points.

Distance from the target by state (Class of 2021)



Graduation rate & number of graduates by state (2021)

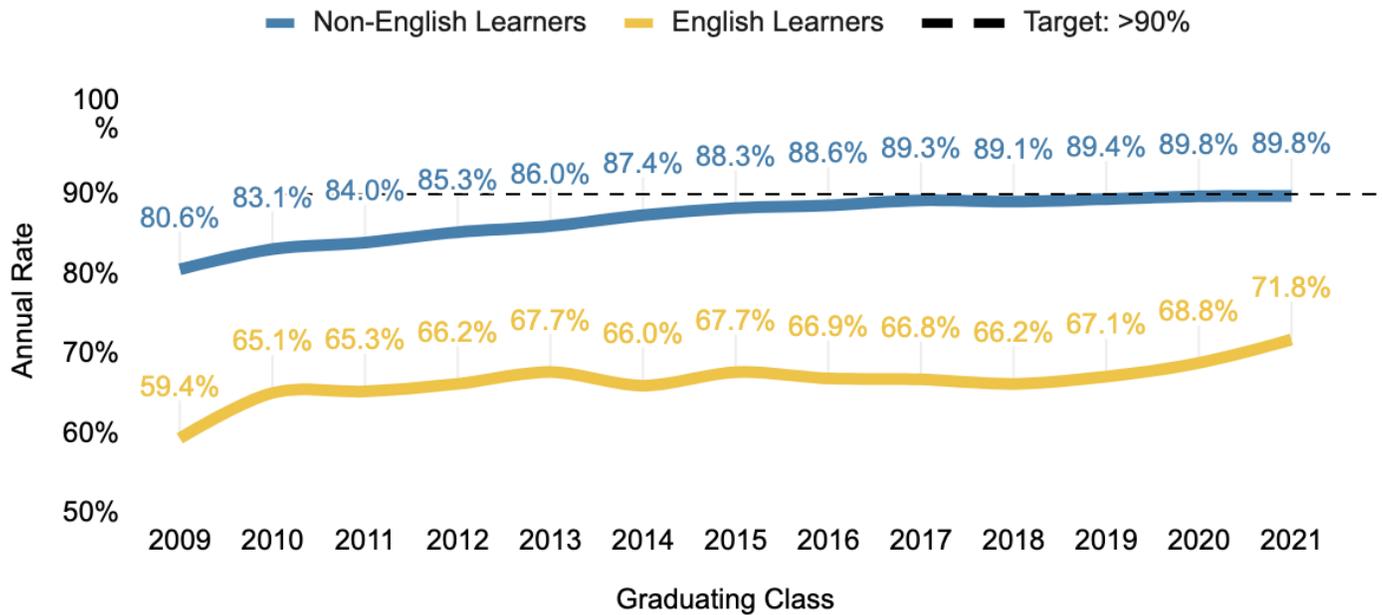
	ED Students		Non-ED Students	
	Rate (%)	Number	Rate (%)	Number
NESSC	80.2%	57,167	95.3%	84,254
CT	82.2%	15,438	95.8%	21,396
ME	76.6%	4,925	94.3%	6,970
MA	81.7%	27,660	96.6%	38,981
NH	72.2%	2,743	92.9%	9,160
RI	76.3%	4,572	92.3%	4,808
VT	74.4%	1,829	89.7%	2,939

Section I: High School Graduation (4-Year)

English Learners

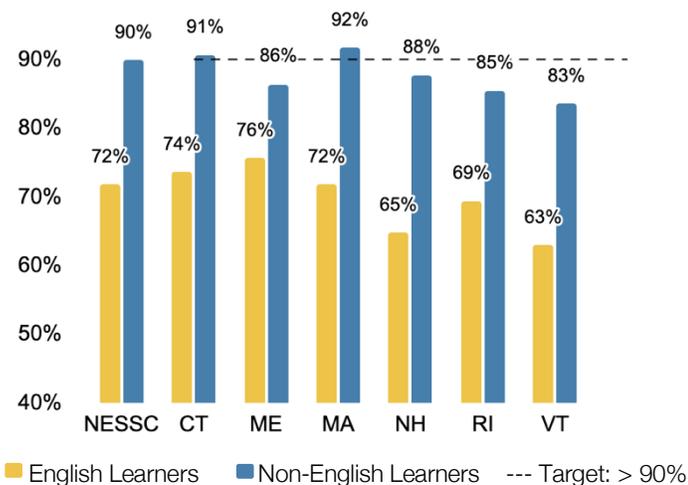
Graduation rates for English Learners and non-English Learners have increased a comparable amount since 2009. However, rates for non-English Learners have increased at a slower rate over the last three years than graduation rates for English Learners. Across the region, the rate for English Learners increased by three percentage points in 2021, and rates saw no change for non-English Learners.

High School Graduation (4-Year) Rates by English Learner Status



The NESSC average graduation rate for English Learners masks wide variation across states for the class of 2021, ranging from a gap between student groups of 11 percentage points in Maine to 23 points in New Hampshire.

Distance from the target by state (Class of 2021)



Graduation rate & number of graduates by state (2021)

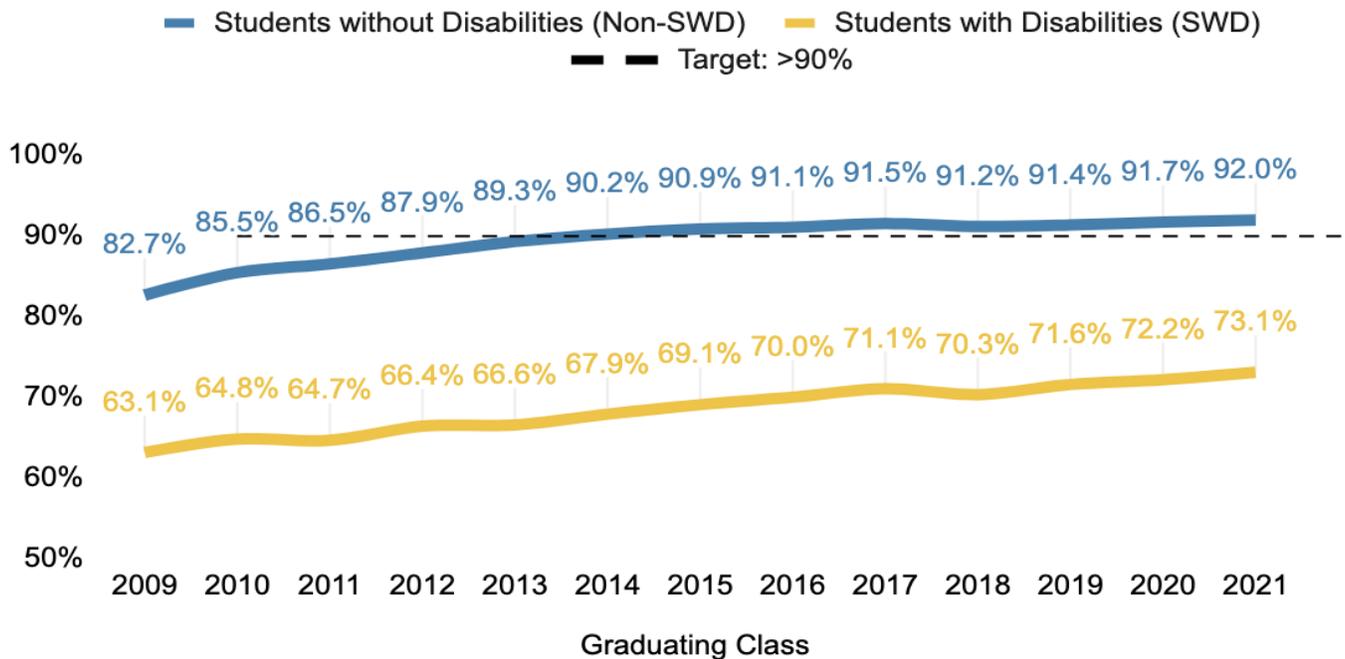
	English Learners		Non-English Learners	
NESSC	61.8%	8,166	89.8%	133,257
CT	73.6%	1,773	90.6%	35,061
ME	75.6%	325	86.4%	11,570
MA	71.8%	4,971	91.6%	61,670
NH	64.8%	226	87.7%	11,677
RI	69.4%	815	85.4%	8,565
VT	62.9%	56	83.5%	4,714

Section I: High School Graduation (4-Year) Students with Disabilities

Graduation rates have increased comparably among students with disabilities (SWD) and students without disabilities (non-SWD) since 2009.

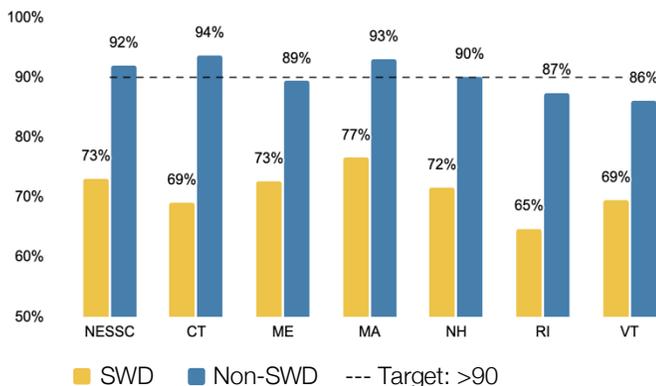
The graduation gap between students with disabilities and students without has remained around 20 percentage points since 2009.

High School Graduation (4-Year) Rates by Disability Status



Students without disabilities have met NESSC’s high school graduation target of 90% in three of the six states. This is a decline from the four states that met the 90% target in 2020. Students with disabilities in the class of 2021 have 4-year graduation rates 17 points below the target on average, ranging from 13 points below the target in Massachusetts to 25 points below in Rhode Island.

Distance from target by state (Class of 2021)



Graduation rate & number of graduates by state (2021)

	Students with Disabilities		Students without Disabilities	
NESSC	73.1%	21,414	92.0%	120,007
CT	69.1%	4,680	93.6%	32,154
ME	72.7%	1,997	89.4%	9,898
MA	76.6%	11,278	93.1%	55,363
NH	71.6%	1,575	90.1%	10,328
RI	64.7%	1,176	87.4%	8,204
VT	69.5%	708	86.1%	4,060

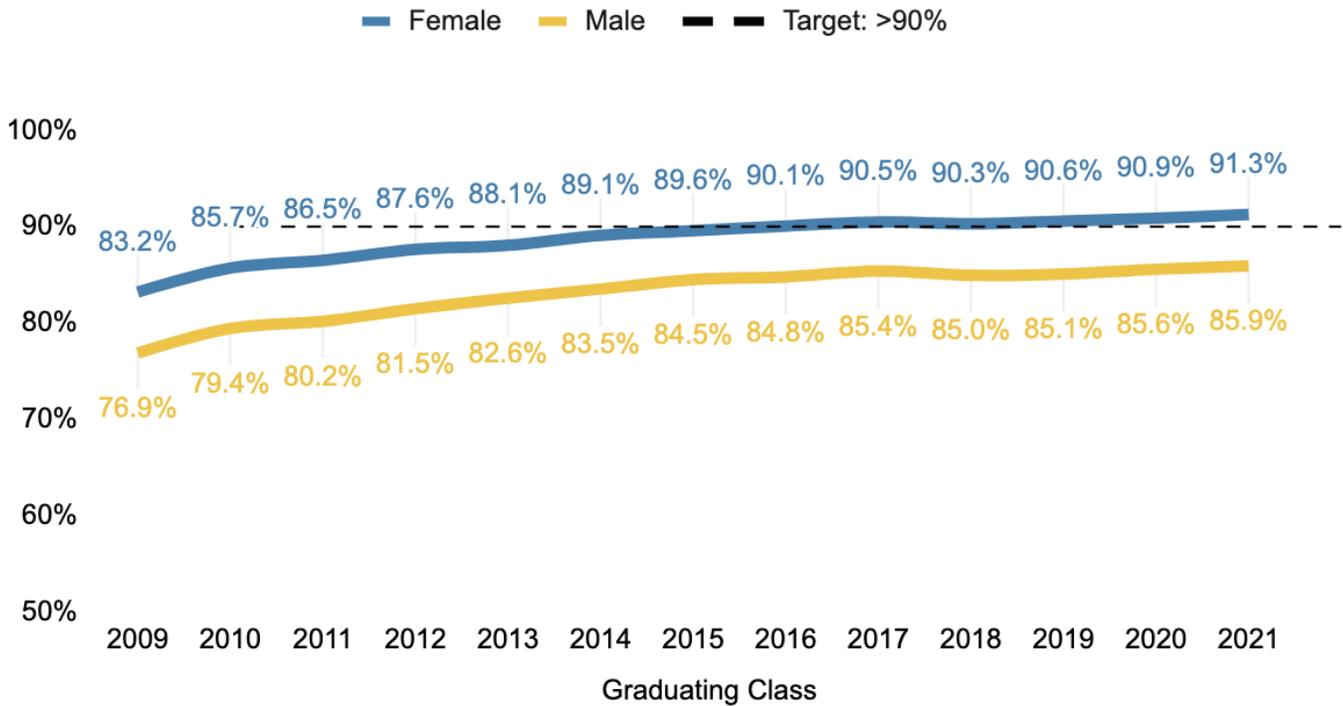
Section I: High School Graduation (4-Year)

Gender

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

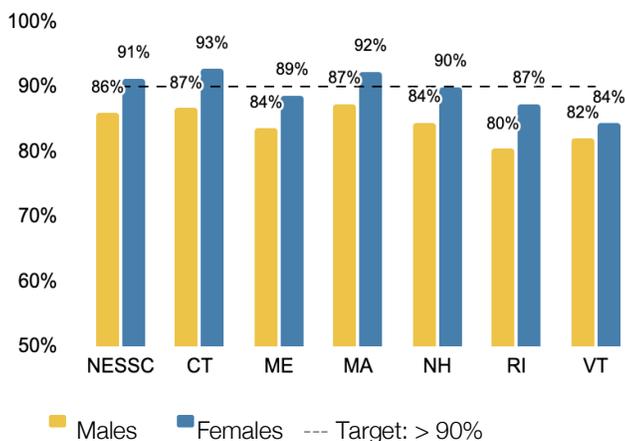
While graduation rates have increased for both groups since 2009, the graduation rate gap between female and male students has remained steady at 5 to 6 percentage points over time.

High School Graduation (4-Year) Rates by Gender



For the class of 2021, male students trailed the NESSC target for high school graduation by about 4 percentage points on average. In three NESSC states, female students met the NESSC target of 90% or higher.

Distance from target by state (Class of 2021)



Graduation rate & number of graduates by state (2021)

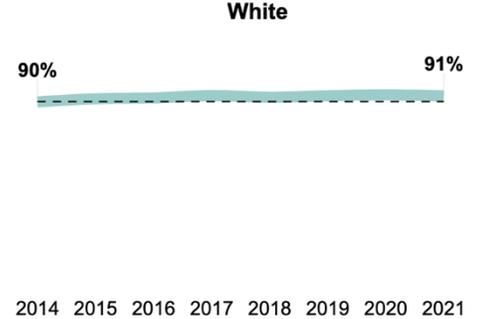
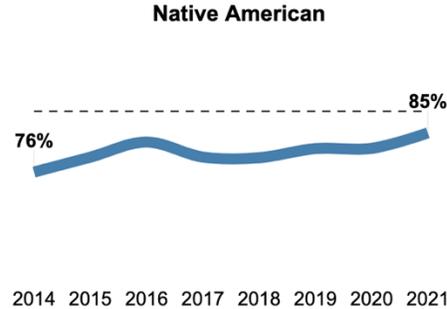
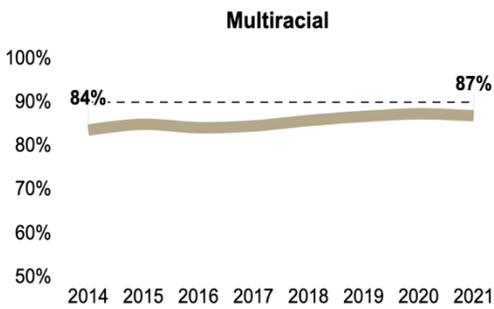
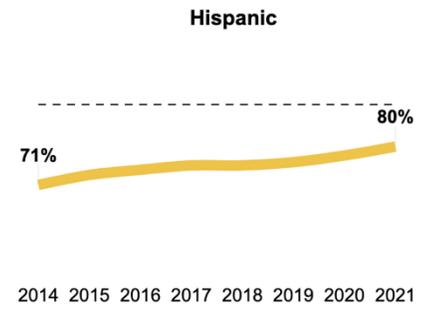
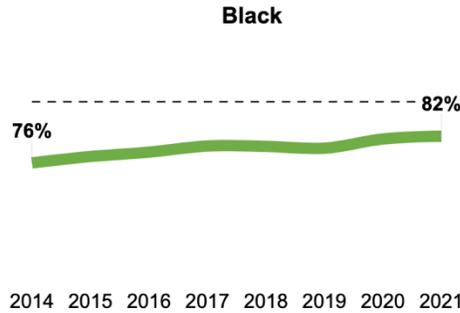
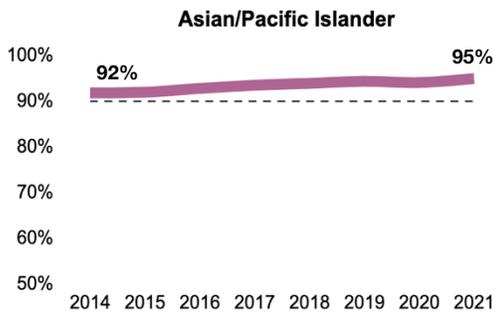
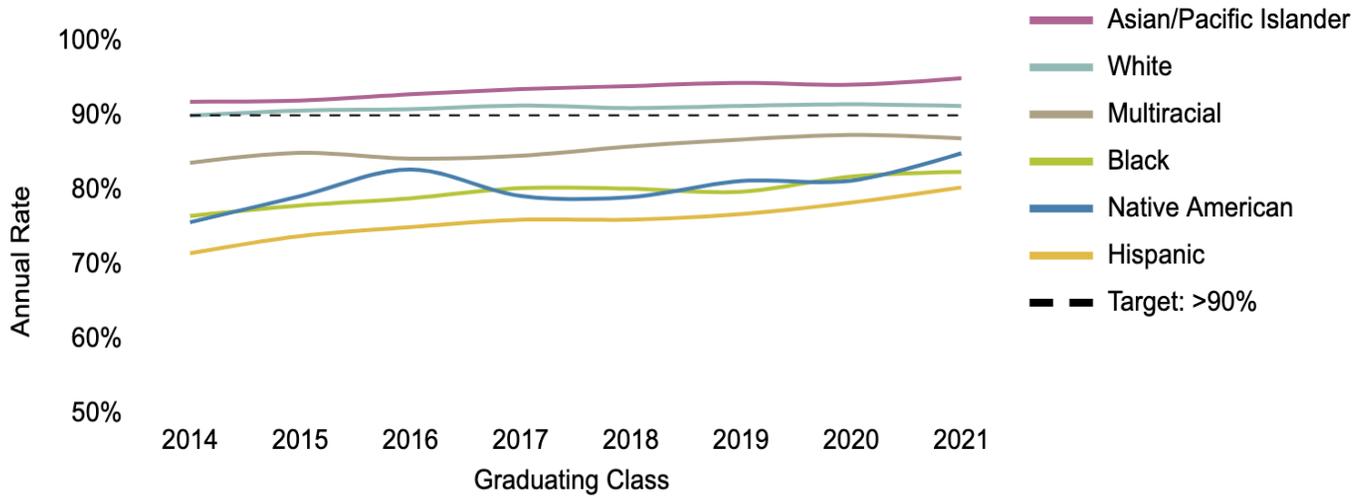
	Male Students		Female Students	
NESSC	85.9%	70,509	91.3%	70,820
CT	86.6%	18,491	92.8%	18,343
ME	83.7%	5,943	88.6%	5,952
MA	87.4%	33,015	92.3%	33,536
NH	84.5%	5,990	90.0%	5,913
RI	80.3%	4,618	87.4%	4,759
VT	82.0%	2,452	84.4%	2,317

Section I: High School Graduation (4-Year)

Race/Ethnicity

Across the region, Asian/Pacific Islander and White students have been, on average, consistently at or above the 90% graduation target since 2011 and 2015, respectively. In 2021, regional averages for Multiracial, Black, Hispanic, and Native American students are all within 10 points of the NESSC target.

High School Graduation (4-Year) Rates by Race/Ethnicity



Section I: High School Graduation (4-Year)

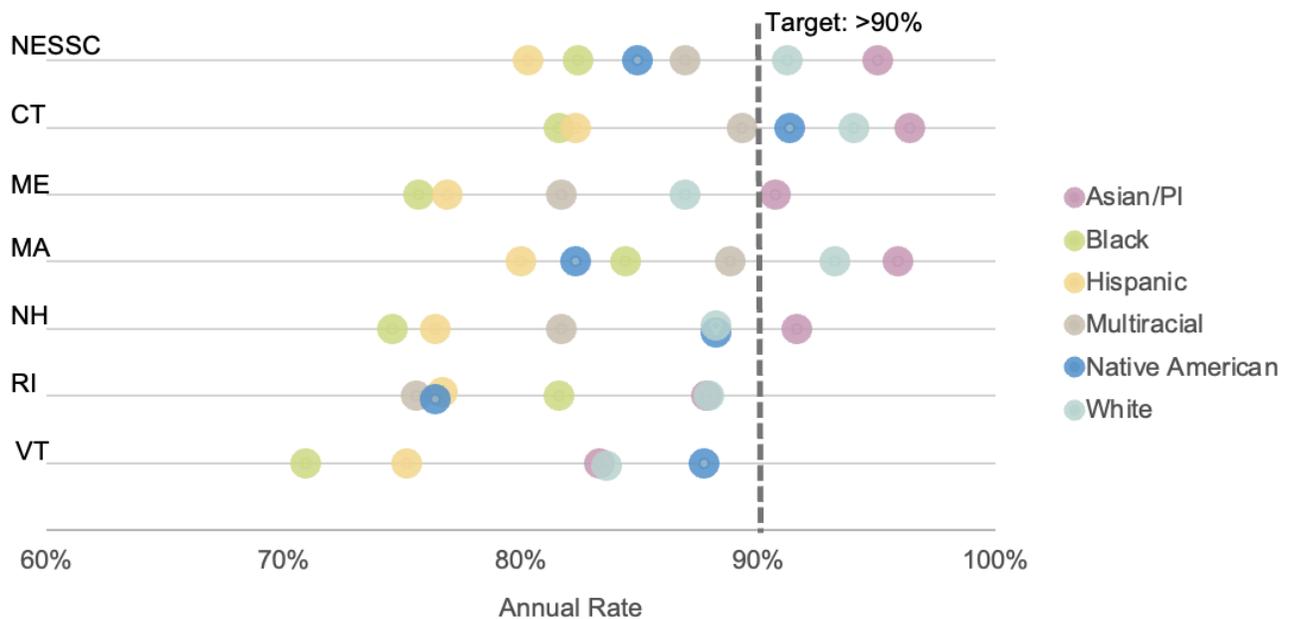
Race/Ethnicity

Across the region, the gap between the racial/ethnic groups with the highest and lowest graduation rates in the class of 2021 is 15 percentage points.

State-level graduation gaps by race/ethnicity range from 12 percentage points in Rhode Island to 17 percentage points in Vermont.

