

HIGH SCHOOL GRADUATION AND DROPOUT TRENDS FOR WASHINGTON STATE FOSTER YOUTH (2005–2009)

Introduction

A recent report completed by the Washington State Institute for Public Policy (Institute) presented graduation and dropout statistics for foster youth enrolled in Washington State high schools between 2005 and 2008.¹ While previous studies highlighted the gap in educational achievement between foster youth and other Washington State students,² this was the first analysis to outline the trend in high school graduation rates among foster youth.

Given the significant changes that have occurred in child welfare policy at both the state and federal levels, it will be important to continue to monitor these trends and determine if changes in the foster care system are having the desired effect. This report extends the analysis on the graduation rates of foster youth by:

- including a five-year trend of graduation and dropout rates (through 2008–09),
- comparing graduation rates of foster youth with other at-risk populations within Washington,
- examining General Educational Development (GED) completion rates, and
- outlining how initiatives aimed at improving educational outcomes for foster youth correspond to trends in high school graduation.

Children's Administration of the Washington State Department of Social and Health Services has contracted with the Institute to complete several analyses of the educational attainment of youth in state care. This report gives updated figures on graduation outcomes and suggests benchmarks for measuring progress.

¹ M. Burley (2009). *Graduation and dropout outcomes for children in state care (2005–2008)*. Olympia: Washington State Institute for Public Policy, Document No. 09-11-3901.

² M. Burley (2008). *Educational attainment of foster children: 2006 results*. Olympia: Washington State Institute for Public Policy, Document No. 08-03-3901.

Summary

This report includes updated statistics on graduation and dropout rates for foster youth in Washington State. Youth in an out-of-home (foster) placement have educational outcomes that are significantly below other students, and even below other disadvantaged student populations.

Since 2005, the graduation rate for all students in Washington State has ranged between 70 and 75 percent. For students in foster care, graduation rates vary between 32 and 44 percent. While these rates are significantly below other students, graduation numbers for foster youth have improved in each of the last three years. However, graduation levels for foster youth also lag behind other disadvantaged groups, such as low-income, special education, and migrant students.

In the 2008–09 school year, 12 percent of foster youth dropped out of high school, a rate more than twice as high as the statewide dropout rate (5 percent). While these students are best served by continuing their education and graduating from high school, research does suggest that earning a General Educational Development (GED) certificate can have benefits for some dropouts. Exact numbers are not available in Washington State, but including foster students who earn a GED in the analysis could increase the high school completion rate to about 73 percent.

Following outcomes for foster youth beyond high school will be important to assess the effectiveness of programs targeted to this population. The National Youth in Transition Database, implemented in October 2010, is one new effort that will help follow outcomes for foster youth as they transition to adulthood.

Graduation Trends for Foster Youth

Between 1 and 2 percent of students in Washington State public schools have been in an out-of-home (foster) placement *at some point* in their childhoods.³ While ensuring the success of all current and former foster youth is important, state policies and programs have the greatest reach among youth who remain in the foster care system for a period of time. Therefore, for this analysis, we focus on students with an *active* placement during high school (grades 9–12).⁴ In addition, youth with a short-term foster placement (lasting fewer than 90 days) are not included in these results.

To examine the relationship between the length of time in foster care and educational outcomes, we include three categories of foster youth:

- 1) **Foster youth with placements lasting 90 to 179 days during the school year.**
These are youth who were in an out-of-home placement for less than half of the school year (90 to 179 days). *In the 2008–09 school year, there were 297 high school foster students in this group.*
- 2) **Foster youth with placements between 180 and 359 days during the school year.**
These youth were in care for at least half (180 days) of the year, but less than the full year. *During the 2008–09 school year, there were 333 high school foster youth in this category.*
- 3) **Foster youth with placements of 360 days or more during the school year.**
These youth were in an out-of-home placement full time (over the entire course of the school year). *In 2008–09, 846 high school foster youth were in care continuously over the course of the school year.*

³ M. Burley & M. Halpern (2001). *Educational attainment of foster youth: Achievement and graduation outcomes for children in state care*. Olympia: Washington State Institute for Public Policy, Document No. 01-11-3901.

