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

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

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

**Table 1: Statewide Results by Subgroup**

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

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

While Black and Hispanic students were more likely to enroll in CT Community Colleges or CT State Universities than their white or Asian student peers, they earned credits at a significantly lower rate (39 and 40 percent, respectively) than white (57 percent) or Asian (58 percent) students. Thirty-nine percent of English Language Learners and 32 percent of students with disabilities earned a year’s credit in two years, significantly lower than overall rate of 52 percent. While students eligible for free or reduced price meals were more likely to attend CT Community Colleges or CT State Universities than those not eligible for free/reduced price meals, they too earned college credit at significantly lower rates than students who were ineligible.
Overall, 48 percent of the students from the 2010 graduating cohort who enrolled in CT Community Colleges or CT State Universities had some remediation. Male students were less likely to have been enrolled in remedial coursework than female students (47 percent as compared to 49 percent). Black and Hispanic students were enrolled in remedial coursework at a significantly higher rate (67 and 69 percent respectively) than white (40 percent) or Asian (41 percent) students. Seventy-seven percent of English Language Learners enrolled in some remedial coursework. Similar rates were evidenced among students with disabilities (74 percent) and students eligible for free (71 percent) or reduced (64 percent) price meals.

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

Tables 2 and 3: Results by District and School

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

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

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


For additional information about P20WIN, visit http://www.ct.edu/initiatives/p20win.
Appendix
## Enrollment, Credit-Earning, and Remediation

By Subgroup: Graduating Cohort 2010

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Enrolled Anywhere in 16 months</th>
<th>Enrolled in CC/CSU in 16 months</th>
<th>Earned 24 credits within Two years of Enrollment</th>
<th>Had Some Remediation</th>
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<tbody>
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<td>38%</td>
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</tr>
<tr>
<td>Male</td>
<td>74%</td>
<td>34%</td>
<td>50%</td>
<td>47%</td>
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<tr>
<td>American Indian</td>
<td>75%</td>
<td>43%</td>
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<tr>
<td>Asian</td>
<td>85%</td>
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<td>43%</td>
<td>39%</td>
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</tr>
<tr>
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1 Source: National Student Clearinghouse, report run 01/10/2014
2 Source: P20WIN data from Board of Regents (BOR) and CT Dept. of Education (CSDE)
3 Enrolled in a remediation course either at CC and/or at CSU

N/A: Not Applicable
## Enrollment, Credit-Earning, and Remediation
### By District: Graduating Cohort 2010

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<th>Enrolled in CC/CSU in 16 months</th>
<th>Earned 24 credits within Two years of Enrollment</th>
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### Table 2

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<th>District Code</th>
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* Suppressed to ensure confidentiality.
1 Source: National Student Clearinghouse, report run 01/10/2014
2 Source: P20WIN data from Board of Regents (BOR) and CT Dept. of Education (CSDE)
3 Enrolled in a remediation course either at CC and/or at CSU
## Table 3

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<td>Enrolled in CC/CSU in 16 months</td>
<td>Earned 24 credits within Two years of Enrollment</td>
<td>Had Some Remediation³</td>
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<td>Earned 24 credits within Two years of Enrollment</td>
<td>Had Some Remediation</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>2726113</td>
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<td>&lt;5%</td>
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<tr>
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</tr>
<tr>
<td>9001216</td>
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</tr>
<tr>
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<td>H. H. Ellis Technical High School</td>
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<td>23%</td>
<td>52%</td>
<td>72%</td>
</tr>
<tr>
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<td>Windham Technical High School</td>
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<td>60%</td>
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<tr>
<td>9002516</td>
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<td>72%</td>
</tr>
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<td>9002616</td>
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<td>Platt Technical High School</td>
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<td>57%</td>
</tr>
<tr>
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<td>Connecticut Technical High School System</td>
<td>Ella T. Grasso Southeastern Technical High School</td>
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<td>40%</td>
<td>72%</td>
</tr>
<tr>
<td>9016122</td>
<td>Norwich Free Academy</td>
<td>Norwich Free Academy</td>
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<td>48%</td>
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<tr>
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<tr>
<td>9036122</td>
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<td>Woodstock Academy</td>
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</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
<td>77%</td>
<td>36%</td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>
SFSF/Remediation at CC/CSU’s Report Notes:

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

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

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

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

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

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

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

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

Introduction

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

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

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

Description of Report

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

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

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

Methodology and Data Security

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

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

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

Definitions

- **2010 Graduation Cohort**: Students are included in the 2010 Graduation Cohort if they were first-time 9th graders in school year 2006–2007 and obtained a regular high school diploma in four years or less. For reporting purposes, entities with institution codes 15 (state agencies), 21 (private schools), 61 (approved private special education programs), and 82 (transitional programs), as well as school codes greater than 89 (generally alternative and special education programs) were excluded from the analysis. Graduates from schools outside the state were excluded even if their reporting district was a CT school district.
- **Subgroup**: Subgroup is a legal term defined in the Elementary and Secondary Education Act (ESEA) section 1111(b)(2)(C)(v)(II)¹ that requires that states provide data for each group of students who: are economically disadvantaged, are from major racial and ethnic groups, have disabilities and have limited English proficiency.

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

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

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

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

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

Important Limitations

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

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

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

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

- **Remediation Data:** Remediation classes in this report are those that were classified as remedial at CSU and CCC’s based on the manner in which remedial courses were identified through spring of 2013. Since then CCC and CSU institutions have made changes to their remedial and developmental education offerings based on education reform required by PA 12-40. For example, the content of some remedial courses, the method in which these courses are taught and the manner in which students are placed into these courses have changed in many cases. Because of these differences, data points in this report should not be directly compared to data points about remediation from more recent academic years.
- **Remediation Rates**: As is typical across the nation, the percentage of individuals needing remediation would be lower at CSUs which have enrollment requirements and higher at CCC’s which offer open enrollment.\(^5\)

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

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

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

### SFSF Federal Reporting Requirement

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

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

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

### Next Steps

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

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