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

Distance from Target by State Class of 2021



Graduation rate & number of graduates by state (Class of 2021)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	95.0%	8,005	82.4%	11,677	80.3%	23,286	86.9%	4,006	84.9%	410	91.2%	94,247
CT	96.4%	1,920	81.6%	4,295	82.3%	8,097	89.3%	1,198	91.3%	105	94.0%	21,138
ME	90.7%	230	75.7%	399	76.9%	247	81.7%	228	-	*	86.9%	10,704
MA	95.9%	4,819	84.4%	5,770	80.0%	11,868	88.8%	2,036	82.3%	149	93.2%	41,950
NH	91.6%	445	74.6%	229	76.4%	643	81.7%	241	88.2%	30	88.2%	10,302
RI	87.8%	278	81.6%	821	76.7%	2,337	75.6%	303	76.4%	55	87.9%	5,575
VT	83.3%	175	70.9%	163	75.2%	94	-	*	87.7%	71	83.6%	4,533

* data suppressed due to small numbers

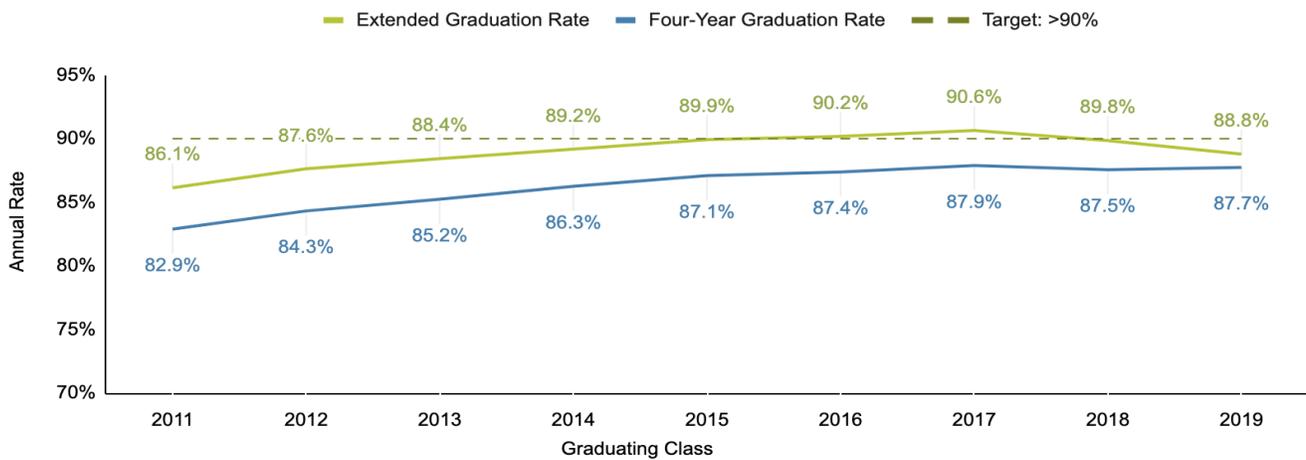
Section II: Extended High School Graduation

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

With the class of 2011, we began collecting data on graduates for up to two years after their traditional 4-year graduation date. Our most recent data are for the class that had completed four years of high school in 2019.

Extended graduation (6-year) rates across the region had consistently been 2 to 3 percentage points higher than 4-year graduation rates. Over the last two years, this gap has narrowed as extended graduation rates have been trending downward. The graduating class of 2019 experienced a 1 percentage point decline in extended graduation rate.

NESSC 4-Year and Extended (6-Year) High School Graduation Rates



Graduation rate by state & high school graduation class

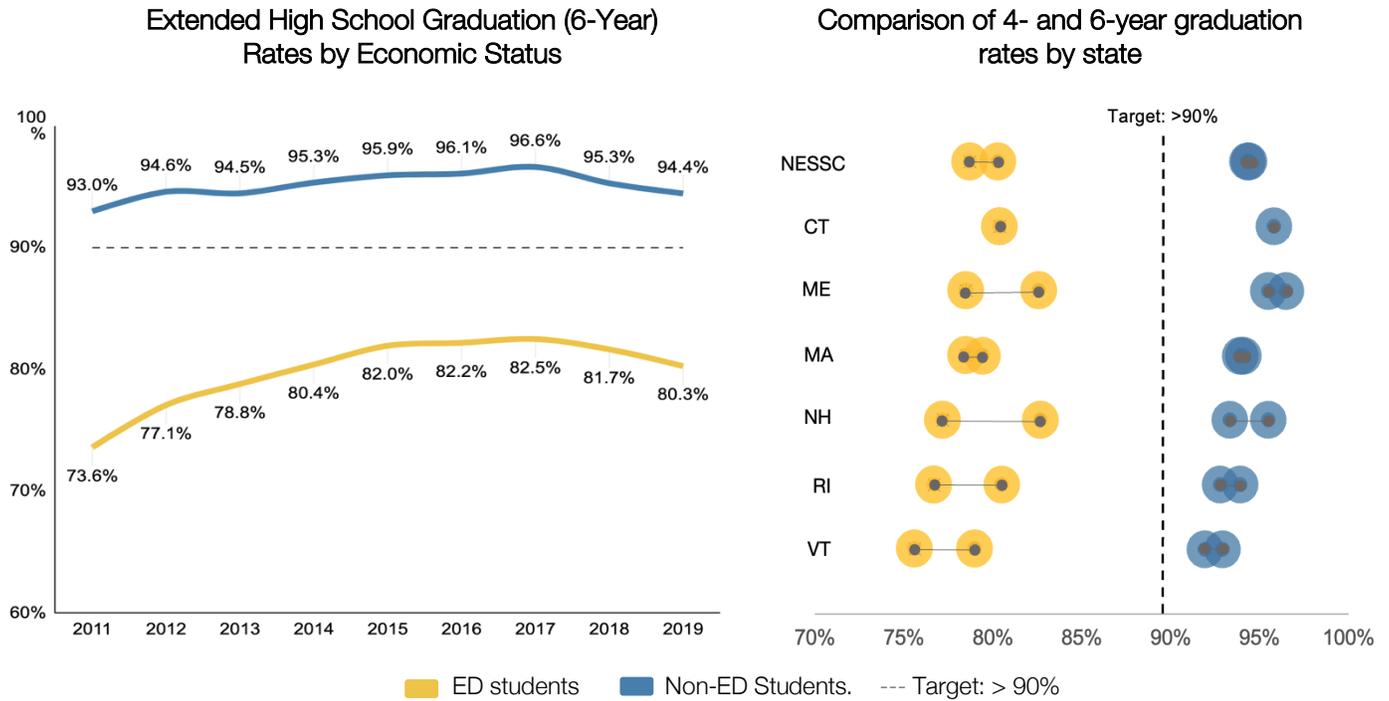
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
NESSC			86.1%	87.6%	88.4%	89.2%	89.9%	90.2%	90.6%	89.8%	88.8%		
CT		The NESSC did not begin collecting data on the extended graduation rate until 2011.	86.0%	88.1%	88.6%	90.0%	90.2%	90.9%	91.4%	*	*		
ME	84.2%		86.7%	87.6%	87.7%	89.6%	88.8%	89.0%	89.3%	89.9%			
MA						88.9%	89.8%	90.2%	90.7%	90.2%	88.5%		
NH	89.8%		90.0%	90.9%	91.5%	91.1%	91.2%	91.6%	91.7%	91.6%			
RI	81.3%		81.9%	84.4%	85.0%	87.5%	87.2%	87.3%	86.7%	86.5%			
VT	91.1%		91.3%	90.5%	91.4%	91.2%	90.5%	91.6%	88.3%	87.0%			

* Extended high school graduation rate data not available for Connecticut at the time of report publication.

Section II: Extended High School Graduation (6-Year) Economically Disadvantaged Students

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

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



4-year graduation rate, extended 6-year graduation rate, and number of graduates by state (Class of 2019)

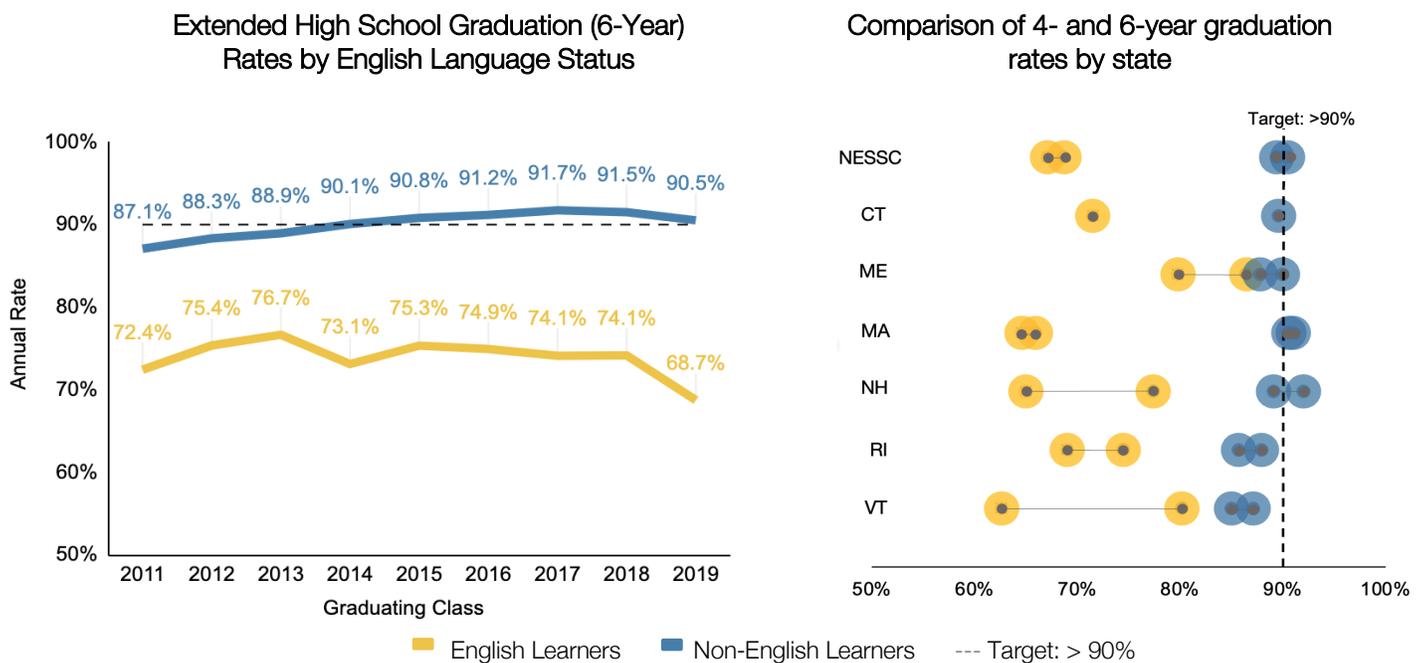
	Economically Disadvantaged Students			Non-Economically Disadvantaged Students		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	78.7%	80.3%	38,587	94.3%	94.4%	68,015
CT	80.4%	-	-	95.8%	-	-
ME	78.5%	82.6%	5,550	95.5%	96.5%	7,161
MA	78.5%	79.4%	22,595	93.9%	94.1%	43,854
NH	77.2%	82.7%	3,499	93.3%	95.5%	9,239
RI	76.7%	80.5%	5,008	92.8%	93.9%	4,727
VT	75.6%	79.0%	1,935	91.9%	92.9%	3,034

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

English Learners

English Learners are one of the student groups that gain the most when we examine extended graduation rates. For example, graduation rates for English Learners in New Hampshire in the class of 2019 gained more than 12 points with the extra two years, and graduation rates for English Learners in Vermont gained nearly 20 additional points.

Overall, extended graduation rates for English Learners in the graduating class of 2019 experienced the greatest decline since this data was first collected, dropping more than 5 percentage points. Although extended graduation rates for non-English Learners also saw a dip with the graduating class of 2019, the rate continues to remain above the NESSC target of 90%, even after experiencing the 1 percentage point decrease.



4-year graduation rate, extended 6-year graduation rate, and number of graduates by state (Class of 2019)

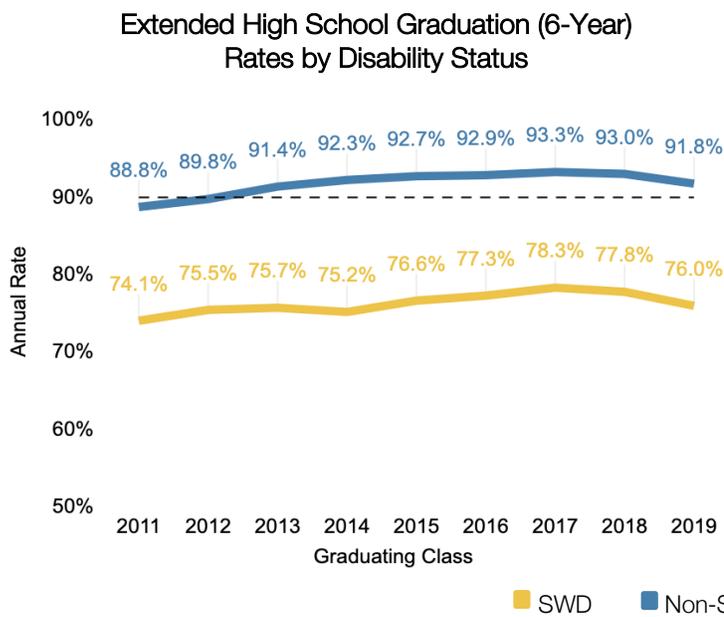
	English Learners			Non-English Learners		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	67.1%	68.7%	6,573	89.4%	90.5%	100,031
CT	71.5%	-	-	89.6%	-	-
ME	79.8%	86.5%	444	87.8%	90.0%	12,267
MA	64.6%	65.9%	4,841	90.6%	91.0%	61,608
NH	65.0%	77.4%	8,839	89.1%	92.0%	12,427
RI	69.0%	74.5%	896	85.7%	87.9%	8,839
VT	62.6%	80.2%	81	85.0%	87.1%	4,890

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

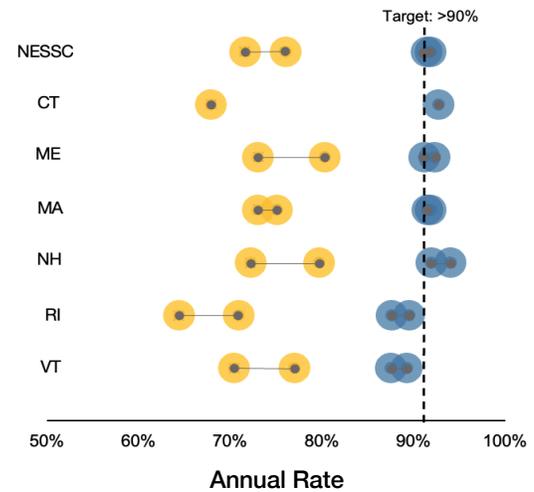
Students with Disabilities

High school graduation rates among students with disabilities increase significantly with up to two extra years, but the gap in graduation rates by disability status has remained at 15 percentage points or more since 2011. Overall, the 6-year graduation rate for the class of 2019 experienced a decrease for both students with disabilities as well as students without disabilities when compared to the rates for the class of 2018.

The regional high school graduation rate for students with disabilities (SWD) in the class of 2019 increased just over 4 percentage points from 71.6% (4-year rate) to 76% (6-year rate). Small increases in the graduation rate were also reported for students without disabilities (non-SWD).



Comparison of 4- and 6-year graduation rates by state



4-year graduation rate, extended 6-year graduation rate, and number of graduates by state (Class of 2019)

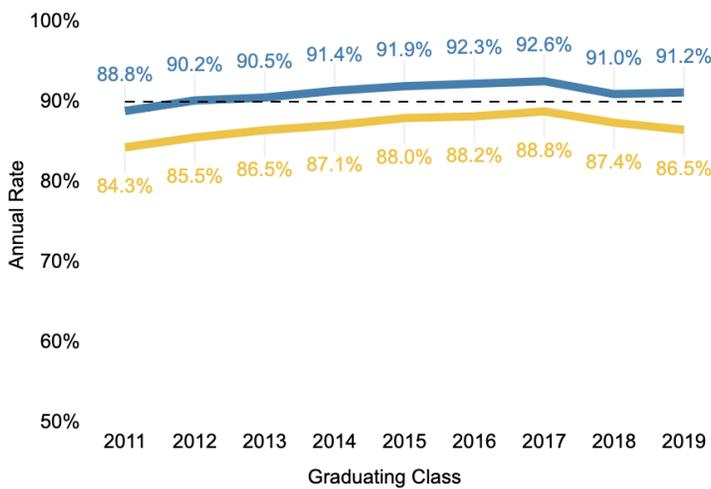
	Students with Disabilities			Students without Disabilities		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	71.6%	76.0%	17,306	91.4%	91.8%	89,300
CT	67.9%	-	-	92.7%	-	-
ME	73.0%	80.3%	2,269	91.1%	92.3%	10,442
MA	73.0%	75.1%	11,117	91.5%	91.8%	55,332
NH	72.2%	79.7%	1,858	91.9%	94.0%	10,880
RI	64.4%	70.9%	1,271	87.6%	89.5%	8,464
VT	70.4%	77.0%	791	87.5%	89.2%	4,182

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

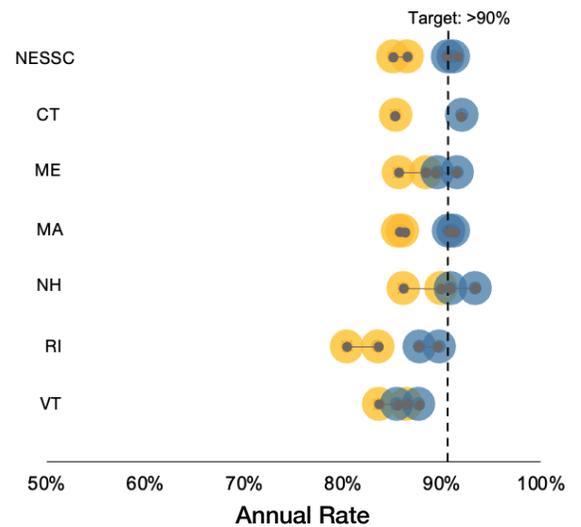
Gender

Across the region, the extended graduation rate for male students demonstrates slightly higher gains than that for female students. For the class of 2019, female students across the region improved their graduation rate by less than one percentage point when taking an additional two years, compared to 1.4 percentage points for male students. Female students in three of the five reporting NESSC states have extended graduation rates at or above the NESSC 90% target, while male students do not meet the target in any state.

Extended High School Graduation (6-Year)
Rates by Gender



Comparison of 4- and 6-year graduation rates by state



■ Males ■ Females --- Target: > 90%

4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2019)

	Males			Females		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	85.1%	86.5%	53,295	90.6%	91.2%	53,280
CT	85.3%	-	-	92.0%	-	-
ME	85.6%	88.4%	6,507	89.5%	91.6%	6,204
MA	85.5%	86.0%	32,935	90.7%	91.2%	33,485
NH	86.1%	89.9%	6,445	90.9%	93.4%	6,293
RI	80.4%	83.5%	4,847	87.7%	89.7%	4,888
VT	83.6%	86.4%	2,561	85.4%	87.6%	2,410

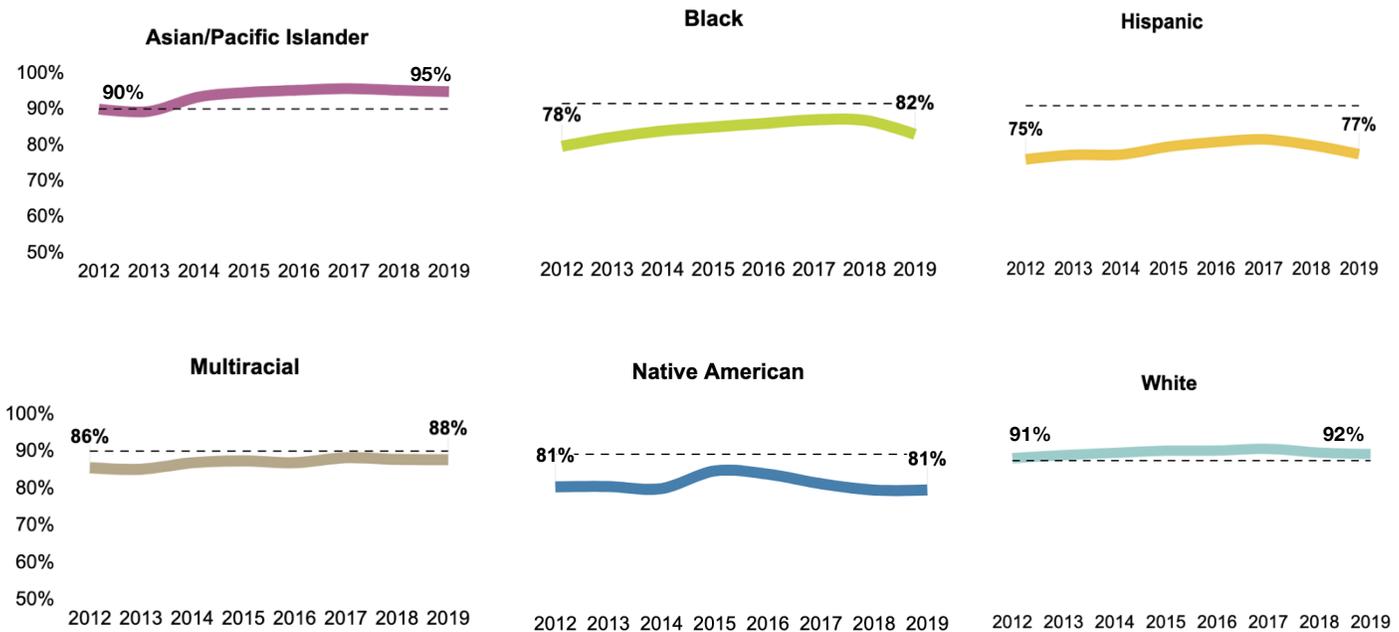
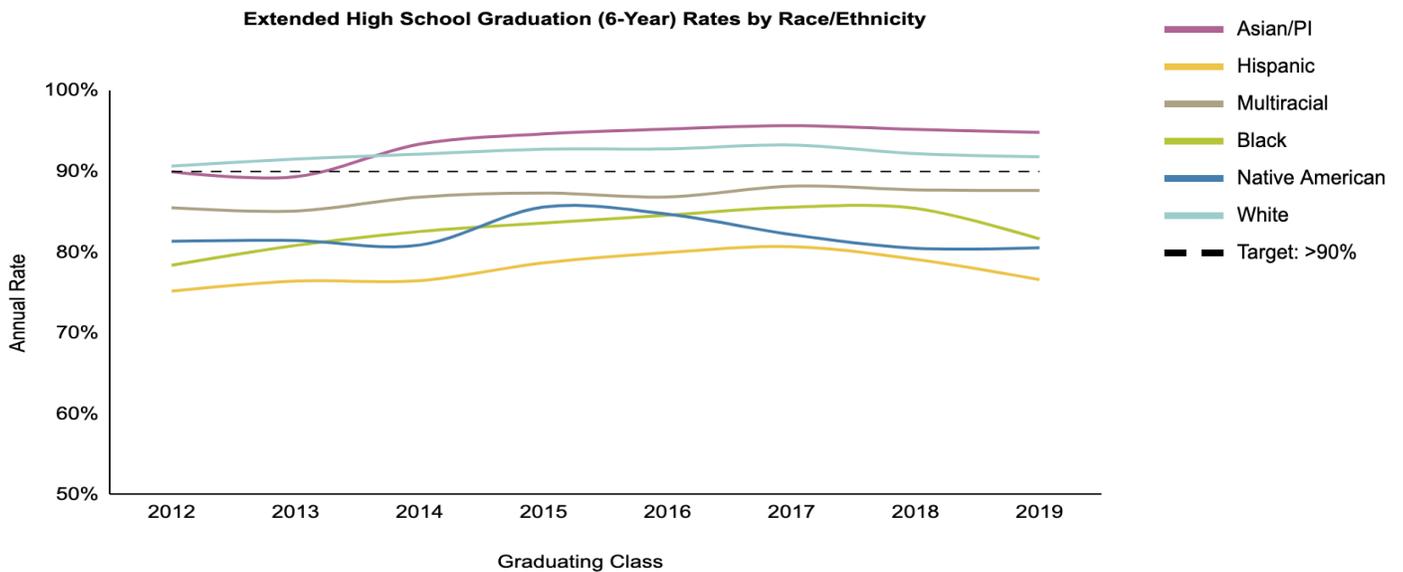
Section II: Extended High School Graduation (6-Year)

Race/Ethnicity

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

Since this data was first collected, extended high school graduation rates for each race/ethnicity group has seen minimal change, ranging from less than 1 percentage point for Native American students, to 4.8 percentage points for Asian/Pacific Islander students.