⁴ In 2008, Children’s Administration developed a data sharing agreement to provide foster care placement records to the Office of Superintendent of Public Instruction (OSPI). Under this agreement, OSPI staff link foster care case information to statewide educational records. Once these records are linked, personally identifiable student information is removed and a research database is created. Children’s Administration and OSPI have given permission to the Institute to utilize this non-identifiable research file for the purpose of analyzing educational outcomes of foster youth.

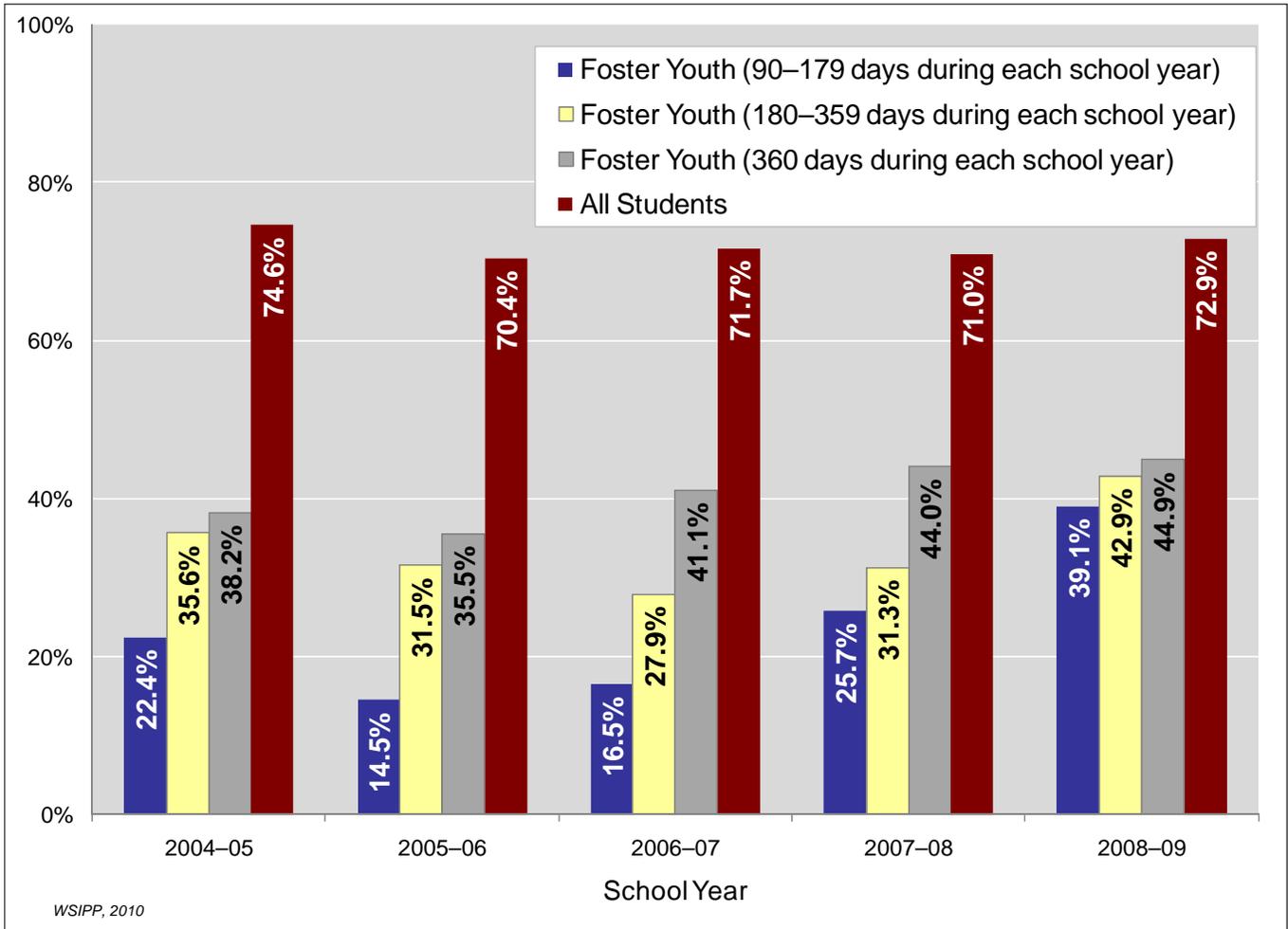
Among all high school students in grade 12, students are considered to graduate “on-time” if they receive a diploma at the end of the expected (four-year) enrollment period. Students who complete a General Educational Development (GED) certificate are not counted as a high school graduate according to state and federal definitions. As shown in Exhibit 1 (following page), the graduation rate for all Washington students has fluctuated between 70 and 75 percent each year since 2005.