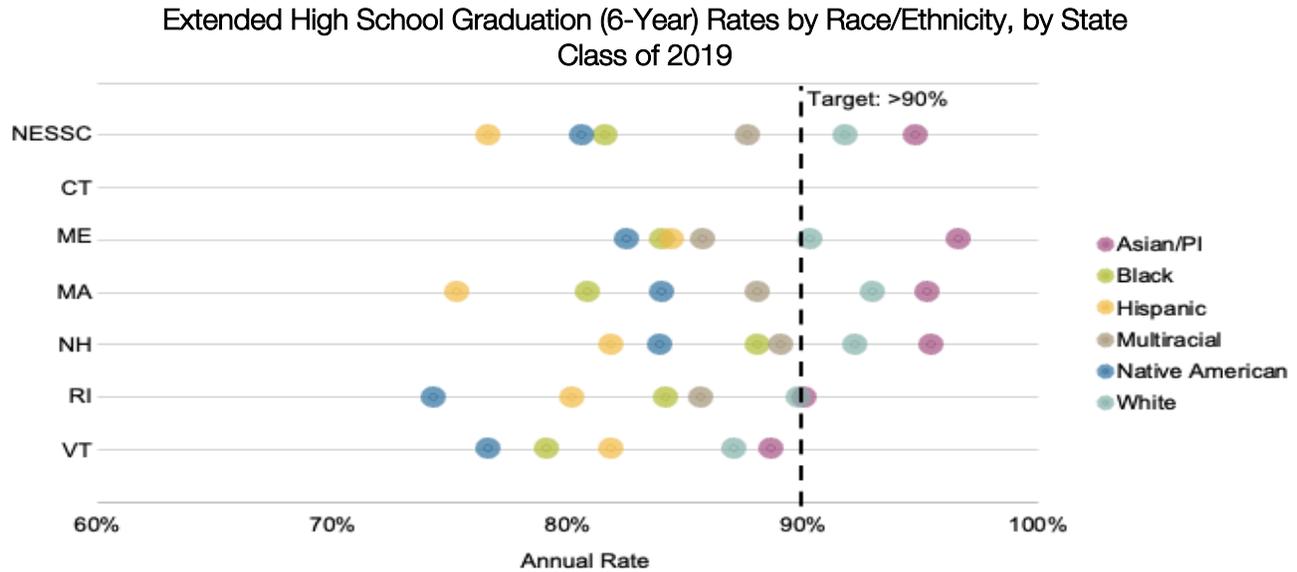
Student numbers for some race/ethnicity groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution because small samples make it difficult to accurately generalize for a larger group of students.



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

Race/Ethnicity

The regional averages for the extended high school graduation rate among Asian/Pacific Islander and White students have met the target of 90%. Asian/Pacific Islander students met the target in 4 of the 5 reporting states. Native American and Hispanic students trail the target by up to 16 points: *Note: Student numbers for some race/ethnicity groups are very low.*



**4-year graduation rate, extended 6-year graduation rate,
and number of graduates by state (Class of 2019)**

	Asian/Pacific Islander			Black			Hispanic		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	94.3%	94.8%	5,868	79.7%	81.6%	7,542	76.7%	76.6%	13,981
CT	95.8%	-	-	79.8%	-	-	80.2%	-	-
ME	93.6%	96.6%	287	80.3%	84.0%	405	82.4%	84.4%	249
MA	95.0%	95.3%	4,640	79.9%	80.9%	5,811	74.4%	75.3%	10,580
NH	91.4%	95.5%	443	75.8%	88.1%	275	76.3%	81.9%	622
RI	88.1%	90.1%	317	80.6%	84.2%	847	76.1%	80.2%	2,408
VT	82.0%	88.7%	181	72.0%	79.1%	204	78.2%	81.9%	121

	Multiracial			Native American			White		
	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads	4-year rate	6-year rate	6-year # of grads
NESSC	86.7%	87.7%	2,614	81.2%	80.6%	402	91.2%	91.8%	76,562
CT	88.4%	-	-	92.4%	-	-	93.3%	-	-
ME	82.5%	85.8%	217	78.4%	82.5%	94	87.9%	90.3%	11,459
MA	87.6%	88.1%	1,880	83.4%	84.0%	142	92.7%	93.0%	43,396
NH	85.2%	89.1%	212	80.0%	83.9%	26	89.5%	92.2%	11,160
RI	80.4%	85.7%	305	70.3%	74.3%	55	88.2%	89.8%	5,803
VT	-	-	-	77.4%	76.6%	85	85.0%	87.1%	4,744

Section III: High School Dropouts

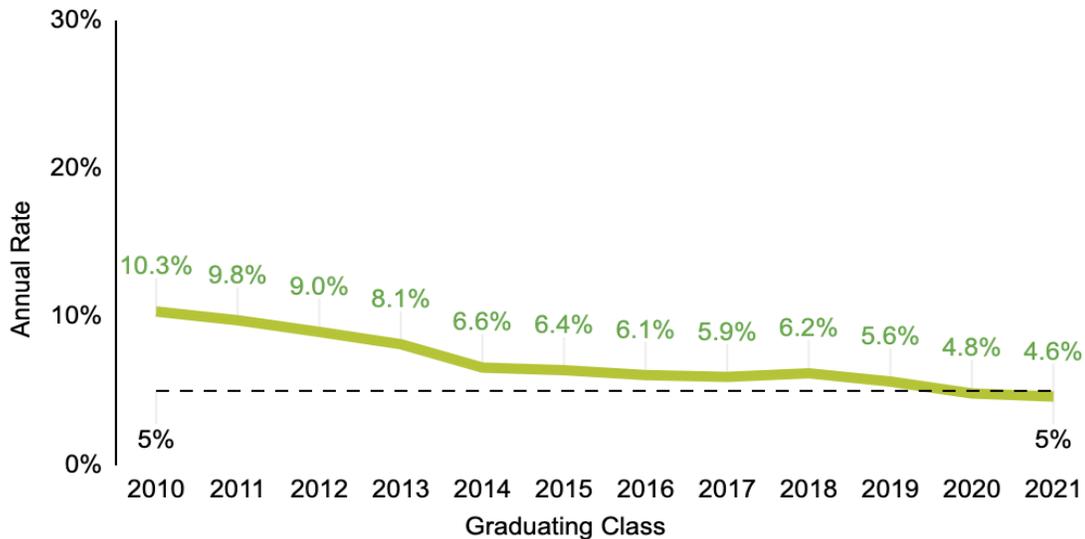
In this section, we explore how high school dropout rates have changed over time across New England. We also compare dropout rates for different student groups.

High school dropout rates across New England fell by nearly 6 percentage points between 2010 and 2021. One year after meeting the NESSC target of <5% for the first time in 2020, the regional average has continued to fall.

State dropout rates vary by just two percentage points across states, and several states in the region have experienced declining dropout rates since 2012. Massachusetts, Rhode Island, and New Hampshire have currently met the NESSC target for dropout rates.

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

NESSC High School Dropout Rates



Dropout rate by state & high school graduating class

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
NESSC	10.3%	9.8%	9.0%	8.1%	6.6%	6.4%	6.1%	5.9%	5.9%	6.2%	4.8%	4.6%
CT	12.0%	10.7%	9.8%	8.8%	7.3%	8.1%	7.1%	6.5%	6.8%	6.5%	5.7%	5.2%
ME	-	10.7%	10.0%	8.8%	7.3%	8.8%	8.9%	8.8%	8.4%	-	3.4%	5.6%
MA	Not submitted to NESSC				5.6%	5.1%	4.9%	4.9%	4.8%	5.3%	4.7%	4.6%
NH	6.3%	5.6%	5.6%	5.4%	6.6%	4.5%	5.1%	4.9%	4.4%	4.3%	3.9%	4.9%
RI	10.5%	10.5%	9.2%	7.8%	6.6%	6.7%	5.9%	7.4%	8.7%	8.3%	7.8%	3.6%
VT	9.2%	9.5%	8.8%	9.6%	5.0%	8.6%	9.2%	8.1%	13.3%	15.4%	-	-

* Vermont changed the business rule used to calculate dropout rates, and therefore the state's dropout rate data have not been included since 2019.

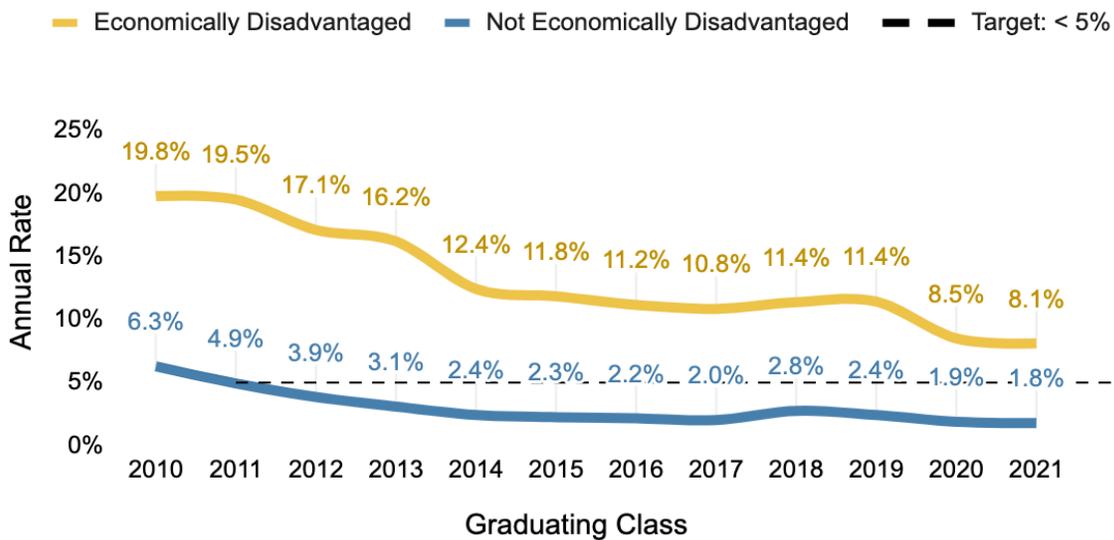
Section III: High School Dropouts

Economically Disadvantaged Students

The high school dropout rate among economically disadvantaged (ED) students has fallen by more than half, from 20% in 2010 to 8% in 2021. For students who are not economically disadvantaged (non-ED), dropout rates have declined from 6% to just less than 2%.

The gap in dropout rates for economically disadvantaged students has declined by 57%—from 14 to 6 percentage points—since 2010.

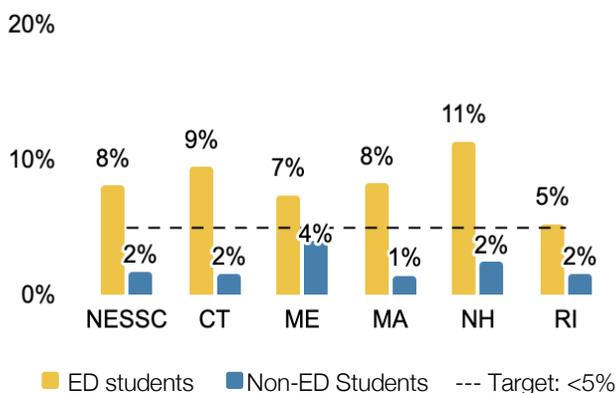
High School Dropout Rates by Economic Status



For the class of 2021, students who are not economically disadvantaged have met the NESSC target of dropout rates below the 5% target in all states, with a range of 1.5% in Massachusetts to 4.0% in Maine. Dropout rates among economically disadvantaged students remain above the target, ranging from less than 1 to more than 6 percentage points above the target across the region.

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

Distance from target by state (Class of 2021)



Dropout rate & number of dropouts by state (2021)

	ED Students		Non-ED Students	
NESSC	8.1%	5,786	1.9%	1,578
CT	9.5%	1,776	1.5%	358
ME	7.4%	476	1.9%	298
MA	8.2%	2,785	2.1%	599
NH	11.4%	432	1.9%	239
RI	5.3%	317	3.1%	84
VT	-	-	-	-

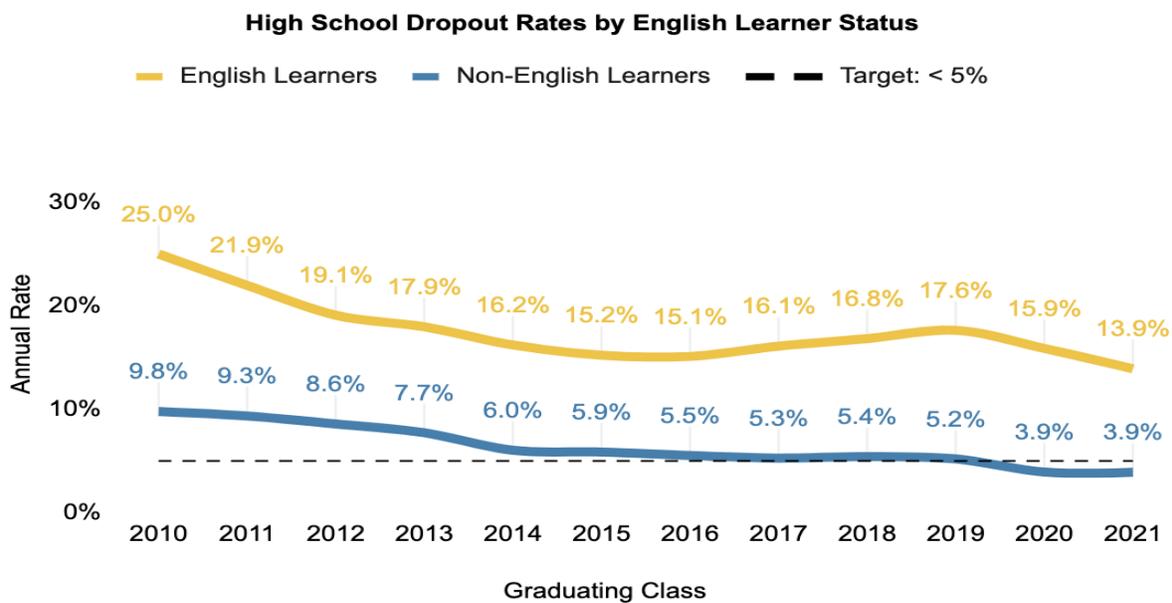
Section III: High School Dropouts

English Learners

Dropout rates among English Learners in New England fell from 25% in 2010 to 15% in 2016, rose slightly between 2017 and 2019, and have decreased in 2020 and 2021. As of 2021, the rate is at its lowest point yet for the NESSC region at 13.9%. For students who are not English Learners, dropout rates declined steadily from 10% in 2010, and held steady at 3.9% in 2020 and 2021.

The gap in dropout rates by English learner status has dropped from 15 percentage points in 2010 to 10 percentage points in 2021.

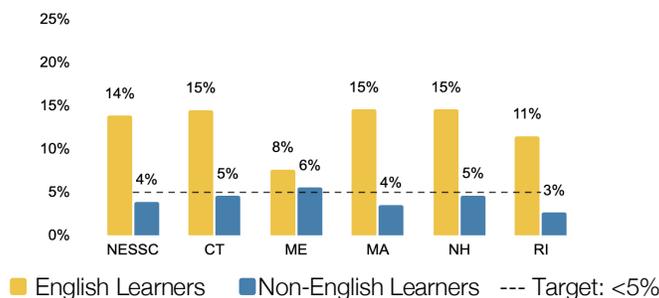
Student numbers for English Learners are very low in some states. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution because small samples make it difficult to accurately generalize for a larger group of students.



The difference in dropout rates by English learner status for students in the class of 2021 varies significantly – by more than 10 percentage points – across NESSC states.

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

Distance from target by state (Class of 2021)



Dropout rate & number of dropout by state (2021)

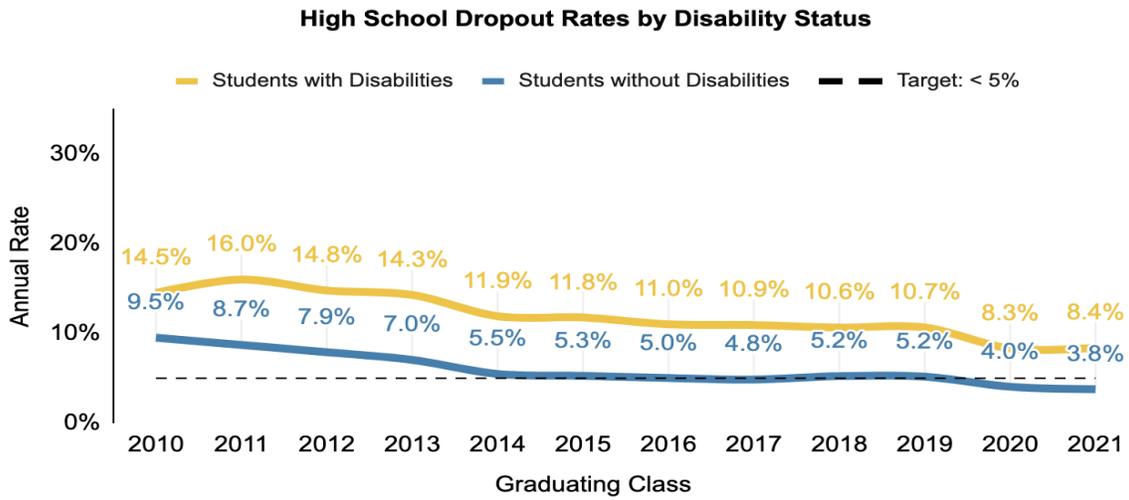
	English Learners		Non-English Learners	
	Rate (%)	Number	Rate (%)	Number
NESSC	13.9%	1,581	3.9%	5,783
CT	14.5%	350	4.6%	1,784
ME	7.7%	33	5.5%	741
MA	14.6%	1,012	3.5%	2,372
NH	14.6%	51	4.7%	620
RI	11.5%	135	2.7%	266
VT	-	-	-	-

Section III: High School Dropouts

Students with Disabilities

Dropout rates for students with disabilities had been on a steady decline across the region, peaking at 16% in 2011, and at just above 8% in 2021. For students without disabilities, dropout rates have fallen steadily since 2010, from 10% to 4%.

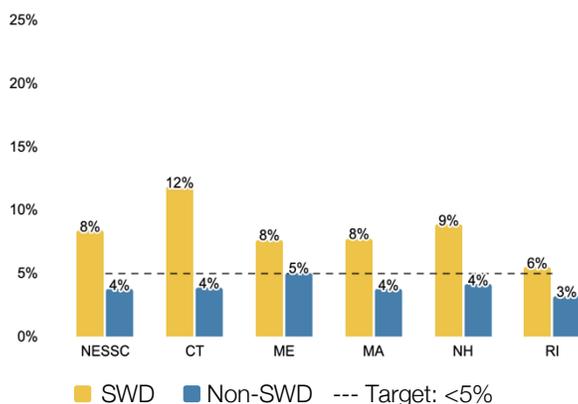
The difference in dropout rates between students with disabilities and students without disabilities has remained stable regionally between 4 and 6 percentage points over the past ten years.



For students in the class of 2021, there is more variation among NESSC states in students with disabilities dropout rates than for students without disabilities, a trend that is repeated from last year. Dropout rates for students without disabilities in Connecticut, Massachusetts, Rhode Island, and New Hampshire have met the NESSC target of less than 5%. No state in the region met the target of <5% dropout rate for students with disabilities.

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

Distance from target by state (Class of 2021)



Dropout rate & number of dropouts by state (2021)

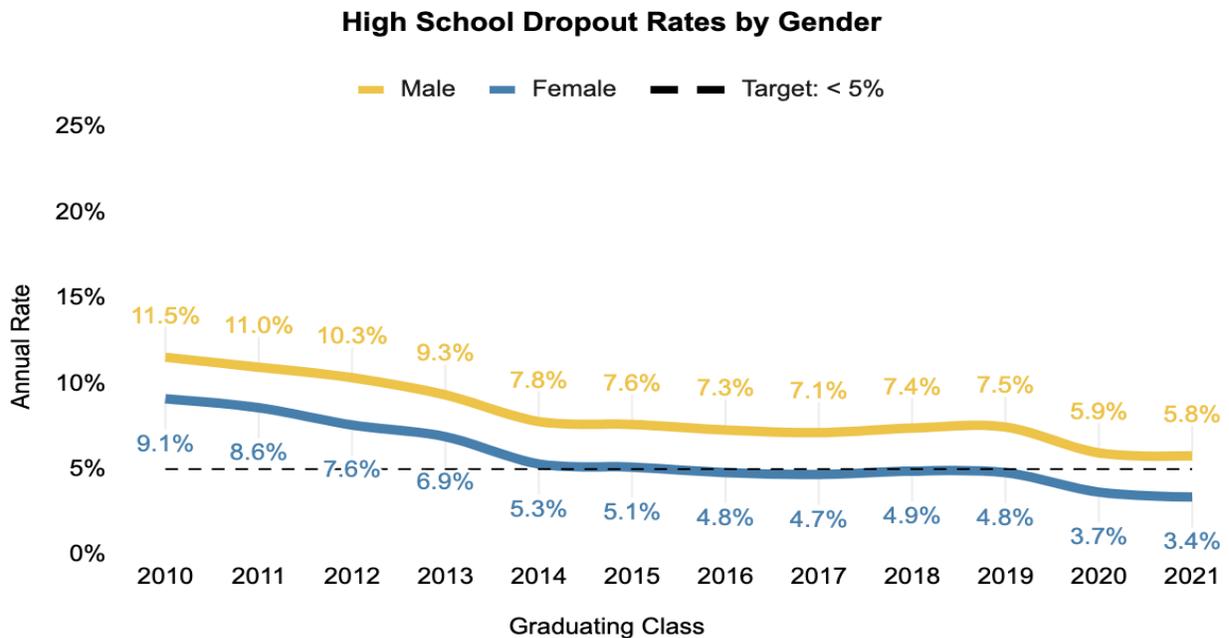
	Students with Disabilities		Students without Disabilities	
NESSC	8.4%	2,456	3.8%	4,908
CT	11.8%	803	3.9%	1,331
ME	7.7%	211	5.1%	563
MA	7.8%	1,147	3.8%	2,237
NH	8.9%	195	4.2%	476
RI	5.5%	100	3.2%	301
VT	-	-	-	-

Section III: High School Dropouts

Gender

Dropout rates for female students in the region have fallen from 9% in 2010 to nearly 3% in 2021, compared with a decline of 12% to 6% among male students.

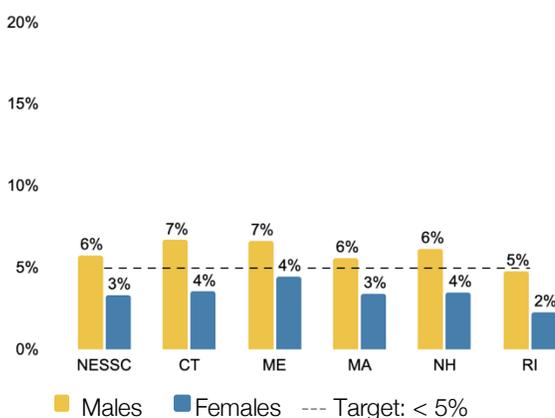
Dropout rates for female and male students have declined at similar rates since 2010. The regional average gender gap in dropout rates has remained stable at 2 percentage points.



Four states—Connecticut, Maine, Massachusetts, and New Hampshire—reported dropout rates for female students in the class of 2021 at or below the NESSC’s target of 5%. For the second year in a row, the dropout rate for male students has been within 1 percentage point of the NESSC target.

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

Distance from target by state (Class of 2021)



Dropout rate & number of dropouts by state (2021)

	Male Students		Female Students	
	Rate (%)	Number	Rate (%)	Number
NESSC	5.8%	4,741	3.4%	2,612
CT	6.7%	1,432	3.6%	702
ME	6.7%	473	4.5%	301
MA	5.6%	2,121	3.4%	1,252
NH	6.2%	439	3.5%	232
RI	4.8%	276	2.3%	125
VT	-	-	-	-

Section III: High School Dropouts

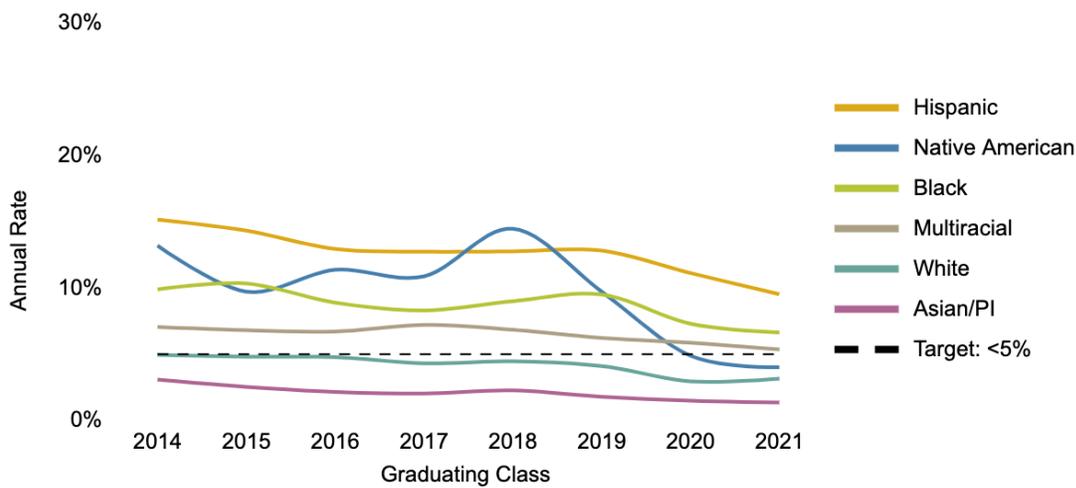
Race/Ethnicity

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

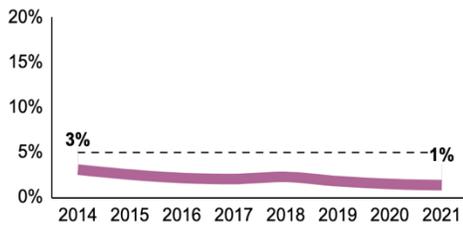
Since 2014, NESSC states have on average reported small decreases in dropout rates for students in most racial and ethnic groups.

Asian/Pacific Islander, Native American, and White students have met the NESSC target of dropout rates of 5%. Multiracial and Black students are less than 2 percentage points above the target, while Hispanic students have high school dropout rates above 9%.

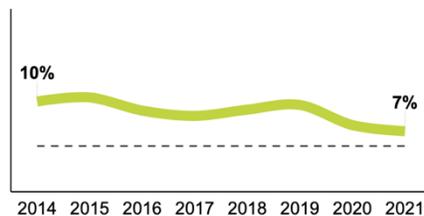
High School Dropout Rates by Race/Ethnicity



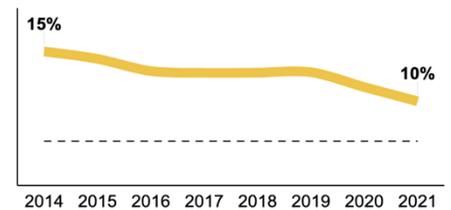
Asian/Pacific Islander



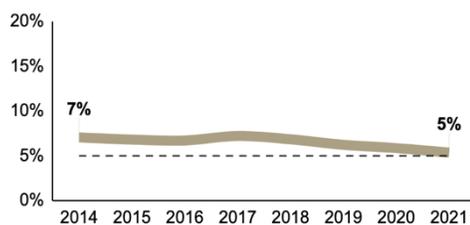
Black



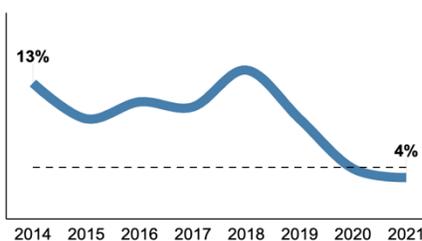
Hispanic



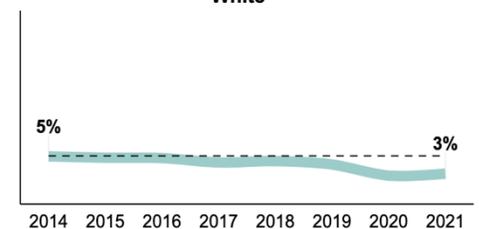
Multiracial



Native American



White



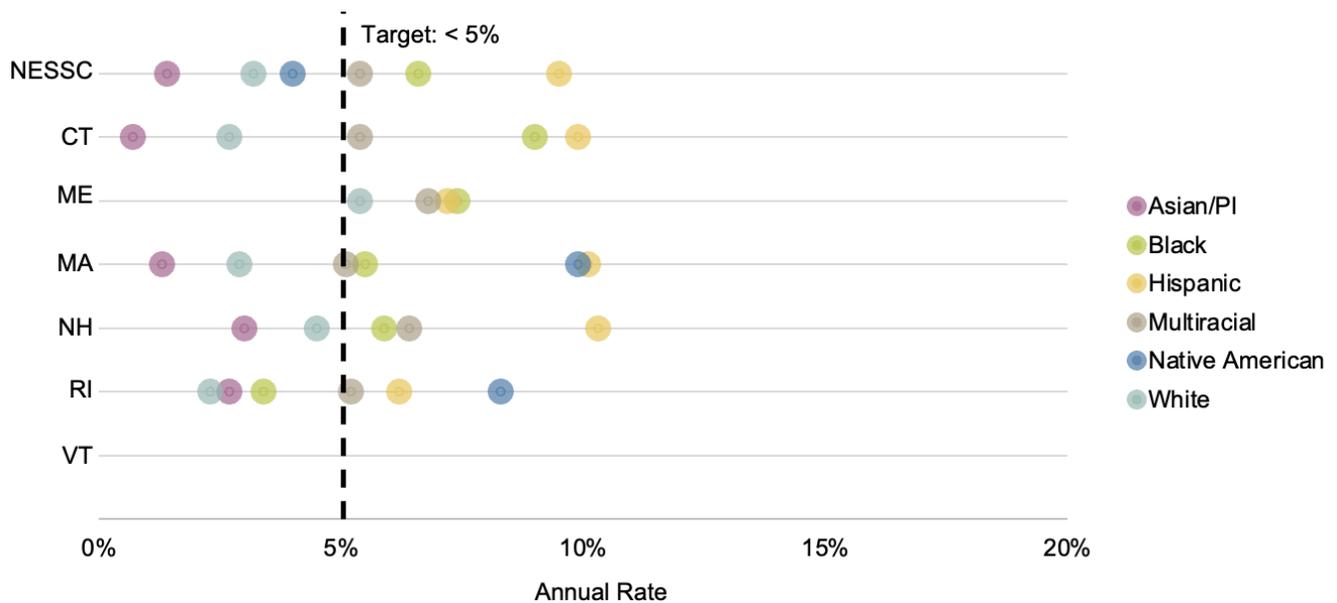
Section III: High School Dropouts

Race/Ethnicity

For students in the class of 2021, NESSC dropout rates by race/ethnicity exhibited some variation across states. Regionally, the gap between the racial/ethnic groups with the highest and lowest dropout rates is 8 percentage points.

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

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



Dropout rate & number of dropouts by state (Class of 2021)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count	Rate	Count
NESSC	1.4%	115	6.6%	940	9.5%	2,760	5.4%	247	4.0%	24	3.2%	3,257
CT	0.7%	15	9.0%	472	9.9%	970	5.4%	72	-	*	2.7%	600
ME	-	*	7.4%	39	7.2%	23	6.8%	19	-	*	5.4%	669
MA	1.3%	66	5.5%	377	10.1%	1,492	5.1%	116	9.9%	18	2.9%	1,315
NH	3.0%	14	5.9%	18	10.3%	87	6.4%	19	-	*	4.5%	530
RI	-	*	3.4%	34	6.2%	188	5.2%	21	-	*	2.3%	143
VT	-	-	-	-	-	-	-	-	-	-	-	-

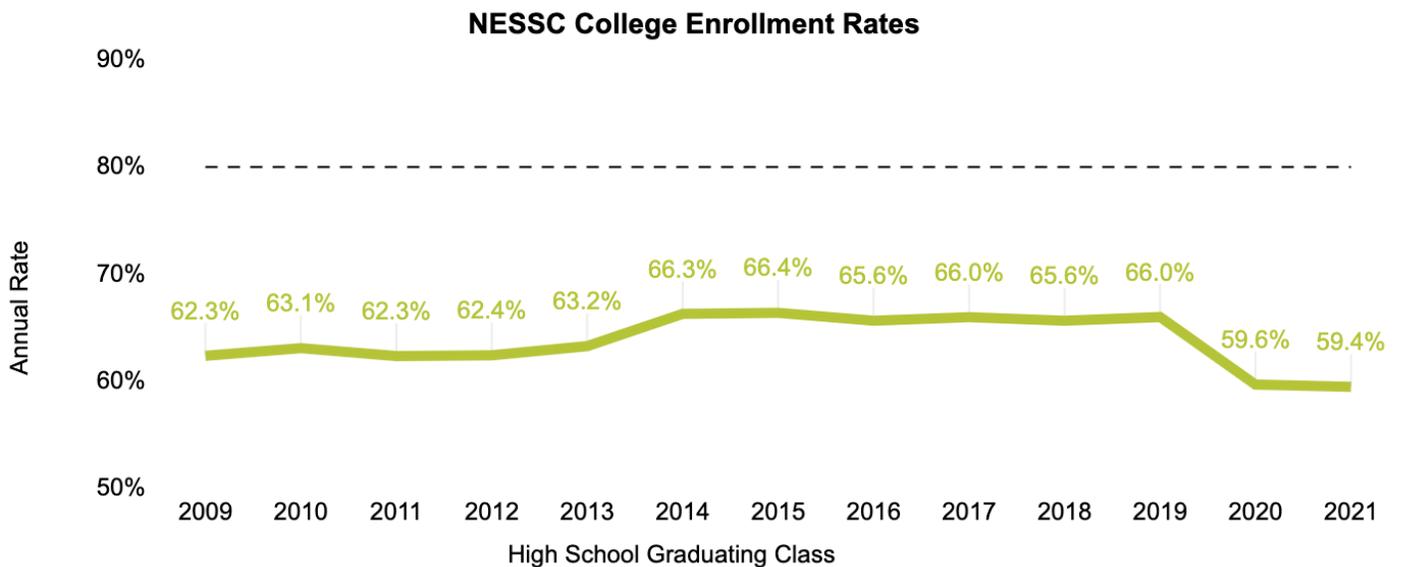
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Section IV: College Enrollment

In this section, we examine the data about college enrollment across New England. For this section, college enrollment is defined as students who enrolled for the first time in college in the fall (by October 15) immediately following high school graduation. Note: The cohort years in this section refer to the high school graduation year.

Between 2009 and 2014, college enrollment in the region rose by 4 percentage points from 62%, and has remained stable at around 66% since 2014, with a slight increase to 67% in 2019. College enrollment rates dropped substantially in the fall of 2020 to just 60% for the region. This downward movement stayed steady in 2021, dipping to 59.4%, the lowest enrollment rate in the last 12 years.

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



College enrollment rate by state & year of high school graduation

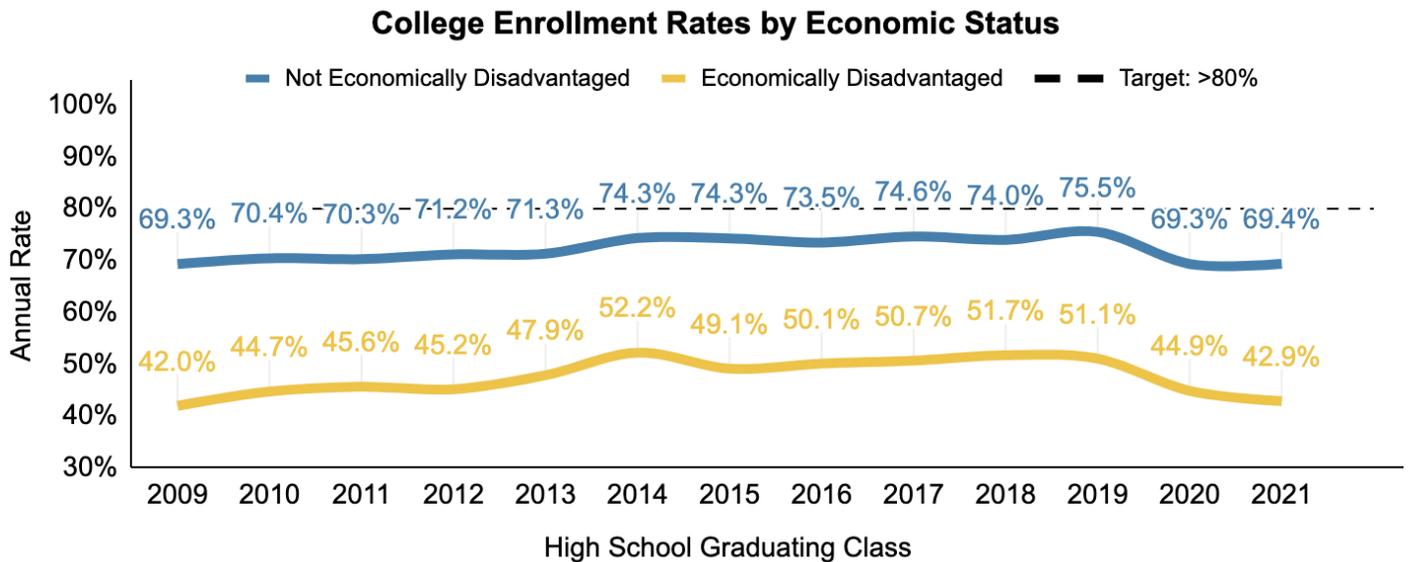
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
NESSC	62.3%	63.1%	62.3%	62.4%	63.2%	66.3%	66.4%	65.6%	66.6%	66.1%	66.5%	59.6%	59.4%
CT	66.8%	67.4%	67.1%	67.2%	68.0%	68.3%	68.4%	68.1%	66.5%	66.2%	66.7%	62.7%	61.9%
ME	61.7%	63.2%	62.3%	63.3%	63.5%	63.0%	63.5%	62.3%	59.2%	58.0%	59.6%	55.2%	52.7%
MA	Not submitted to NESSC					69.8%	69.8%	69.2%	70.3%	69.2%	69.1%	62.0%	61.0%
NH	58.4%	58.6%	57.9%	57.2%	57.5%	58.2%	57.1%	54.3%	58.2%	57.5%	59.1%	57.8%	54.2%
RI	60.0%	60.0%	58.0%	57.9%	59.2%	58.9%	60.6%	59.2%	61.3%	66.1%	66.7%	61.3%	62.1%
VT	51.5%	52.7%	50.6%	50.9%	52.7%	52.1%	52.6%	52.3%	52.2%	52.6%	51.2%	48.9%	48.7%

Section IV: College Enrollment

Economically Disadvantaged Students

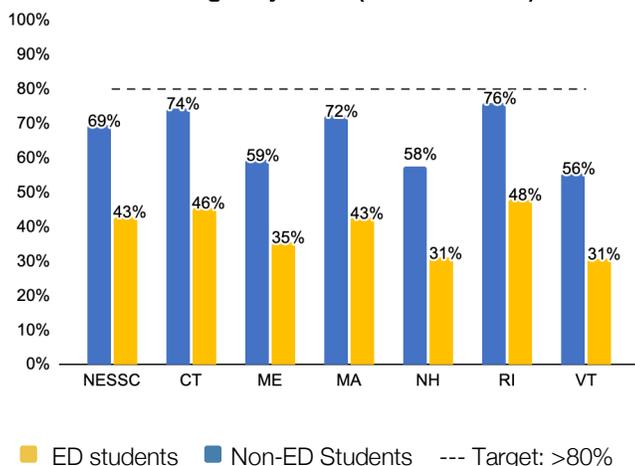
The college enrollment rate for economically disadvantaged (ED) students in New England increased by 9 percentage points between 2009 and 2019. Since 2019, this rate has dropped 8 percentage points, landing at 43% for 2021. Rates for non-economically disadvantaged (non-ED) students enrolled in college had also been on the rise through 2019, but declined to 69% in 2020 and remained steady in 2021.

The gap in college enrollment between economically disadvantaged and non-economically disadvantaged students has dropped from 27 to 24 percentage points.



For the high school graduating class of 2021, no state met the NESSC 80% target of college enrollment for either student group. For non-ED students, NESSC states were between 4 percentage points and 24 percentage points below the target of 80%; for ED students, states ranged from 32 percentage points to 49 percentage points below the target.

Distance from target by state (Class of 2021)

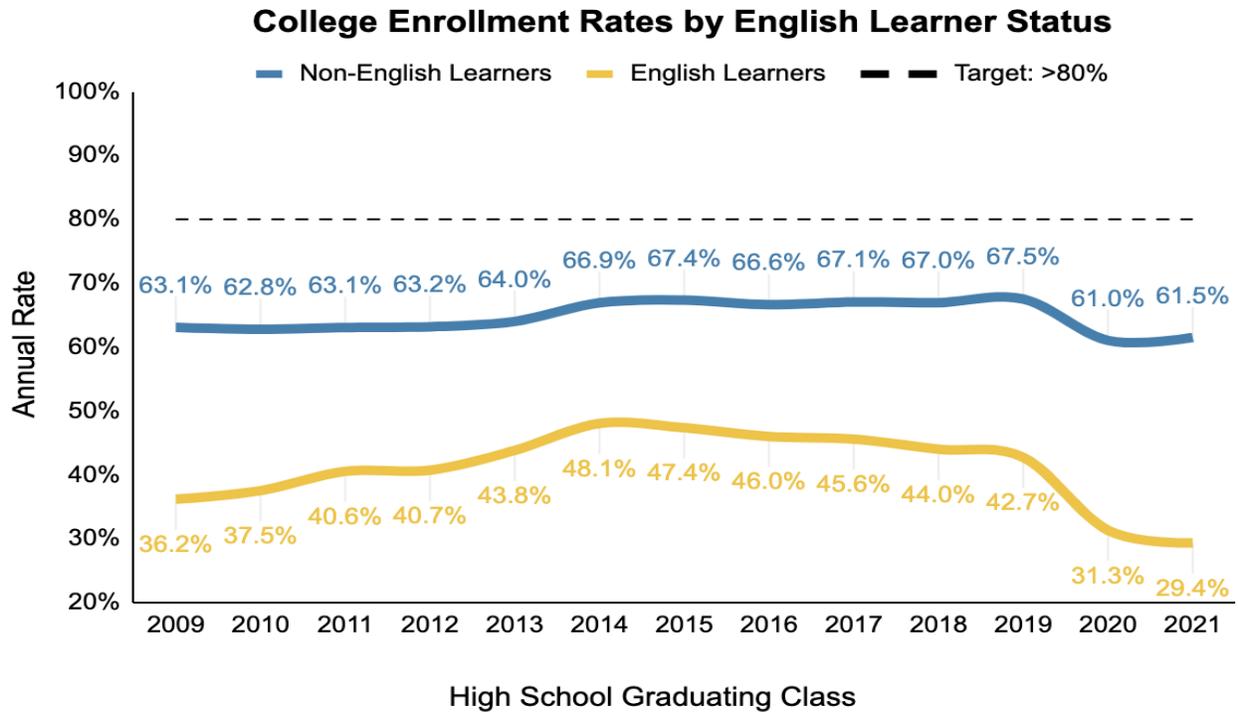


Enrollment rate & number of students by state (2021)

	ED Students		Non-ED Students	
	Rate (%)	Number	Rate (%)	Number
NESSC	42.9%	23,487	69.4%	63,491
CT	45.6%	7,533	74.4%	15,981
ME	35.5%	1,227	59.4%	5,224
MA	42.6%	11,472	72.3%	30,374
NH	30.9%	504	57.7%	6,141
RI	48.0%	2,315	75.9%	3,721
VT	30.7%	436	55.6%	2,050

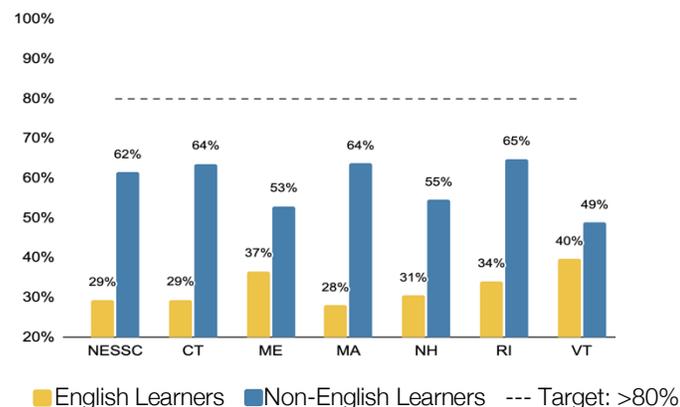
Section IV: College Enrollment English Learners

Between 2009 and 2019, college enrollment by English Learners has increased by about 8 percentage points—with the highest enrollment rate of 48% reported in 2014—compared with a 5-percentage point increase for non-English Learners. Between 2019 and 2020, the enrollment rate for English Learners decreased to 31% and decreased again in 2021 to 29%, representing a 19 percentage point decline in the past seven years. Non-English Learners’ enrollment declined from 68% in 2019 to 61% in 2020 and increased slightly in 2021 to 62%.



College enrollment rates for both English Learners and non-English Learners alike fell below the target for students graduating high school in 2021. College enrollment rates for English Learners by state can be unstable due to the small number of English Learners in northern New England.