The graduation rate for foster youth falls significantly below the statewide average. In the 2008–09 school year, the graduation rates for the three groups of foster youth included in this study were:

- **39 percent** among foster youth in school for at least half of the year;
- **43 percent** for foster youth enrolled more than half, but less than one full year; and
- **45 percent** for foster youth enrolled continuously during the year.

While the graduation rate for foster youth has remained at least 30 percentage points below the statewide rate, some improvements are evident in the last three years. For all three groups of foster youth, graduation rates improved between 2007 and 2009. For continuous foster youth, the graduation rate increased 4 percentage points (from 41 percent to 45 percent). And, among foster youth in placement for less than half the year, the rate of graduation increased 22 percentage points (from 17 percent to 39 percent).

Exhibit 1
On-Time Graduation Rates for Washington State
Foster Youth Compared With All High School Students



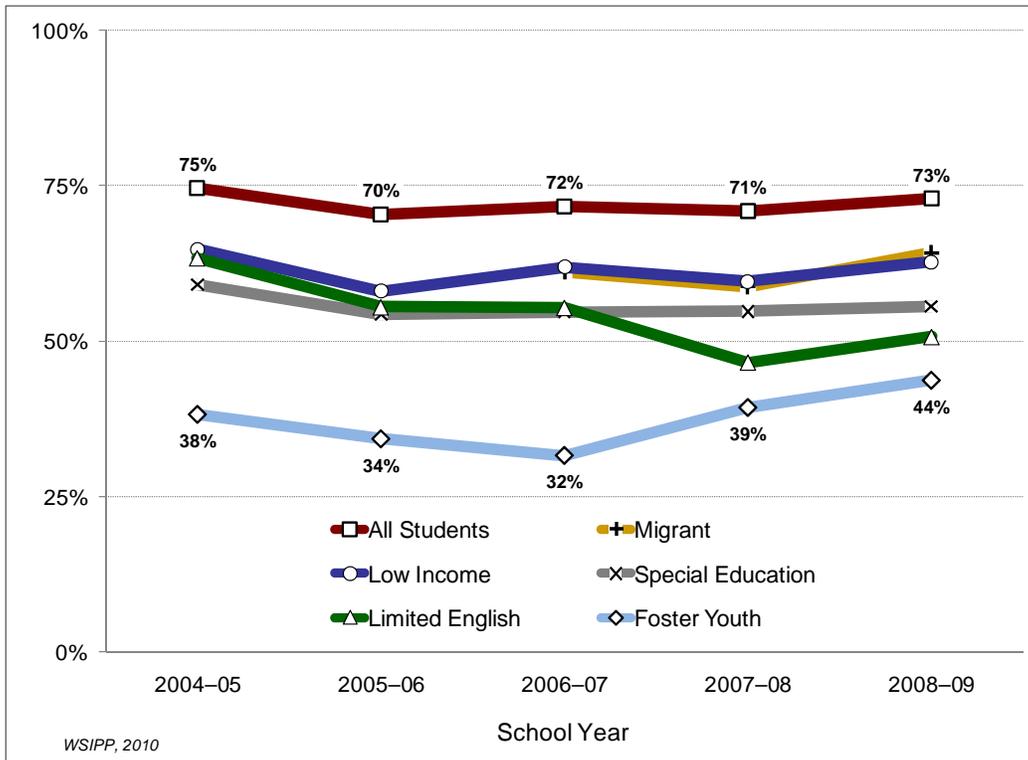
		2004–05	2005–06	2006–07	2007–08	2008–09
Graduates	Foster Youth (90–179 days)	21	18	12	13	11
	Foster Youth (180–359 days)	52	63	53	59	61
	Foster Youth (360 days)	31	31	40	35	37
	All Students	56,830	56,353	58,478	57,489	57,262
Total Students (Graduate-Eligible)	Foster Youth (90–179 days)	94	124	73	50	28
	Foster Youth (180–359 days)	146	200	190	189	142
	Foster Youth (360 days)	81	87	97	80	82
	All Students	76,185	80,024	81,577	80,988	78,502
Graduation Rate	Foster Youth (90–179 days)	22.4%	14.5%	16.5%	25.7%	39.1%
	Foster Youth (180–359 days)	35.6%	31.5%	27.9%	31.3%	42.9%
	Foster Youth (360 days)	38.2%	35.5%	41.1%	44.0%	44.9%
	All Students	74.6%	70.4%	71.7%	71.0%	72.9%