Distance from target by state (Class of 2021)



Enrollment rate & number of students by state (2021)

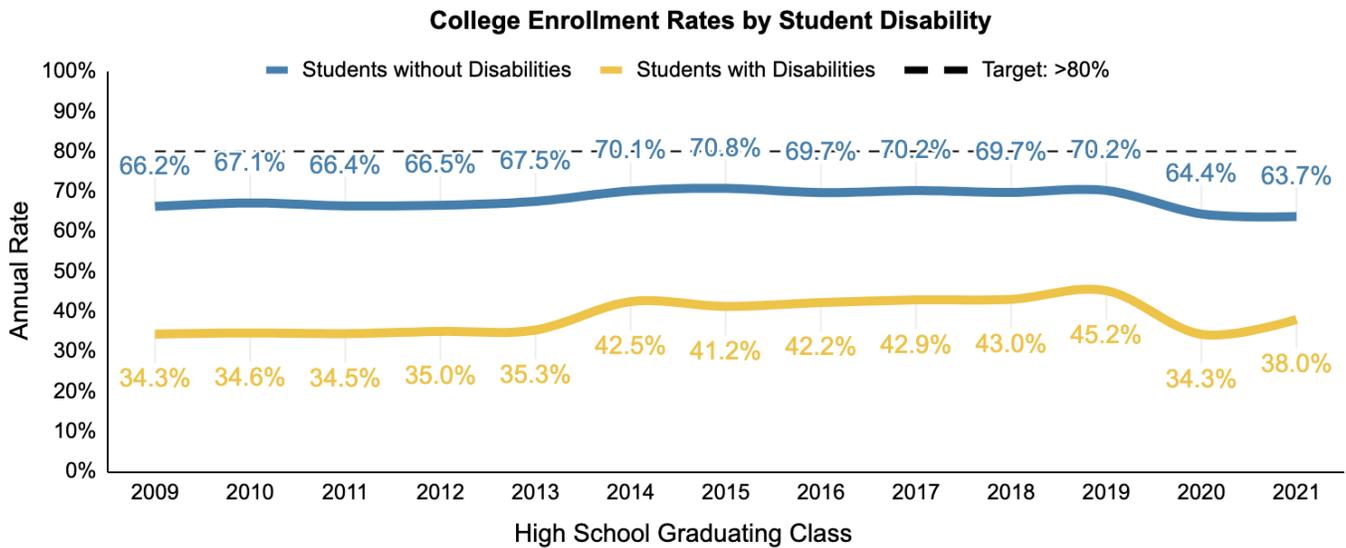
	English Learners		Non-English Learners	
NESSC	29.4%	2,754	61.5%	84,224
CT	29.5%	588	63.7%	22,926
ME	36.6%	96	53.0%	6,355
MA	28.1%	1,663	63.8%	40,183
NH	30.5%	61	54.6%	6,584
RI	34.1%	302	64.9%	5,734
VT	39.6%	44	48.9%	2,442

Section IV: College Enrollment

Students with Disabilities

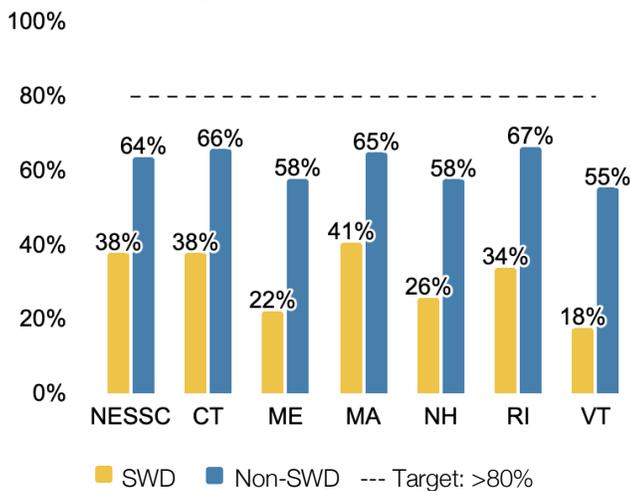
After an 11 percentage point decrease from 2019 to 2020, college enrollment rates for students with disabilities increased in 2021 to 38%. The rate for students without disabilities dropped slightly in 2021 to 63.7%, representing the lowest rate for this group of students since data was first collected in 2009.

The gap in college enrollment between students with disabilities and students without disabilities has decreased from 32 to 26 percentage points.



College enrollment rates for students with disabilities graduating in 2021 vary widely across states. Neither students with disabilities nor their peers have approached the NESSC target of 80% college enrollment.

Distance from target by state (Class of 2021)



Enrollment rate & number of students by state (2021)

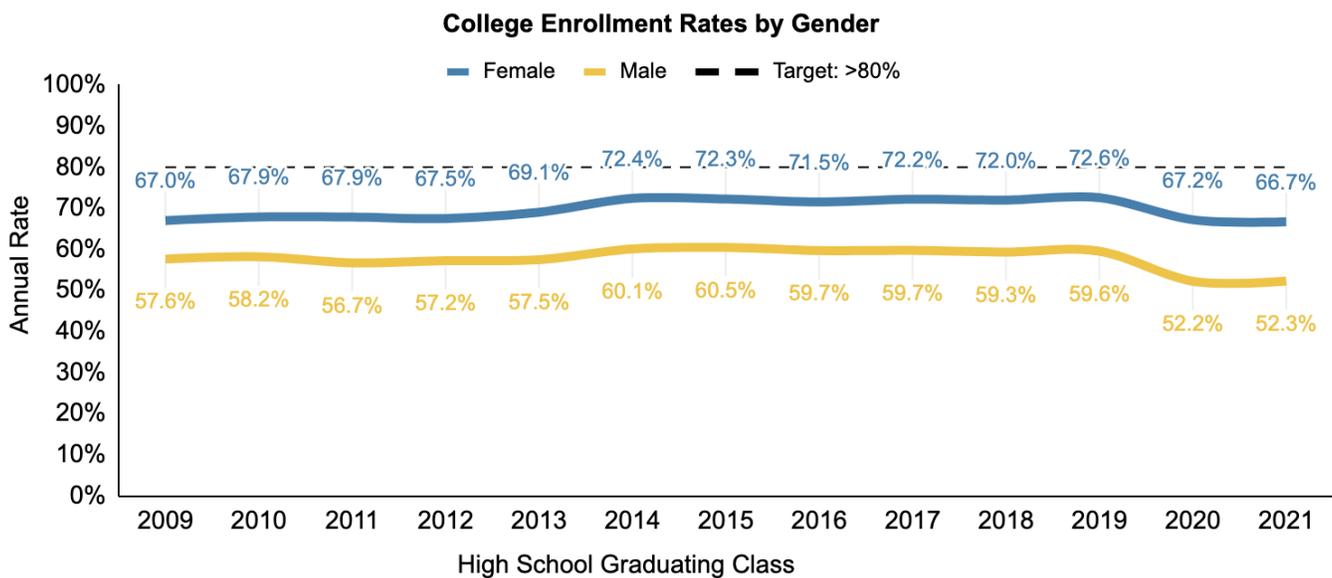
	Students with Disabilities		Students without Disabilities	
NESSC	38.0%	8,347	63.7%	78,631
CT	38.0%	2,039	65.8%	21,475
ME	22.3%	405	57.9%	6,046
MA	40.8%	4,917	64.9%	36,929
NH	26.0%	361	57.8%	6,284
RI	34.1%	462	66.6%	5,574
VT	17.8%	163	55.4%	2,323

Section IV: College Enrollment

Gender

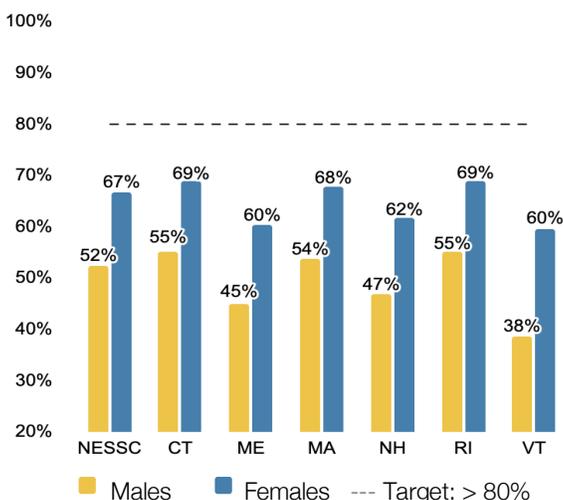
Since data were first collected in 2009, the college enrollment rate of female students across the region has consistently been higher than that of male students. It has also increased faster, from 67% to 73% compared with 58% to 60% for males. Both groups saw a decline in rates in 2020, by 5 percentage points for females and 7 percentage points for males, and both rates held fairly steady in 2021.

The gap in college enrollment rates between female and male students has increased from 9 to 15 percentage points between 2009 and 2021.



Female and male students from the high school graduating class of 2021 fell short of 80% NESSC college enrollment target. The group of students in the 2021 graduating class that were closest to meeting 80% college enrollment, were females from Rhode Island and Connecticut, both at 11 percentage points below the target. Female students come closer to meeting the target in all six New England states, though enrollment rates vary considerably across states.

Distance from target by state (Class of 2021)



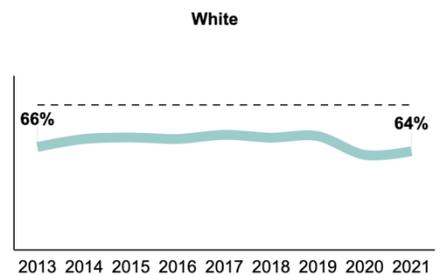
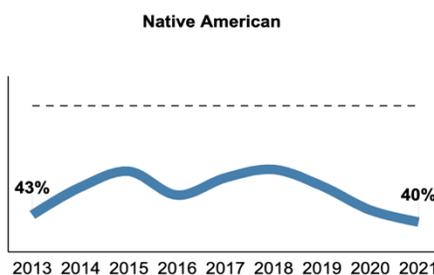
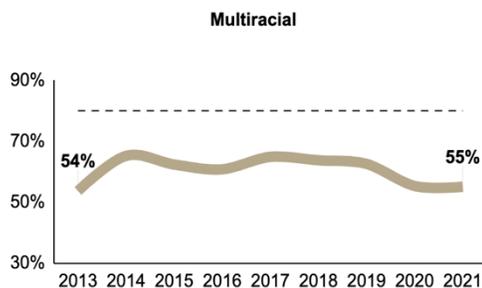
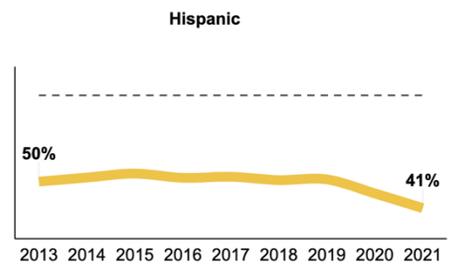
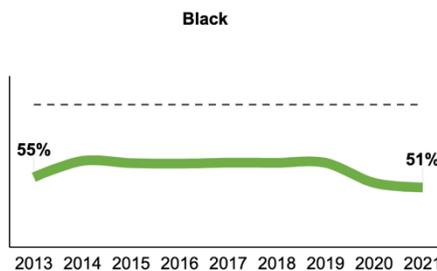
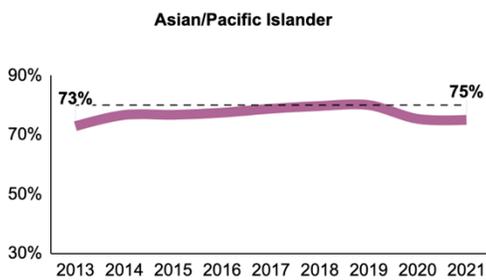
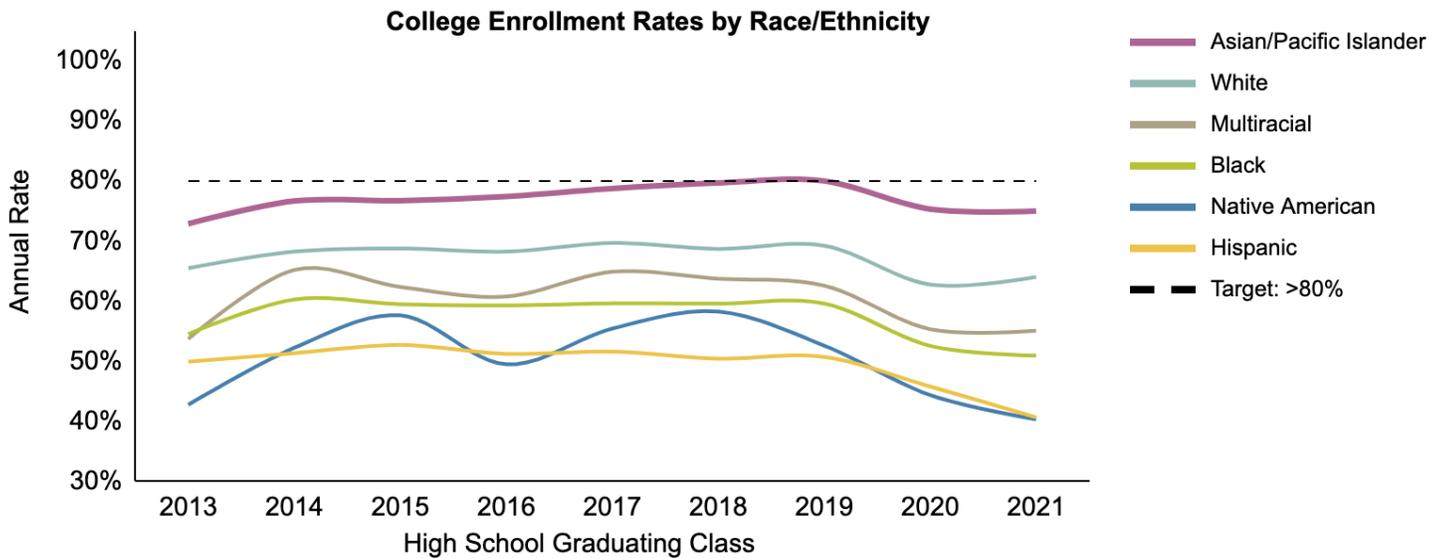
Enrollment rate & number of students by state (2021)

	Males		Females	
	Rate (%)	Number	Rate (%)	Number
NESSC	52.3%	38,373	66.7%	48,568
CT	55.0%	10,535	68.8%	12,978
ME	45.1%	2,783	60.4%	3,668
MA	53.7%	18,456	67.8%	23,355
NH	46.8%	2,922	61.8%	3,723
RI	55.2%	2,662	68.8%	3,373
VT	38.5%	1,015	59.5%	1,471

Section IV: College Enrollment

Race/Ethnicity

Change in college enrollment rates varied across student race/ethnicity groups for the graduating class of 2021, ranging from a decrease of 5 percentage points regionally for Hispanic students to an increase of 1 percentage point for White students. Substantial differences in college enrollment by race are present across New England. Asian/Pacific Islander students enroll in college at the highest rates (75% in 2021), followed by White students (64%), Multiracial students (55%), Black students (51%), Hispanic students (41%), and Native American students (40%).

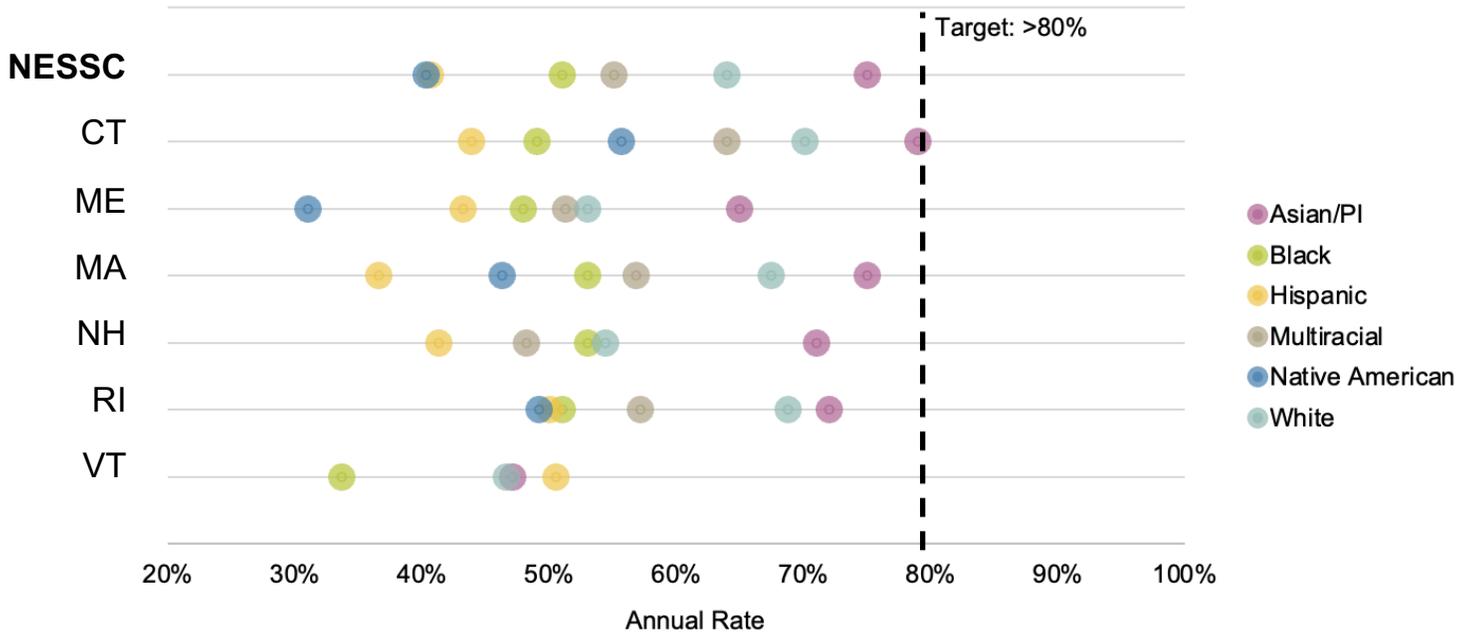


Section IV: College Enrollment

Race/Ethnicity

For students graduating from high school in 2021, college enrollment varied considerably both by race/ethnicity and across states. Across the region, the enrollment rate gap between race/ethnicity student groups ranged from five percentage points to more than 30 percentage points.

With the decline in overall enrollment rates from 2019 to 2020, no student race/ethnicity student group met the NESSC target.



College enrollment rate & number of students by state (Class of 2021)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	75.0%	6,163	51.0%	6,436	40.7%	10,104	55.1%	2,355	40.3%	211	64.0%	61,645
CT	79.2%	1,662	49.1%	2,287	43.9%	3,784	64.0%	728	55.7%	68	70.1%	14,985
ME	65.0%	160	47.7%	207	43.2%	111	51.3%	122	31.0%	26	53.0%	5,821
MA	75.4%	3,704	53.0%	3,298	36.6%	4,654	56.8%	1,200	46.3%	74	67.5%	28,916
NH	71.2%	333	53.2%	134	41.3%	276	48.2%	123	*	-	54.4%	5,758
RI	72.1%	215	51.2%	448	50.0%	1,232	57.2%	182	49.2%	20	68.8%	3,930
VT	47.1%	89	33.7%	62	50.5%	47	*	-	*	-	46.6%	2,235

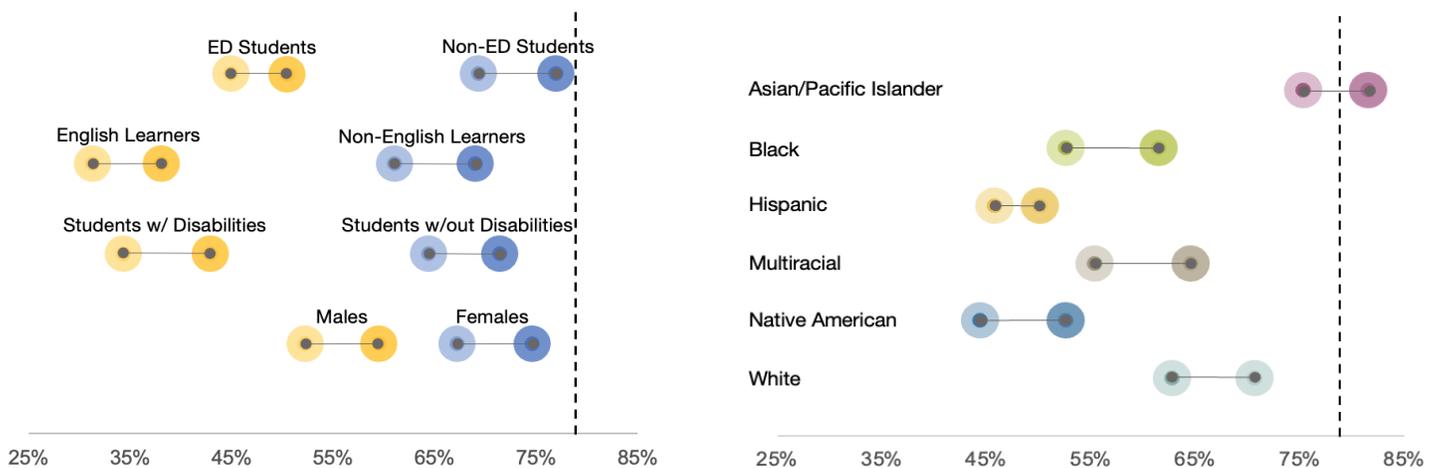
* data suppressed due to small numbers

Section IV: College Enrollment

Extended College Enrollment (within 16 Months)

This report includes both immediate college enrollment (fall after high school graduation) and extended college enrollment (within 16 months after graduation) for students from the Class of 2020. This report examines variation in enrollment rates by student group and the degree to which college enrollment increased for each student group over time.

College enrollment rates increased for all student groups during the period of time between fall 2020 (i.e., fall immediately after high school graduation) and fall 2021 (i.e., within 16 months of graduation). Student groups with the greatest gains in college enrollment are Multiracial students (9 points), Black students (9 percentage points), students with disabilities (9 points), Native American students (8 points), and non-English Learners (8 points).



Comparison of immediate and extended college enrollment rates by student group (Class of 2020)

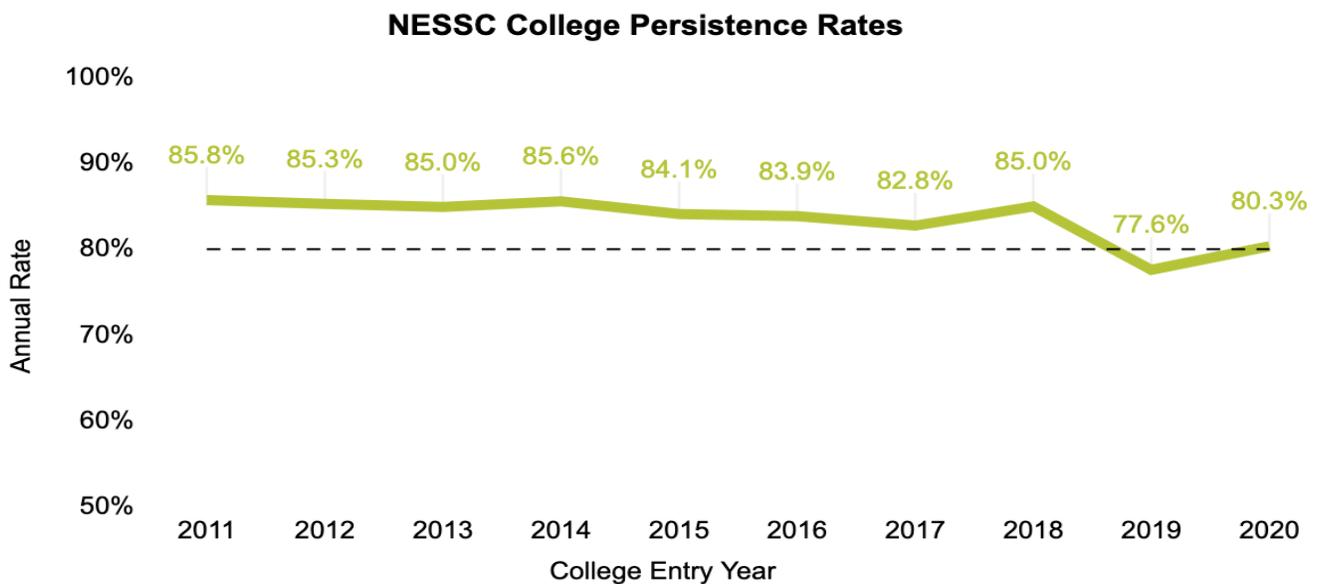
	Immediate Enrollment (Fall 2020)	Extended Enrollment (Fall 2021)	# of HS Graduates (Class of 2020)	Difference (Percentage Points)
All Students	59.6%	67.0%	146,303	7.3%
Non-Economically Disadvantaged	69.3%	76.9%	89,336	7.6%
Economically Disadvantaged	44.9%	50.4%	56,967	5.6%
Non-English Learners	61.0%	69.0%	136,813	8.0%
English Learners	31.3%	38.0%	9,388	6.6%
Students without Disabilities	64.4%	71.4%	123,408	7.1%
Students with Disabilities	34.3%	42.8%	22,895	8.5%
Female	67.2%	74.6%	72,788	7.4%
Male	52.2%	59.4%	73,447	7.2%
Asian/Pacific Islander	75.3%	81.5%	8,028	6.1%
Black	52.6%	61.5%	12,869	8.9%
Hispanic	45.8%	50.1%	23,821	4.3%
Multiracial	55.3%	64.5%	3,792	9.1%
Native American	44.4%	52.6%	445	8.2%
White	62.8%	70.7%	97,312	7.9%

Section V: College Persistence

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

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

College persistence across the region had remained above the 80% target since we began measuring with the college entering class of 2011; however, the persistence rate dropped for the first time below the target for the class of students entering college in 2019, as reported last year. This year we saw a climb to back above the 80% target for the class entering college in 2020 and persisting in 2021.