Graduation Rates for Disadvantaged Students

Taken together, the high school graduation rate for all foster youth in this study (in care for 90 or more days) was 43.7 percent during the 2008–09 school year. This represents a 12 percentage point increase from the graduation rate of 31.6 percent in the 2006–07 school year.

One of the advantages of utilizing the Office of Superintendent of Public Instruction’s (OSPI) research database for this analysis is that graduation results for foster youth in Washington State can be compared with other disadvantaged student groups. Exhibit 2 shows how the graduation rate for foster youth compares with those of migrant, low-income, special education, and bilingual (limited English) students.

Exhibit 2
On-Time Graduation Rates for Washington State Students Compared With Other Disadvantaged Students



		2004-05	2005-06	2006-07	2007-08	2008-09
Graduates	Migrant	N/A	N/A	863	678	785
	Low Income	19,755	13,473	12,352	12,220	13,976
	Special Education	5,570	4,045	3,976	3,785	3,982
	Limited English	2,555	1,616	1,425	1,057	1,134
	Foster Youth	104	112	105	107	109
	All Students	56,830	56,353	58,478	57,489	57,262
Graduation Rate	Migrant	N/A	N/A	61.2%	58.8%	64.2%
	Low Income	64.8%	58.0%	61.9%	59.6%	62.7%
	Special Education	59.1%	54.3%	54.7%	54.8%	55.6%
	Limited English	63.4%	55.5%	55.4%	46.6%	50.7%
	Foster Youth	38.2%	34.3%	31.6%	39.3%	43.7%
	All Students	74.6%	70.4%	71.7%	71.0%	72.9%

Source: OSPI, <http://www.k12.wa.us/DataAdmin/default.aspx>.

While 73 percent of high school seniors graduated “on-time” in 2009, many groups of students within this population had graduation rates far below this statewide average. Low-income students, for example, had a graduation rate of 63 percent. All foster youth automatically qualify for federal meal assistance (free and reduced price lunch) and would be included in this category. Students in special education also have a very low graduation rate—56 percent in 2009. While special education students represent about 8 to 10 percent of the entire student population, 24 percent of students in foster care are in special education.

Exhibit 2 also includes two other groups with below average graduation rates—migrant students (64 percent) and students with limited English proficiency (51 percent). While few foster youth appear in these categories, like migrant students, foster youth may frequently change schools during the school year. For example, while 13 percent of the entire student population changes schools during the year, nearly half (47 percent) of foster youth were in two or more schools during the school year.

Given that a higher percentage of foster youth are likely to be in one or more of these disadvantaged populations, it is not surprising that the graduation rate for foster youth falls below other groups. In recent years, the gap in graduation rates between foster youth and other disadvantaged students has narrowed. While this is a positive trend, the graduation rate for foster youth remains about 30 percentage points below the statewide average. In addition to high school graduation, other outcome measures should also be examined to determine how foster youth are faring in school. The next section looks at dropout rates among foster youth, and compares these rates with other students over time.

Dropout Rate for Foster Youth

In the last five years, the annual dropout rate for all high school students in Washington State has remained close to 5 percent.⁵ Exhibit 3 displays the most recent (2008–09) dropout rates for the disadvantaged groups discussed in the previous section.

Exhibit 3
Annual Dropout Rate by Subpopulation, 2008–09

Student Population	Dropout Rate
Special Education	6.3%
Limited English	8.3%
Low Income	6.6%
Migrant	6.4%
Foster Youth	12.0%
All Students	5.0%

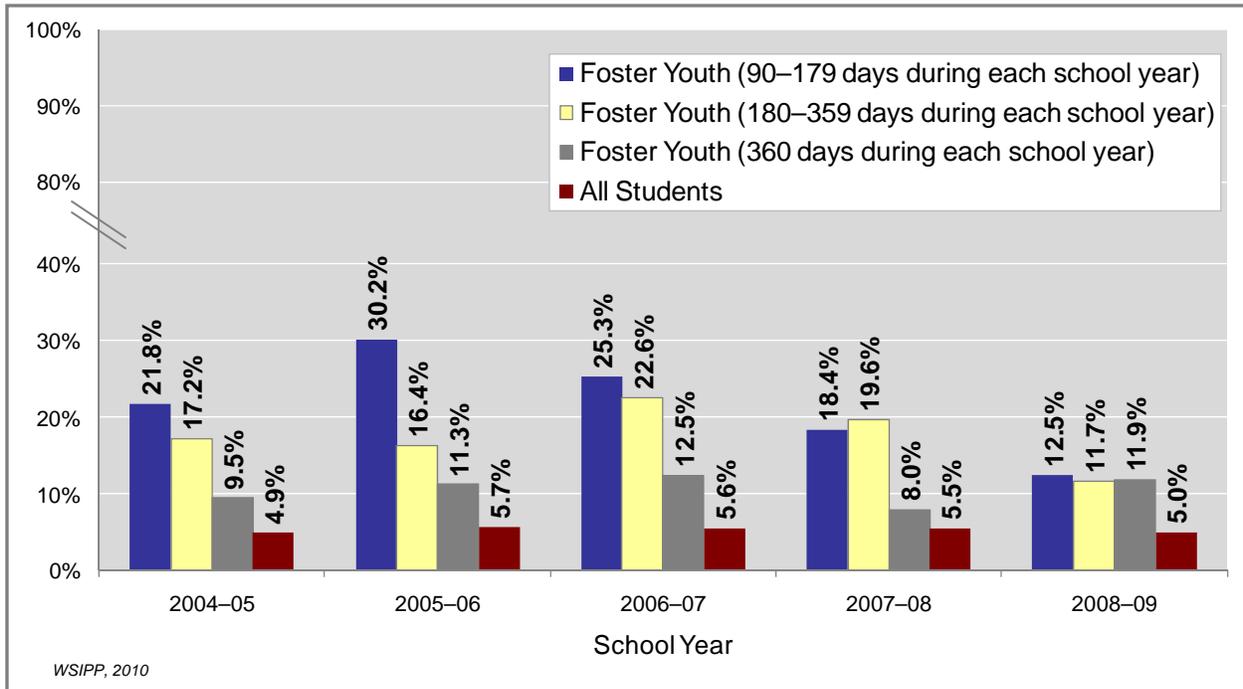
In the 2008–09 school year, 12 percent of foster youth in high school were counted as dropouts. This rate was significantly higher than the dropout rate for other disadvantaged student populations, which ranged between 6 and 8 percent. While the dropout rate for foster youth is more than twice the statewide average, dropout statistics have still improved for some groups of foster youth.

Exhibit 4 (next page) displays the dropout rate by year for foster youth, according to the length of time in placement.⁶ For foster students in care less than the entire year, the dropout rate decreased from about 24 percent in the 2006–07 school year to 12 percent in the 2008–09 school year. While improvements in the dropout rate are noticeable, a sizeable number of foster youth still leave school prior to graduation. The remaining sections of this paper estimate how many foster students may take advantage of graduation alternatives, such as the GED certificate, and highlight the number of foster students served by educational support and advocacy programs.

⁵ It should also be noted that a certain percentage of students who neither dropout nor graduate at the end of four years are counted as “continuing.” The four-year dropout rate is not simply the inverse of the graduation rate, because some students are in this continuing status.

⁶ Foster youth in this sample were in placement at some point during the school year. It should be noted that some youth may have dropped out after the foster placement ended.