College persistence rate by state & year of college entry

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NESSC	85.8%	85.3%	85.0%	85.6%	84.1%	83.9%	82.8%	82.5%	77.6%	80.3%
CT	84.9%	85.0%	84.7%	84.6%	84.1%	83.2%	83.2%	83.8%	80.6%	80.3%
ME	90.6%	90.0%	89.9%	89.7%	76.8%	74.9%	75.9%	67.0%	63.2%	*
MA	Not submitted to NESSC			87.0%	87.0%	87.3%	85.0%	85.0%	*	84.3%
NH	81.9%	82.2%	81.7%	81.9%	79.8%	80.6%	82.4%	82.9%	81.2%	74.3%
RI	89.8%	87.7%	85.7%	81.8%	81.5%	78.4%	74.3%	78.5%	76.7%	65.3%
VT	83.7%	80.0%	81.9%	82.1%	80.4%	82.7%	–	89.0%	84.6%	*

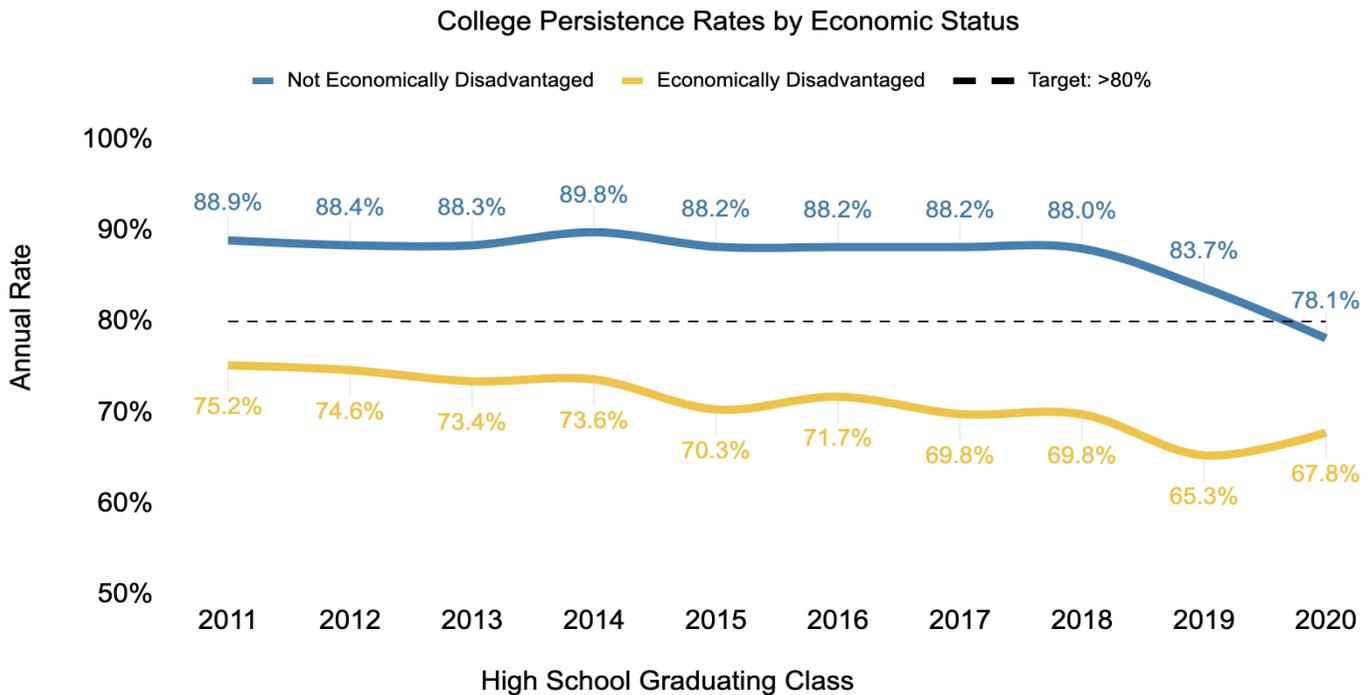
* Maine and Vermont have been long standing members of the NESSC and contributors to the Common Data Project. College persistence data was unable to be calculated for these two states due to missing data from either 2019 and/or 2020, both of which are needed to determine persistence rates.

Section V: College Persistence

Economically Disadvantaged Students

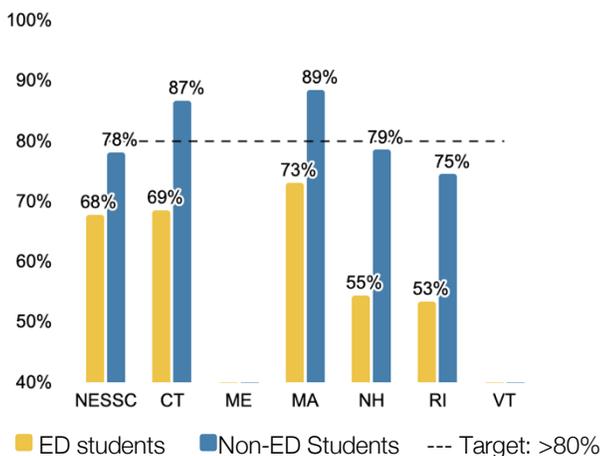
The college persistence gap between economically disadvantaged (ED) and non-economically disadvantaged (non-ED) students experienced a narrowing for the first time in five years among those who entered college in 2020 and persisted in 2021. The difference in persistence rates decreased from 19 percentage points the previous year to 10 percentage points this year. This narrowing was the result of both the persistence rate for non-ED students falling, yet rising for ED students.

Regardless, economically disadvantaged students who entered college in 2020 persisted in college at lower rates across the region (68%) as compared to those who entered in 2011 (75%).



When observing data at the state level, the rate of college persistence for students entering college in 2020 ranges by 14 points for non-economically disadvantaged students. For economically disadvantaged students, this range widens to 20 points. Additionally, the target of 80% was not met by economically disadvantaged students in any of the reporting NESSC states.

Distance from target by state (College Entry Year 2020)



Persistence rate & number of students by state (2020)

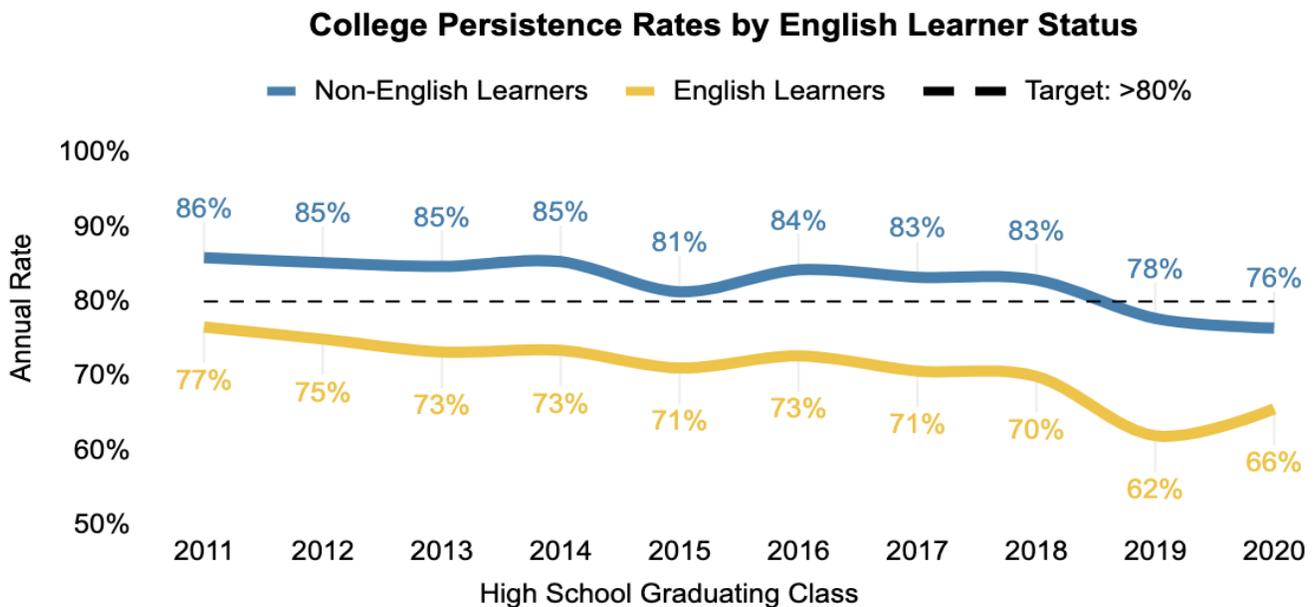
	ED Students		Non-ED Students	
	Rate	Count	Rate	Count
NESSC	67.8%	17,460	78.1%	50,234
CT	68.5%	6,150	86.7%	14,290
ME	-	-	-	-
MA	73.2%	8,632	88.5%	27,447
NH	54.5%	843	78.6%	5,248
RI	53.4%	1,835	74.5%	3,249
VT	-	-	-	-

Section V: College Persistence

English Learners

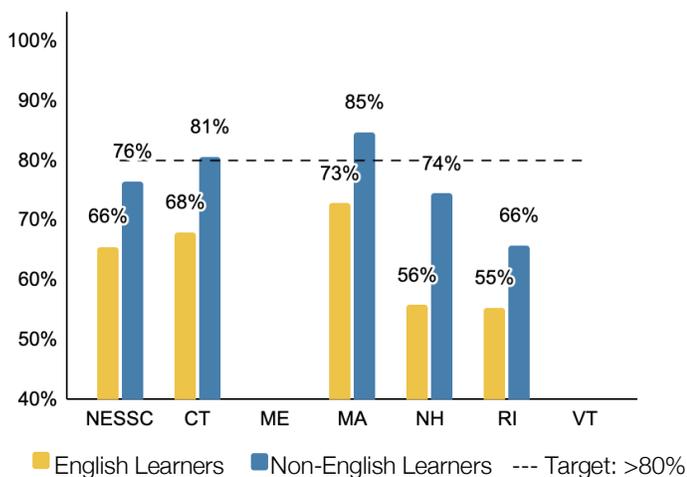
English Learners' college persistence rates have been trending down over the last decade, having fallen by 15 percentage points, from 77% for the class entering college in 2011 to 66% for the class entering in 2020. Although this represents a consistent downward trend over the last decade, the rate did increase by four percentage points from the previous year's class. College persistence of non-English Learners decreased by 10 percentage points during the same period, yet decreased by two percentage points when comparing the class of 2019 to the class of 2020.

Persistence rates vary from year to year for English Learners, in part because the number of students in this group is low in many New England states.



In reporting states, non-English Learners in the class entering in 2020 met the NESSC college persistence target of 80% in Connecticut and Massachusetts, but English Learners did not meet the target in any reporting state.

Distance from target by state (College Entry Year 2020)



Persistence rate & number of students by state (2020)

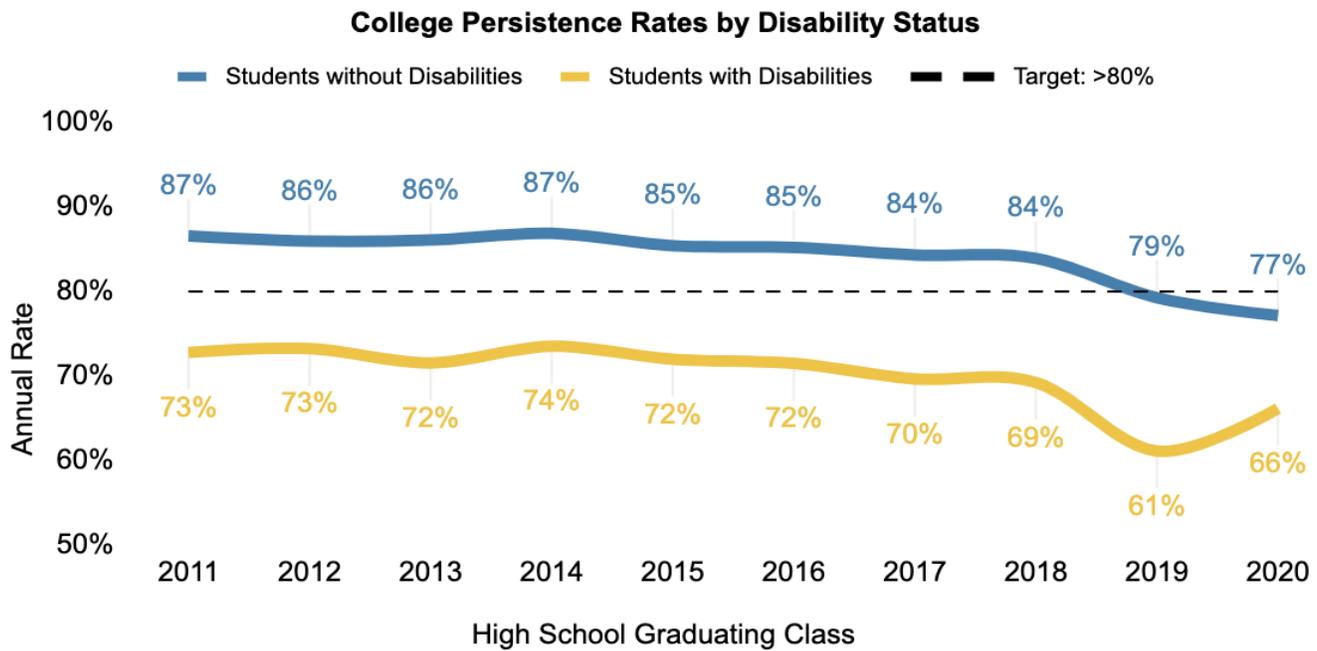
	English Learners		Non-English Learners	
NESSC	65.6%	2,106	76.4%	67,922
CT	68.0%	446	80.6%	19,994
ME	-	-	-	-
MA	72.8%	1,303	84.8%	34,776
NH	55.8%	96	74.5%	5,995
RI	55.4%	226	65.8%	4,858
VT	-	-	-	-

Section V: College Persistence

Students with Disabilities

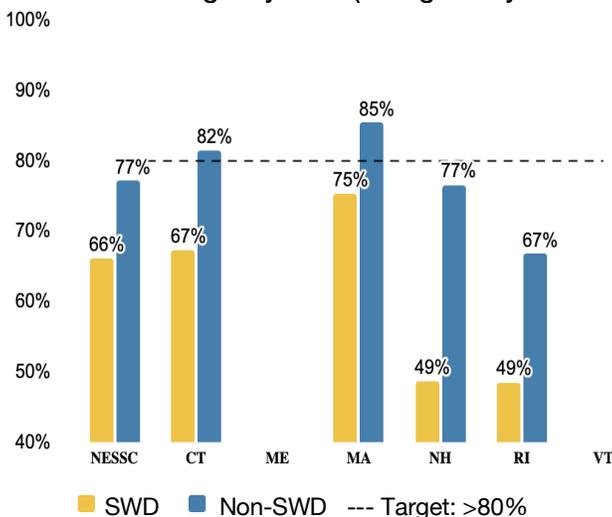
Compared with the high school graduating class of 2011, average college persistence rates for the class of 2020 had dropped by 7 percentage points for students with disabilities and 10 points for students without disabilities across New England.

The college persistence gap by student disability status narrowed for the 2020 class to the smallest gap observed since data was first collected. The gap now stands at 11 percentage points.



Students without disabilities have met the NESSC college persistence target of 80% in Connecticut and Massachusetts, while students with disabilities have not yet met the NESSC persistence target in any state.

Distance from target by state (College Entry Year 2020)



Persistence rate & number of students by state (2020)

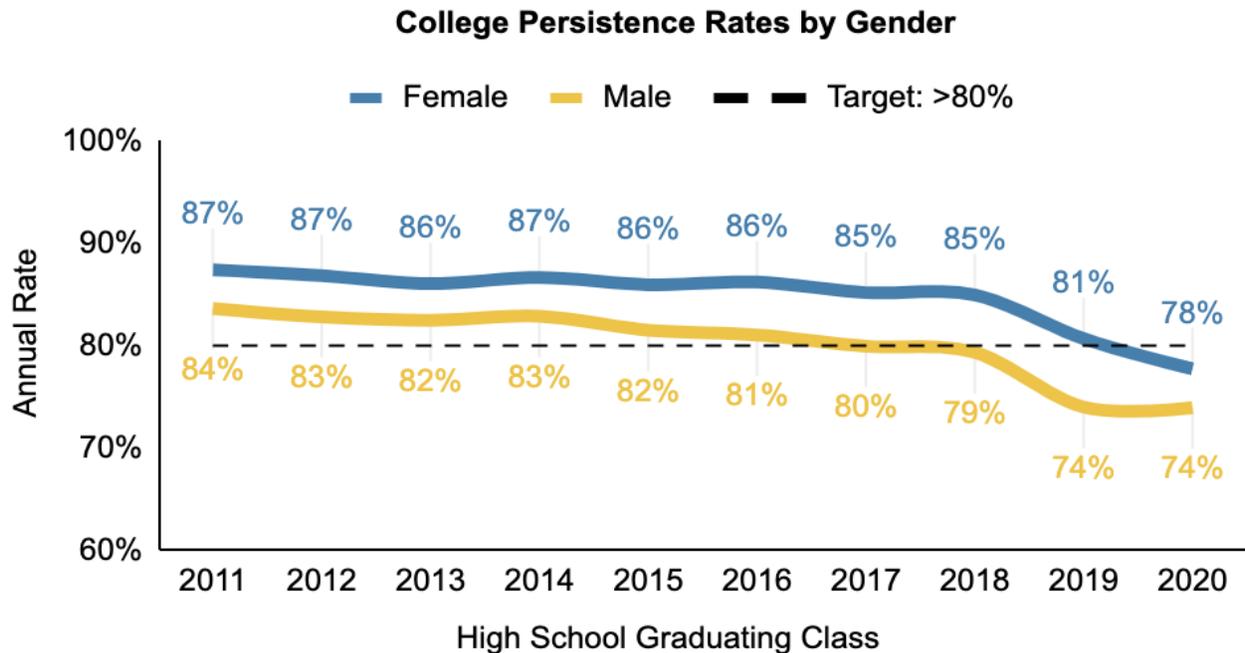
	Students with Disabilities		Students without Disabilities	
NESSC	66.2%	6,064	77.1%	63,964
CT	67.3%	1,509	81.5%	18,931
ME	-	-	-	-
MA	75.4%	3,727	85.4%	32,352
NH	48.7%	367	76.6%	5,724
RI	48.5%	312	66.7%	4,772
VT	-	-	-	-

Section V: College Persistence

Gender

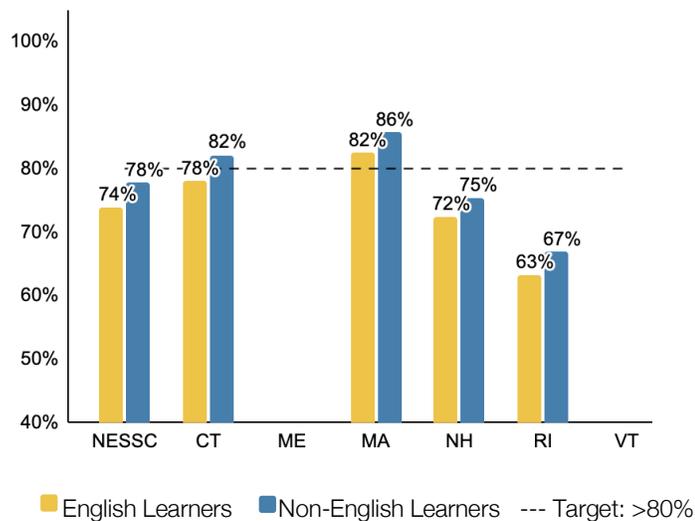
Across New England, female students persist in college at rates 4 percentage points higher than male students. This is the narrowest gap for college persistence rates by gender since 2015.

College persistence among female students across the region has declined 9 percentage points since 2011, including a decline of 3 percentage points since last year. Meanwhile, persistence among male students fell by 10 percentage points between 2011 and 2020, and stayed steady in the last year.



Female students who entered college in 2020 met the NESSC college persistence target in Massachusetts and Connecticut; male students met the target in Massachusetts.

Distance from target by state (College Entry Year 2020)



Persistence rate & number of students by state (2020)

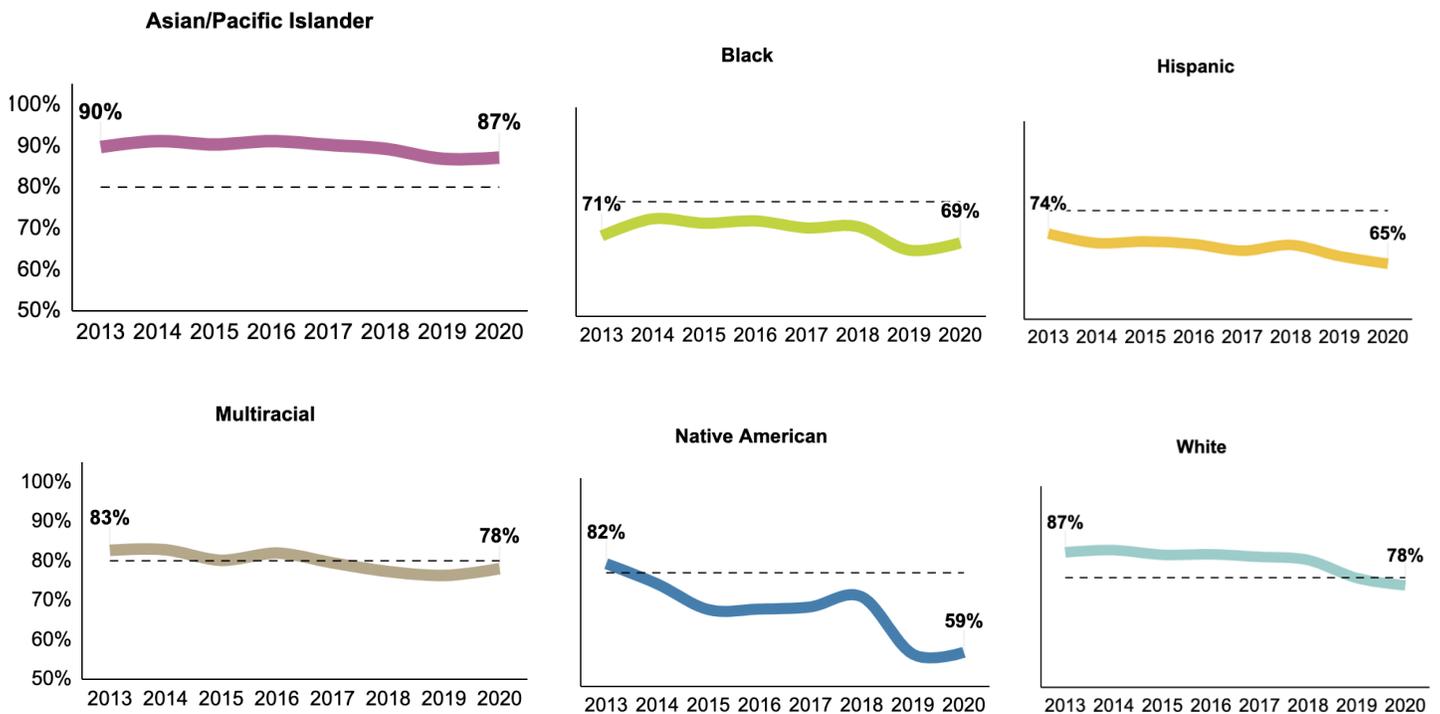
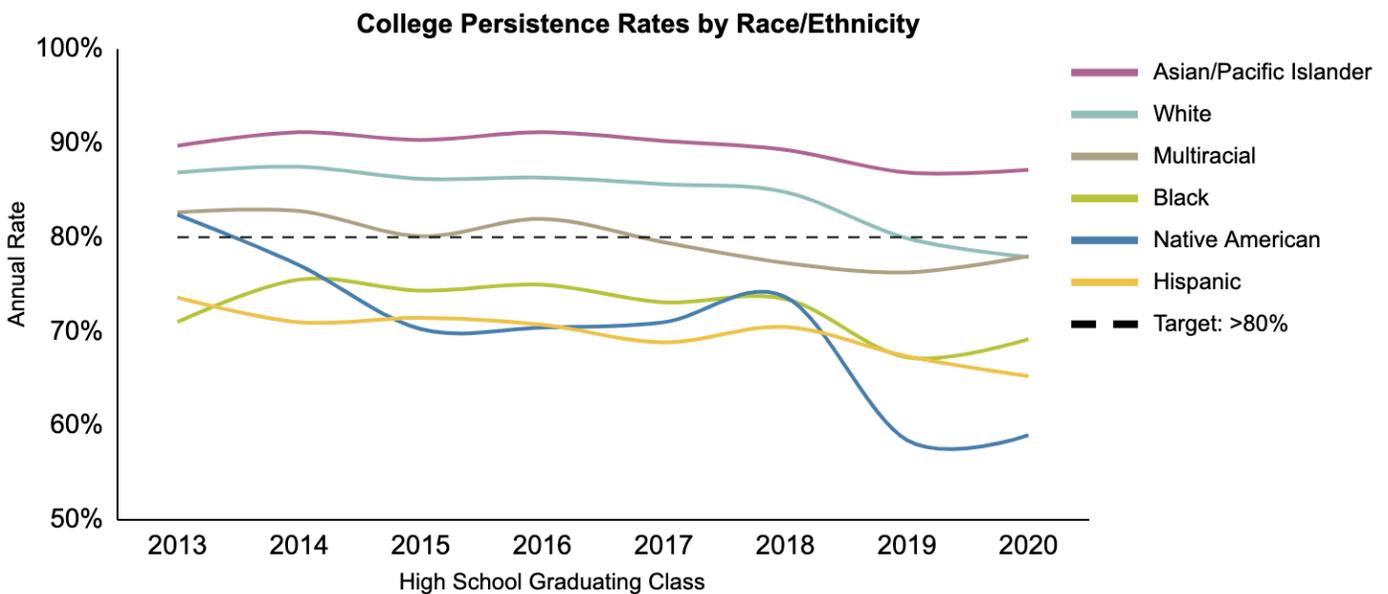
	Males		Females	
	Rate (%)	Number	Rate (%)	Number
NESSC	73.9%	30,128	77.7%	39,882
CT	78.0%	8,861	82.2%	11,579
ME	-	-	-	-
MA	82.4%	15,470	85.7%	20,591
NH	72.4%	2,668	75.4%	3,423
RI	63.3%	2,186	66.8%	2,898
VT	-	-	-	-

Section V: College Persistence

Race/Ethnicity

College persistence rates vary substantially by race/ethnicity in New England. Asian/Pacific Islander students consistently have the highest college persistence rates (87% for those who entered college in 2020). Persistence rates for Multiracial and for White students converged for the first time at 78%. Black students had the fourth-highest college persistence rates in 2020 (69%), followed by Hispanic students (65%) and Native American students (59%).

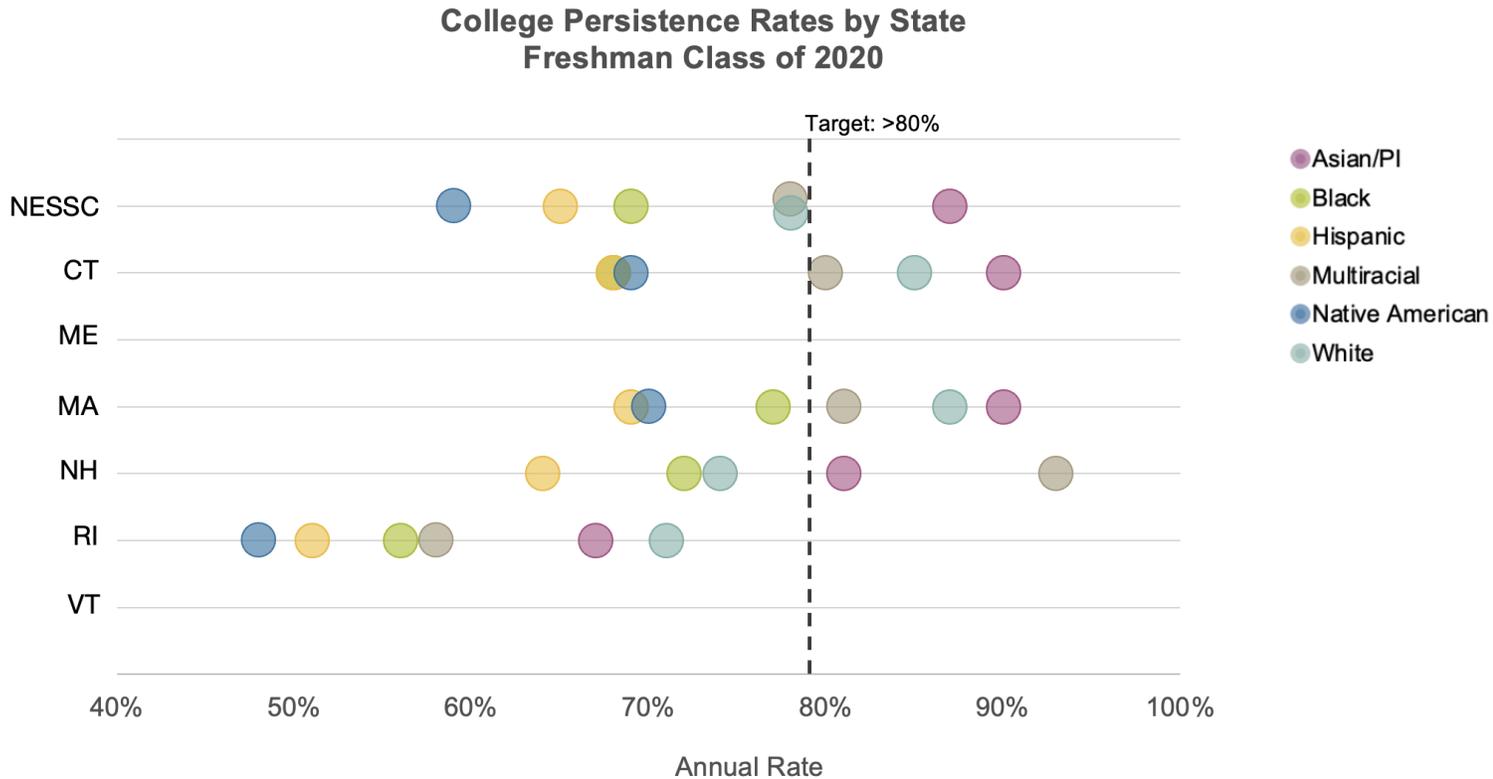
Across the region, all race/ethnicity groups have had declining rates in college persistence among students who entered in 2020 as compared to those who entered in 2011.



Section V: College Persistence

Race/Ethnicity

Asian/Pacific Islander and White students have met the college persistence target in all states except Maine. Across the region, the college persistence gap by race/ethnicity stands at 29 percentage points among students who entered college in 2019. Vermont reports the smallest persistence gap by race/ethnicity, at 11 percentage points.



Persistence rate & number of students by state (College Entry Year 2020)

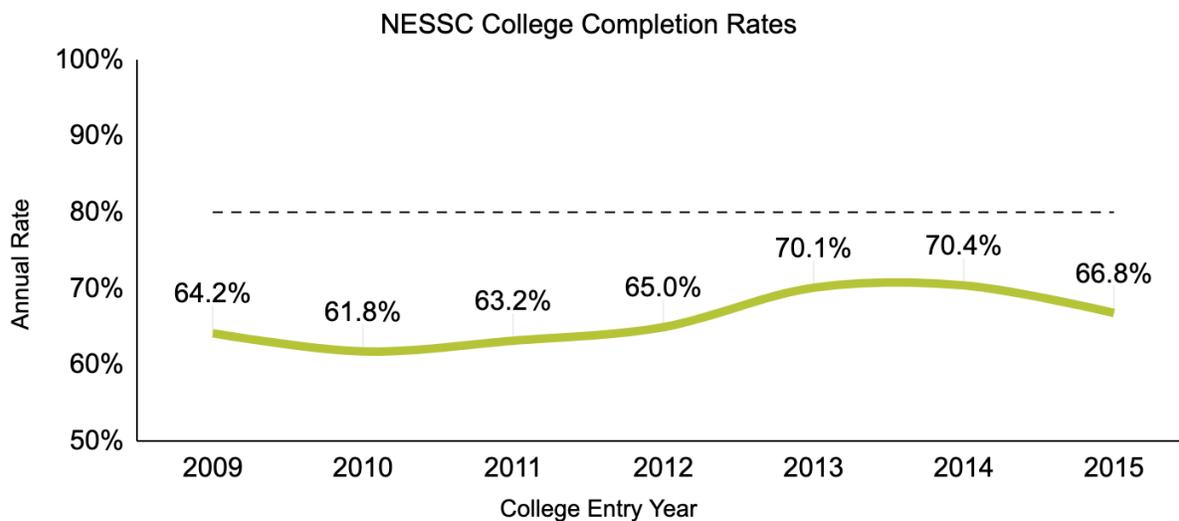
	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	87.2%	5,393	69.2%	5,042	65.2%	7,351	78.0%	1,790	59.0%	128	77.9%	50,485
CT	90.0%	1,579	67.5%	1,867	67.5%	2,850	79.7%	513	68.7%	46	84.9%	13,585
ME	-	-	-	-	-	-	-	-	-	-	-	-
MA	90.1%	3,241	76.6%	2,615	69.0%	3,405	81.0%	957	70.0%	49	87.2%	25,812
NH	81.1%	279	71.7%	104	63.9%	221	93.2%	109	-	-	73.9%	5,361
RI	66.8%	195	56.4%	372	51.0%	825	58.0%	120	47.6%	20	71.4%	3,552
VT	-	-	-	-	-	-	-	-	-	-	-	-

Section VI: College Completion

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

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

In the college-entering class of 2015, 67% of students across all six NESSC states completed a college degree by 2021. Although this represents one additional state than in 2020, it marks a decrease in college completion by nearly four percentage points for the region when compared to the rate from the prior year.



This year marks the first year that Massachusetts has collected college completion data for the Common Data Project, so year over year trend data is not available for the state. When compared to the prior year, completion rates increased by more than 4 percentage points in Vermont and by less than 1 percentage point in New Hampshire. The remaining NESSC states saw decreases in college completion ranging from one to four percentage points.

College completion rate by state & year of college entry

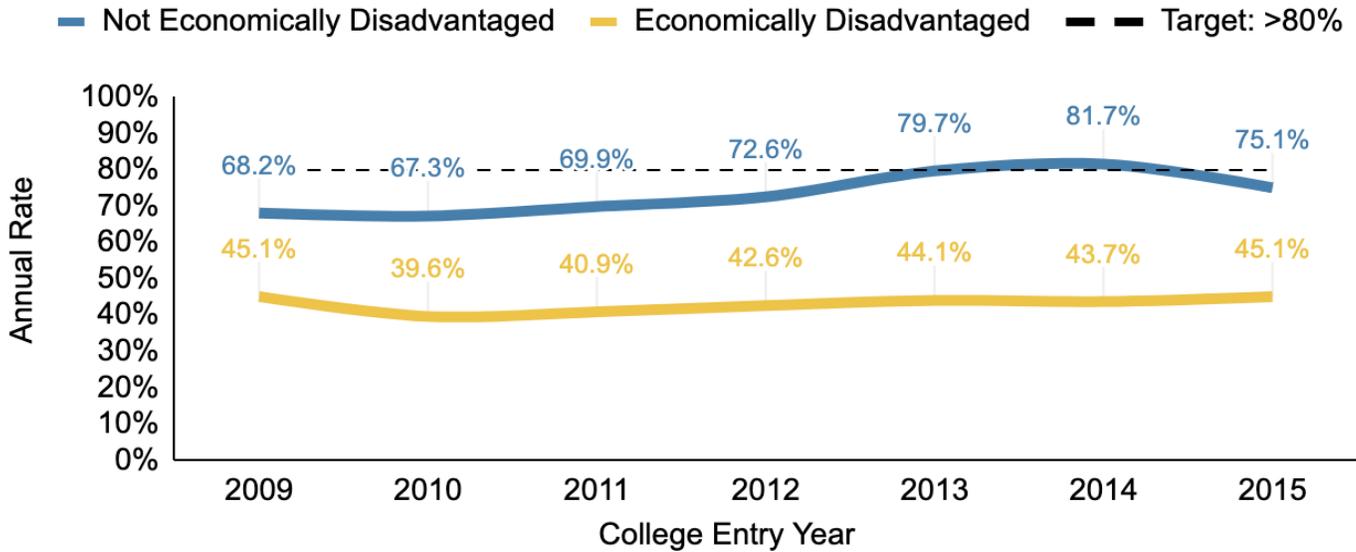
	2009	2010	2011	2012	2013	2014	2015
NESSC	64.2%	61.8%	63.2%	65.0%	70.1%	70.4%	66.8%
CT	69.9%	65.6%	64.4%	65.8%	66.8%	66.7%	65.8%
ME	60.1%	56.2%	55.5%	64.4%	62.9%	64.3%	60.0%
MA	Not submitted to NESSC						69.2%
NH	63.7%	59.7%	67.1%	70.5%	65.7%	66.9%	67.4%
RI	49.7%	53.2%	58.5%	56.0%	59.2%	60.2%	58.2%
VT	–	67.9%	69.9%	–	71.1%	71.1%	75.8%

Section VI: College Completion

Economically Disadvantaged Students

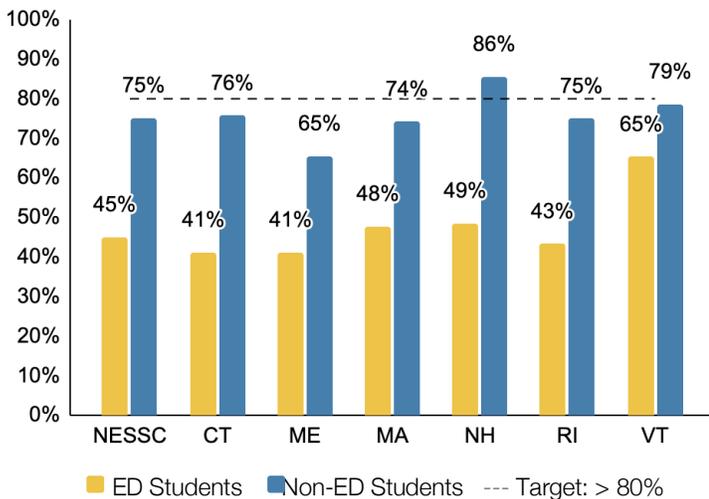
College completion by economically disadvantaged (ED) students—nearly a quarter of the college-entering class across the region in 2015—trails that of their non-economically disadvantaged (non-ED) peers by 30 percentage points.

College Completion Rates by Economic Status



Neither economically disadvantaged nor non-economically disadvantaged students have met the NESSC target of 80% college completion. The college completion gap between economically disadvantaged students and their peers ranges from 14 percentage points in Vermont to 37 percentage points in New Hampshire.

Distance from target by state (College Entry Year 2015)



Completion rate & number of graduates by state (2015)

	ED Students		Non-ED Students	
	Rate	Number	Rate	Number
NESSC	45.1%	10,928	75.1%	57,839
CT	41.2%	3,320	75.8%	14,923
ME	41.2%	787	65.5%	4,242
MA	47.8%	4,136	74.2%	27,585
NH	48.6%	810	85.6%	5,923
RI	43.2%	1,374	75.0%	2,835
VT	65.3%	501	78.6%	2,331

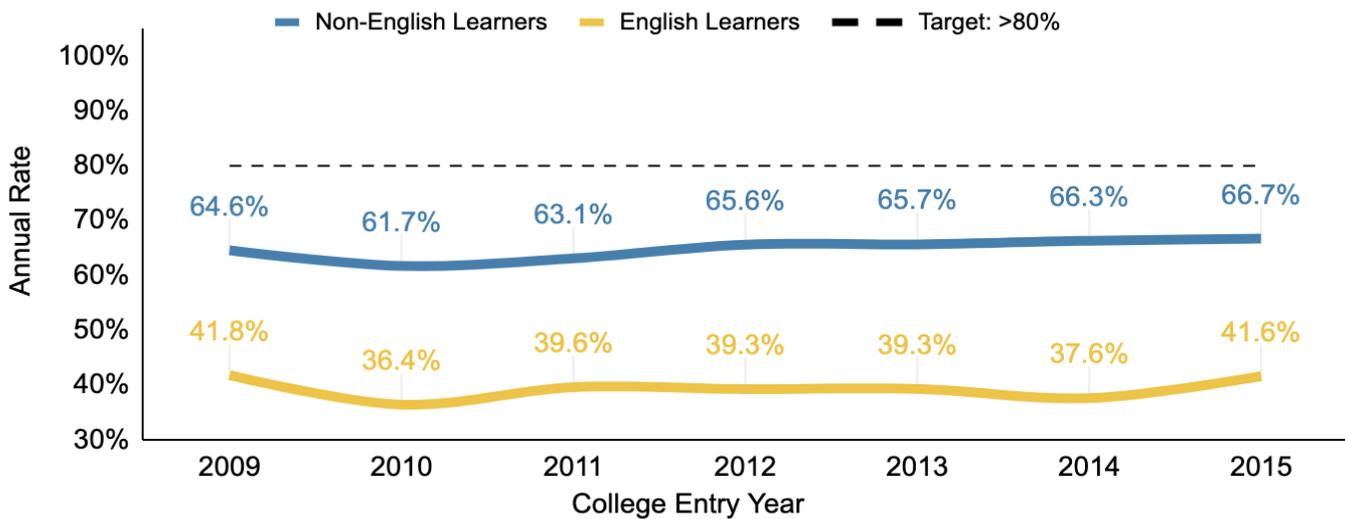
Section VI: College Completion

English Learners

Across the region, we see large differences in college completion by English-learner status. For the college-entering class of 2015, the completion gap between English Learners and non-English Learners represented a 25 percentage point gap. This gap is slightly more narrow than the gap from the 2014 college-entering class.

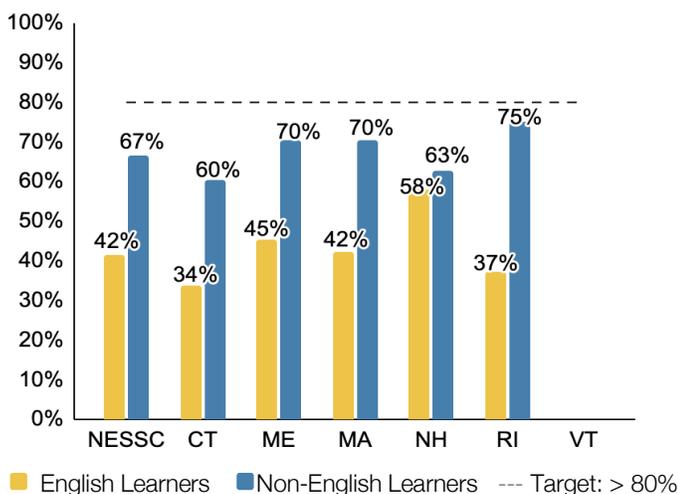
Each year, there are fewer than 1,500 college completers across the NESSC region who qualified as English Learners while in high school.

College Completion Rates by English Learner Status



For students entering college in 2015, college completion rates for English Learners and non-English Learners alike fell short of the NESSC target of 80%. The gap in college completion between these student groups varies considerably across states, from about 5 percentage points in New Hampshire to 37 percentage points in Rhode Island. As a region, a 25 percentage point difference existed between college completion rates for English Learners and non-English Learners.