Exhibit 4
Annual Dropout Rate for Washington State
Foster Youth Compared With All High School Students



		2004–05	2005–06	2006–07	2007–08	2008–09
Dropouts	Foster Youth (90–179 days)	36	48	49	39	37
	Foster Youth (180–359 days)	60	62	95	78	39
	Foster Youth (360 days)	87	117	125	79	101
	All Students	15,538	18,119	17,823	17,655	15,604
Net Students Served	Foster Youth (90–179 days)	165	159	194	212	297
	Foster Youth (180–359 days)	348	379	421	397	333
	Foster Youth (360 days)	917	1,040	1,002	986	846
	All Students	314,237	319,348	320,296	319,277	312,789
Annual Dropout Rate	Foster Youth (90–179 days)	21.8%	30.2%	25.3%	18.4%	12.5%
	Foster Youth (180–359 days)	17.2%	16.4%	22.6%	19.6%	11.7%
	Foster Youth (360 days)	9.5%	11.3%	12.5%	8.0%	11.9%
	All Students	4.9%	5.7%	5.6%	5.5%	5.0%

General Educational Development (GED) Certificates and Foster Youth

The General Educational Development (GED) exam provides dropouts with an opportunity to receive a credential equivalent to a high school diploma. While individuals who earn GED certificates are recognized as high school completers, outcomes for these individuals are significantly different when compared with high school graduates. A recent study sponsored by the American Council on Education found that after controlling for other demographic factors, GED recipients have annual wages that are:

- \$1,600 less than high school graduates,
- \$4,700 less than individuals with a two-year or vocational degree, and
- \$8,100 less than a college graduate.⁷

The economic advantages of earning a high school diploma or participating in postsecondary education are well established. This does not mean, however, that GED credentials are not also beneficial for some individuals. Using data that followed students over ten years, Murnane (1999) found that earning a GED was associated with higher earnings for dropouts with lower cognitive skills,⁸ but not for those who were stronger academically.⁹

On average, foster youth in Washington State score in the bottom quartile on statewide assessment tests and have higher levels of learning disabilities.¹⁰ Increasing the GED completion rate among foster youth could be beneficial for those students who are likely to drop out of school. Unfortunately, data on GED completions among foster youth in Washington State have not been compiled. Some reasonable estimates can be made, however, about the current numbers of foster youth completing a GED in the state.

⁷ W. Song & Y. Hsu (2008). *Economic and noneconomic outcomes for GED credential recipients*. GED Testing Service™ Research Studies, 2008–2. Washington, DC: American Council on Education.

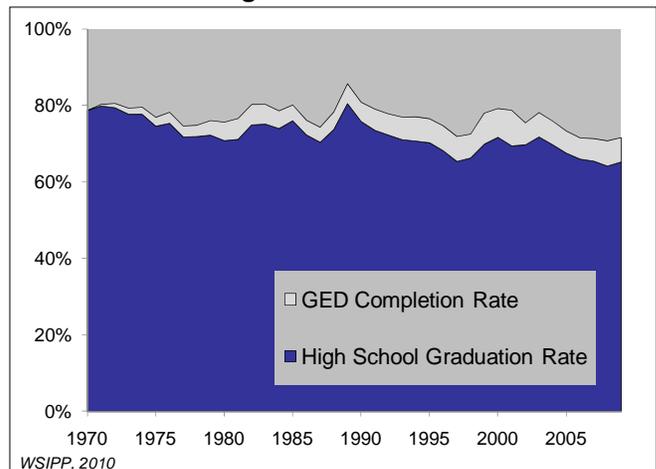
⁸ In the bottom quartile of the 10th-grade math test.

⁹ R. J. Murnane, J. B. Willett, & K. P. Boudett (1999). Do male dropouts benefit from obtaining a GED, postsecondary education, and training? *Evaluation Review*, 23(5), 475-503.

¹⁰ M. Burley (2010). *How are the experiences of foster youth in Washington State related to WASL assessments? 2008 results*. Olympia: Washington State Institute for Public Policy, Document No. 10-04-3902.

Exhibit 5 displays the percentage of youth in Washington State who either graduated from high school or earned a GED before the age of 20. In the last 30 years, the percentage of young adults completing GEDs has increased from 1 percent in 1970 to 6 percent by 2009.

Exhibit 5
High School Graduation and GED Completions
Washington State: 1970–2009



Sources: Office of Superintendent of Public Instruction, Office of Financial Management, Caseload Forecast Council, and State Board for Community and Technical Colleges

In a review of studies conducted in the last ten years on the educational outcomes of foster youth, Wolanin (2005) found that GED completion rates for these youth ranged between 5 and 29 percent.¹¹ Given this range, we can estimate how many foster youth in Washington may have completed a GED before the age of 20.

In Exhibit 6 (next page), we assume that between 5 and 29 percent of foster youth will earn a GED credential before the age of 20. A GED completion rate of 5 percent would mean that 12 to 17 foster youth per year received a GED. Using our highest estimates, we calculate that between 72 and 96 foster youth may be receiving a GED each year. If this many foster students were earning a GED, the high school completion rate (GED plus diploma) would have been 73 percent in 2009.

¹¹ T. R. Wolanin (2005). *Higher education opportunities for foster youth: A primer for policymakers*. Washington, DC: Institute for Higher Education Policy.

Exhibit 6
Estimated GED/High School Completion Rate
for Foster Youth in Washington State

School Year	Foster Youth (Eligible to Graduate)	Graduates (Rate)	5% GED (Completion Rate)	29% GED (Completion Rate)
2005–06	327	112 (34%)	16 (39%)	95 (63%)
2006–07	332	105 (32%)	17 (37%)	96 (61%)
2007–08	272	107 (39%)	14 (44%)	79 (68%)
2008–09	249	109 (44%)	12 (49%)	72 (73%)

While we do not know the precise rate in Washington State, research in other areas has found that the GED completion rate for foster youth is up to five times that of the general student population. It will be important to follow the pathway of foster youth beyond high school to determine what educational supports and services may help improve the transition to adulthood.

A new federal rule, finalized in February 2008, will require states to collect and report information about foster youth in the years after they age out of foster care.¹² By October 2010, all states, including Washington, have begun surveying foster youth using the National Youth in Transition Database (NYTD). Every third year, a baseline survey will be conducted of foster youth within 45 days of their 17th birthday. At ages 19 and 21, some of these youth will be contacted for follow-up surveys. All surveys will collect information on the following outcomes:

- Financial self-sufficiency
- Housing and homelessness
- Educational attainment
- Positive connections with adults
- High-risk behavior
- Access to health insurance

The first submission of NYTD/IL services is due to the federal government in May 2011. In the coming years, the NYTD data will serve as an important source of information used to track outcomes for foster youth and evaluate the effectiveness of programs and policies designed to assist youth as they age out of foster care. The next section highlights current and previous programs available in the state to foster youth who are transitioning to adulthood.

Educational Assistance Programs for Foster Youth—History and Outcomes

In the last ten years, a number of programs to provide educational support to foster youth have been either implemented or expanded. These programs offer services (such as educational advocacy) and financial assistance (scholarships) designed to keep foster youth enrolled in school, increase the high school graduation rates, and improve college enrollment rates. The statewide programs and dates of implementation include:

- **Independent and Transitional Living Programs (1999–present).** In addition to providing foster youth with training in daily life skills, the Independent Living (IL) program also helps youth with educational support, career exploration, vocational training, job placement, and retention. The IL program may also provide financial assistance with GED fees, graduation, or other education-related expenses.
- **Education and Training Vouchers (2003–present).** Foster youth aged 16 to 21 may receive up to \$5,000 per year for college tuition from this federally-funded program.
- **Educational Advocacy (2006–present).** Educational advocates are employed in all six DSHS regions to assist foster youth in school by (1) mediating disciplinary or enrollment issues, (2) helping youth access special education and support services, and (3) working to reduce school mobility and promote credit retrieval.

¹² 45 CFR 1356.80

- **Foster Care to College Partnership (2006–2009).** This three-year, foundation-funded initiative was a public-private partnership that helped connect foster youth to mentors, offered educational information seminars, and supported a summer program designed to prepare foster youth for college.
- **Foster Care to 21 (2006–present).** Foster youth who graduate from high school and elect to enroll in college or training can remain in a voluntary foster placement until age 21 under this state-funded program.
- **Passport for Foster Youth Promise Program (2007–present).** This six-year pilot program, administered by the Higher Education Coordinating Board, includes financial assistance to foster youth for college attendance and on-campus supports for scholarship recipients.
- **Supplemental Educational Transition Planning (SETuP) (2007–present).** SETuP coordinators throughout the state assist high school age foster youth with applying for and accessing financial aid, planning courses that will prepare them for college, and developing a transition plan for future career and educational opportunities.
- **Washington College Bound Scholars (2007–present).** This state-funded scholarship is available to all low-income students who apply in 7th or 8th grades, agree to maintain a 2.0 GPA, and avoid involvement with the criminal justice system. Foster youth are automatically eligible for this scholarship that provides full tuition at Washington State colleges and universities.
- **Peer to Peer Mentors (2008–present).** Peer to peer mentors are foster care alumni who are employed part-time to support and encourage current foster care youth (aged 17 to 21) in attending college or training beyond high school.¹³