Distance from target by state (College Entry Yr 2015)



Completion rate & number of graduates by state (2015)

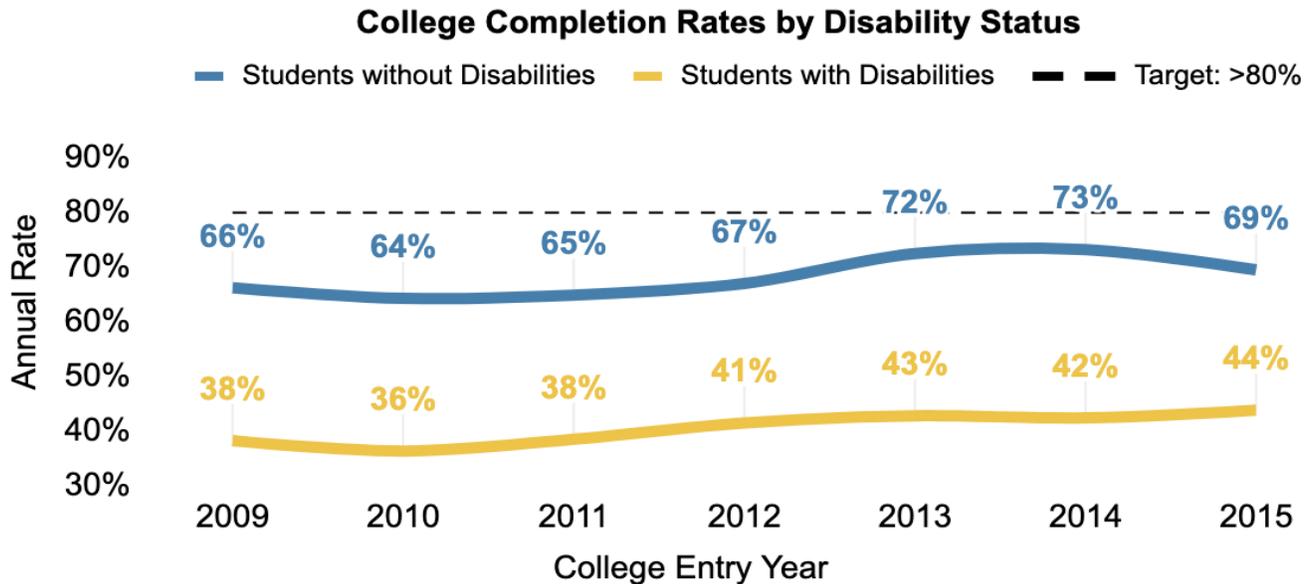
	English Learners		Non-English Learners	
NESSC	41.6%	1,485	66.7%	66,565
CT	33.9%	267	60.2%	17,976
ME	45.2%	66	70.4%	4,963
MA	42.3%	793	70.3%	30,928
NH	58.1%	93	62.6%	5,923
RI	37.4%	216	75.0%	3,993
VT	*	-	*	-

* Numbers suppressed due to small sample size

Section VI: College Completion

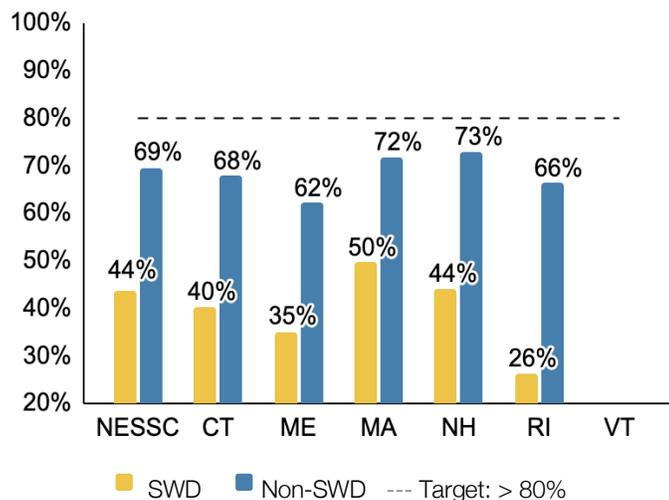
Students with Disabilities

Students with disabilities complete college at a rate of 44% region-wide, an increase of 2 percentage points from the previous year. The regional average is 25 percentage points lower than the regional average college completion rate for students without disabilities.



All states reporting college completion data to the NESSC demonstrated substantial college completion gaps by disability status. The college completion rate for students with disabilities trails that of their peers without disabilities by at least 22 percentage points in all reporting states.

Distance from target by state (College Entry Year 2015)



Completion rate & number of graduates by state (2015)

	Students with Disabilities		Students without Disabilities	
NESSC	43.8%	4,305	69.5%	60,913
CT	40.3%	849	67.9%	17,394
ME	35.1%	234	62.1%	4,795
MA	49.6%	2,599	71.8%	29,122
NH	44.0%	358	72.8%	5,658
RI	26.2%	265	66.3%	3,944
VT	-	*	-	*

* Vermont has been a longstanding member of the NESSC. College completion data for this year could not be confirmed in time for publication so has been removed from this data set.

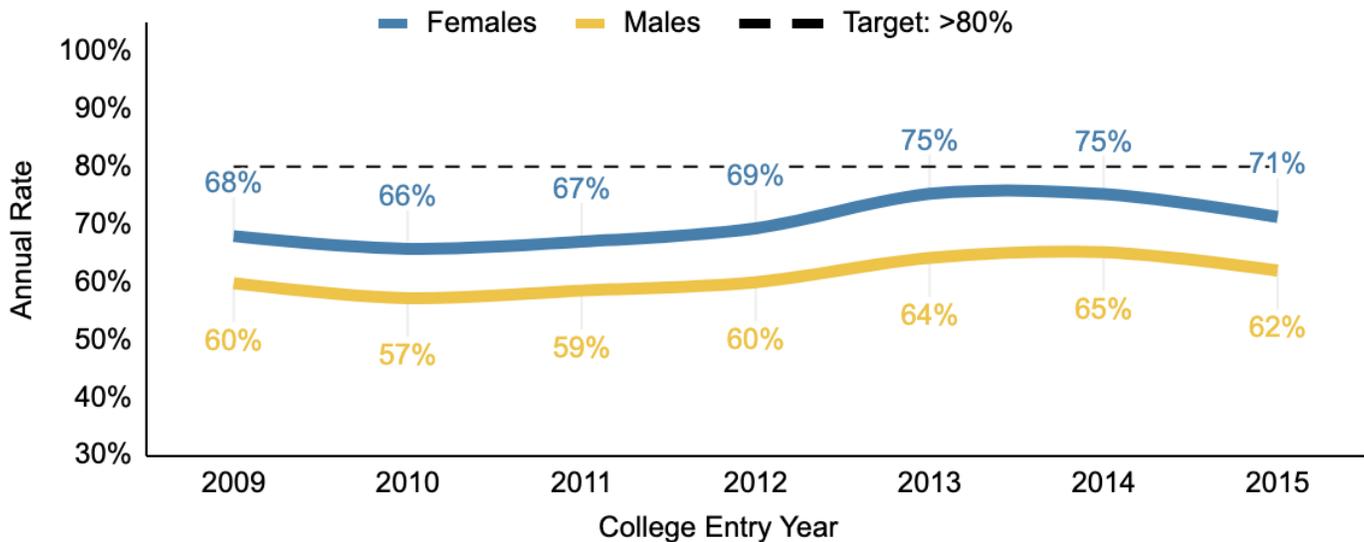
Section VI: College Completion

Gender

There is a 9 percentage point gap in college completion by gender across the NESSC region, with 71% of female students and 62% of male students who entered college in 2015 completing a college degree by 2021.

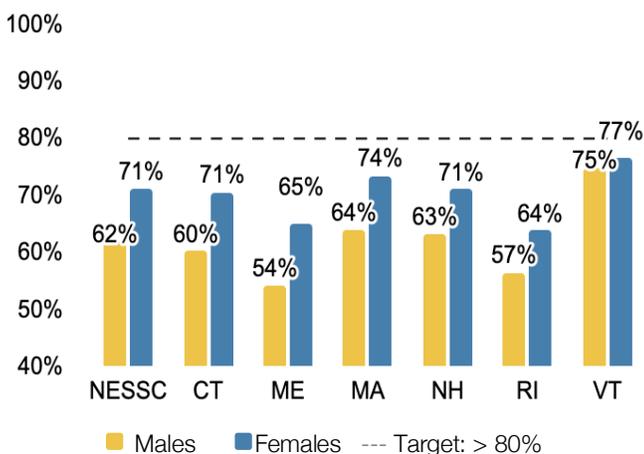
The emerging trend lines of college completion rates for female and male students depict similar changes over time, with both males and females having experienced a decline for the college entry class of 2015 for the first time in five years.

College Completion Rates by Gender



For students entering college in 2015, Vermont reported the smallest gender gap in college completion at 2 percentage points. Maine and Connecticut both have the largest gap at 11 percentage points.

Distance from target by state (College Entry Year 2015)



Completion rate & number of graduates by state (2015)

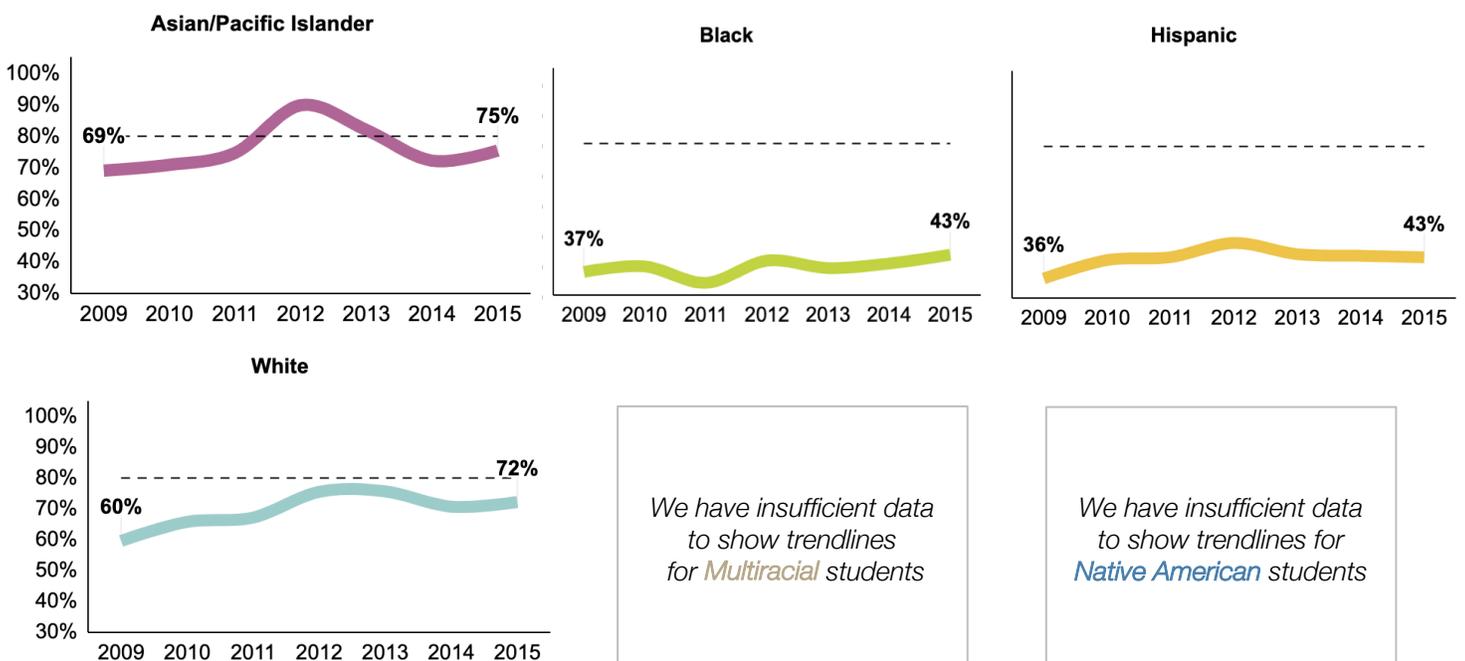
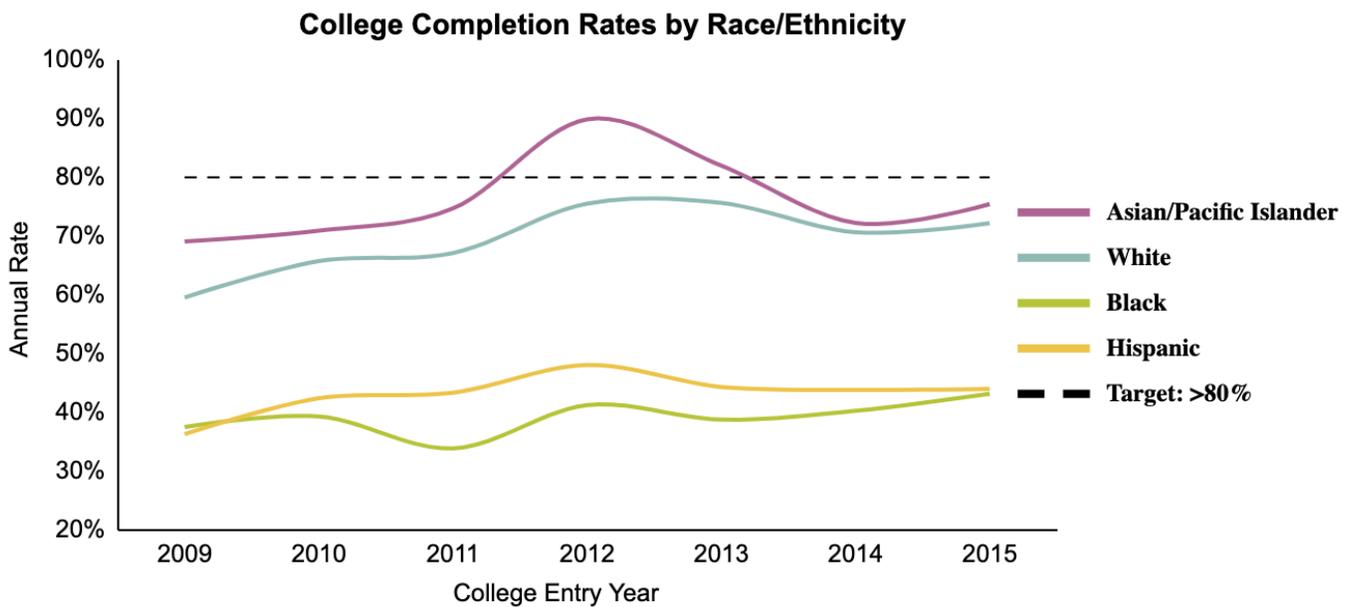
	Males		Females	
NESSC	62.0%	28,846	71.3%	38,976
CT	60.2%	7,825	70.6%	10,418
ME	54.2%	2,114	64.9%	2,915
MA	64.1%	13,364	73.5%	18,357
NH	63.2%	2,508	71.1%	3,280
RI	56.5%	1,799	63.9%	2,410
VT	75.0%	1,236	76.5%	1,596

Section VI: College Completion

Race/Ethnicity

There are notable variations in college completion rates across New England by race/ethnicity. About three in four Asian/Pacific Islander students (75%) and White students (72%) now complete college within six years, compared with 44% of Hispanic students and 43% of Black students.

Over the last decade, graduation rates for Asian/Pacific Islander, Black, Hispanic, and White students have all increased, with some groups seeing greater gains than others. White students have experienced the greatest increase of 12 percentage points, as compared to 8 percentage points for Hispanic students, and 6 percentage points for both Black students and Asian/Pacific Islander students.



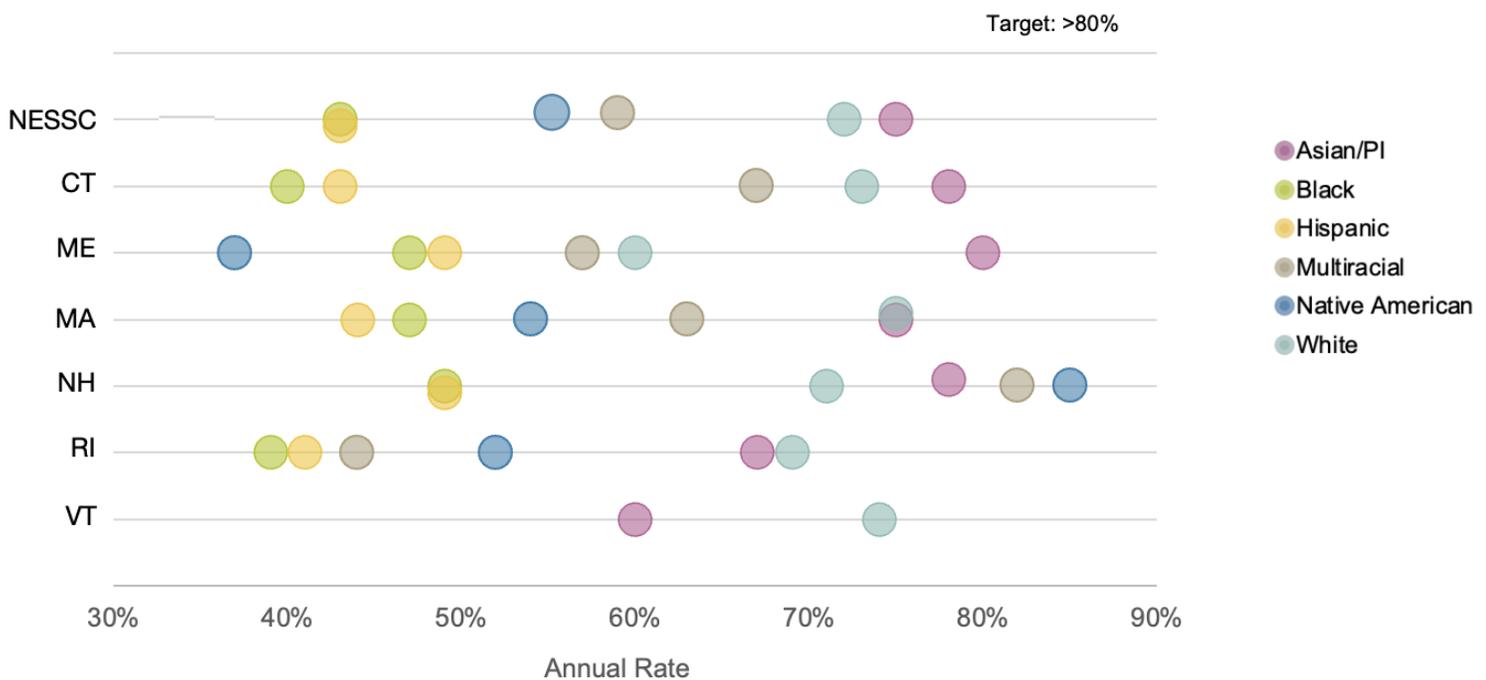
Section VI: College Completion

Race/Ethnicity

The completion gap by race/ethnicity varies widely across states for students entering college in 2015. Of NESSC states reporting data for at least the majority of race/ethnicity groups, Maine reported the widest gap (43 percentage points), while Rhode Island reported the most narrow gap (30 percentage points).

Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution since small samples make it difficult to accurately generalize for a larger group of students.

**College Completion Rates by State
College Entry Year 2015**



College completion rate & number of students by state (College Entry Year 2015)

	Asian/Pacific Islander		Black		Hispanic		Multiracial		Native American		White	
NESSC	75.4%	4,002	43.1%	3,252	43.3%	4,280	59.4%	992	52.0%	104	72.2%	55,233
CT	77.8%	1,074	39.9%	1,196	43.0%	1,577	67.4%	215	-	-	73.2%	14,140
ME	80.4%	119	47.3%	124	48.6%	54	56.6%	56	37.0%	17	60.4%	4,659
MA	75.3%	2,332	47.1%	1,672	43.6%	2,050	62.5%	576	54.0%	61	74.8%	25,030
NH	77.9%	218	49.3%	71	49.2%	116	81.7%	76	84.6%	11	70.6%	5,520
RI	67.2%	172	38.8%	189	41.3%	483	43.7%	69	51.7%	15	69.1%	3,281
VT	60.4%	87	-	-	-	-	-	-	-	-	73.9%	2,603

Appendix I: Student Group Definitions

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

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

Economically Disadvantaged Students

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

Maine uses a different method for calculating student FRPL status; a student can be deemed economically disadvantaged if: (1) student is listed on the Direct Certification list from the Maine Department of Health and Human Resources (DHHS); (2) student's parent or guardian has completed an Application for Free/Reduced Lunch Meals and the family income falls within the program guidelines; or (3) student's parent or guardian has completed a Parent/Guardian Economic Status Form and the family income falls within the program guidelines.

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

<http://www.doe.mass.edu/infoservices/data/ed.html>

English Learner

In this report, English Learner students are defined as students who meet each state education agency’s English Learner enrollment criteria. All English Learner (EL) students participate in statewide assessments and are required to take language-proficiency assessments.

Students are counted as EL if: (a) they are determined by states to be “non-English proficient” (NEP); (b) they are eligible for EL services but parents have withdrawn them from these services; or (c) they are identified as “fully English proficient” (FEP) but are within the two-year transition period.

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

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

Students with Disabilities

Students with disabilities are defined as students with individual education plans (IEPs) under the Individuals with Disabilities Education Act (IDEA). Students with significant cognitive disabilities participating in statewide alternate assessments are also included.

Students are identified as students with disabilities if they received or were eligible to receive services at any time during their secondary school years.

Gender

A student's reported gender as either male or female. *Note: Maine identifies student gender at the time of graduation for its graduation-rate indicators.*

Race/Ethnicity

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

Asian/Pacific Islander

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

Black

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

Hispanic

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

Multiracial (Two or More Races)

Students with a biracial or mixed-race heritage. The category also encompasses students with generationally distant genetic admixtures of more than one race in their DNA. During the period of NESSC reporting, state data systems have evolved to include this category.

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

Native American (American Indian/Alaskan Native)

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

White

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

Appendix II: Common Data Project Methodology

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

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

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

Indicator Descriptions

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

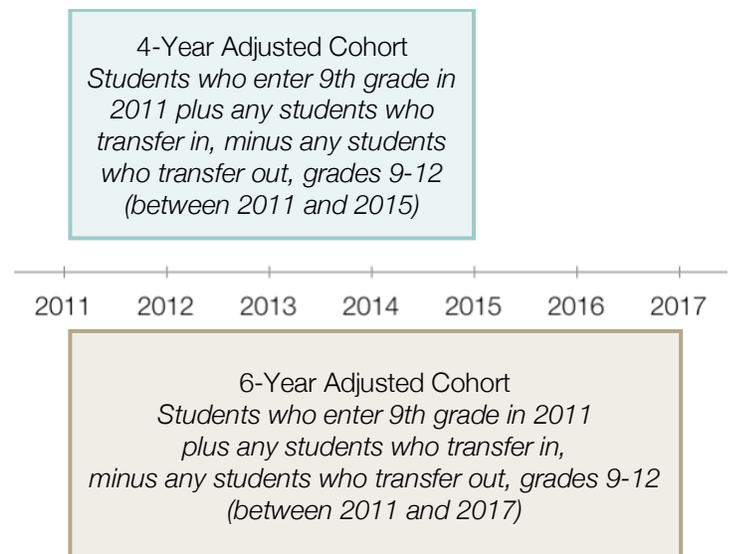
Graduation Rate (4-year)

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

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

The term “adjusted cohort” means the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9-12. Students who transfer into the cohort include students who enroll after the beginning of the entering cohort’s first year in high school, up to and including grade twelve. To remove a student from the cohort, a school or local education agency must confirm in writing that the student transferred out, emigrated to another country, or died. A student who is retained in a grade level, enrolls in a GED program, or leaves school for any other reason may not be counted as having transferred out and must, therefore, remain in the adjusted cohorts – for the purpose of calculating the graduation rate.

Illustration of Adjusted Cohort, Class of 2015



Extended Graduation Rate (6-year)

In addition to the common four-year graduation rate, the NESSC decided to report six-year graduation rates. The extended graduation rate is defined as the number of students who graduate in up to six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year adjusted cohort graduation rate, with adjustments to account for any students who transfer into the cohort by the end of the graduation year minus the number of students who transfer out, emigrate to another country, or die by the end of that year.

Dropout Rate

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

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

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

College Enrollment Rate

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

This report includes data on both immediate college enrollment and extended college enrollment.

Immediate college enrollment includes the unduplicated number of students enrolled for the first time in college in the fall (by October 15) immediately following earning a standard diploma in the state. The following formula is used for calculating immediate college enrollment:

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

Extended college enrollment includes the unduplicated number of students enrolled for the first time in college within 16 months (by October 15) after earning a standard diploma in the state. The following formula is used for calculating immediate college enrollment:

$$\# \text{ of Students Enrolled in College for the First Time within 16 Months of Graduation} \div \# \text{ of High School Graduates}$$

College Persistence Rate

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

of Students Enrolled in 3rd Semester ÷ # of First-Time College Freshmen

College Completion Rate

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

of Students Completing College within 6 Years ÷ # of First-Time College Freshmen

Quality Controls

Quality-control practices are critical to producing comparable and credible data across selected performance indicators. Quality approaches in most states constitute a combination of externally reported data, internal-review procedures, and data-verification techniques. These processes allow agency officials to assert that their performance statistics are valid representations of events within the state. Control procedures are used to evaluate data elements during the collection and production cycle, and mitigate unwanted variance and error. Without control procedures, valid inferences about performance cannot be made. The controls must be sensitive enough to detect slight changes in the performance indicators, while also discerning actual change from natural variability and non-systematic error.

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

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

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