In addition to the array of programs established in recent years, in 2003, the Washington State Legislature made other legislative changes affecting foster youth. This 2003 law:

- Established that whenever possible, foster youth should remain in the school they were attending prior to a foster placement, and
- Directed DSHS Children’s Administration, in conjunction with OSPI, to negotiate and sign agreements with all school districts in Washington State “specifying specific strategies for communication, coordination, and collaboration regarding the status and progress of foster children.”¹⁴

Recent evaluations completed by the Institute found that the Foster Care to 21 program and the Foster Care to College Partnership were two initiatives that had a positive impact on educational outcomes for foster youth.^{15,16}

These programs, however, served a relatively small number of foster youth and may have only a minimal impact on the overall high school graduation rate.

In addition, the other programs and policies described above have not been rigorously evaluated. Without a well constructed study that includes a suitable comparison group, we cannot make definitive statements about the effectiveness of these efforts designed to improve educational outcomes of foster youth.

¹³ The Peer to Peer Mentor program is funded with federal Education and Training Voucher (ETV) dollars.

¹⁴ RCW 74.13.550 and RCW 74.13.560

¹⁵ M. Burley & S. Lee (2010). *Extending foster care to age 21: Measuring costs and benefits in Washington State*. Olympia: Washington State Institute for Public Policy, Document No. 10-01-3902.

¹⁶ M. Burley (2009). *Foster care to college partnership: Evaluation of education outcomes for foster youth*. Olympia: Washington State Institute for Public Policy, Document No. 09-12-3901.

While we cannot pinpoint the direct impact of all programs serving foster youth in this state, we can continue to monitor and track educational outcomes for this group of students in state care. In 2009, state taxpayers paid over \$4.5 million dollars for programs designed to assist transitioning foster youth.¹⁷ And, in recent years, indicators related to the educational attainment of these youth have shown improvement (as shown in Exhibits 2 and 4). An ongoing focus on the educational progress of Washington's foster students will be valuable, as well as investigation regarding cost-effective options for improving graduation outcomes.

This report provides an update for statewide graduation and dropout rates and discusses future data collection efforts that may provide additional information on the educational status of foster youth. This base of knowledge can potentially assist with the strategic allocation of resources and careful targeting of services so that these youth can achieve their educational goals and make successful transitions to adulthood.

¹⁷ S. Whiteman, R. Lieb, & M. Burley (2010). *Foster youth transitions to independence: Options to improve program efficiencies*. Olympia: Washington State Institute for Public Policy, Document No. 10-01-3901.

APPENDIX

Exhibit A1
Annual Dropout/Graduation Statistics by Grade:
All Washington State Students

	2005–06				2006–07			
	9	10	11	12	9	10	11	12
Net students served	89,522	81,674	79,570	68,582	88,740	82,410	78,593	70,553
Number of dropouts	3,712	3,552	5,319	5,536	3,364	3,706	4,968	5,785
Dropout rate	4.1%	4.3%	6.7%	8.1%	3.8%	4.5%	6.3%	8.2%
Percentage of cohort remaining at end of year	95.9%	91.7%	85.6%	78.6%	96.2%	91.9%	86.1%	79.0%
Annual dropout rate (Total)¹								
	5.7% (18,119)				5.6% (17,823)			
Continuing rate (Total)²								
	9.6% (6,597)				8.5% (6,010)			
Graduation rate (Total)³								
	70.4% (56,353)				71.7% (58,478)			
	2007–08				2008–09			
	9	10	11	12	9	10	11	12
Net students served	87,231	82,843	78,947	70,256	84,769	80,799	78,115	69,106
Number of dropouts	3,186	3,525	4,847	6,097	3,077	3,082	4,144	5,301
Dropout rate	3.7%	4.3%	6.1%	8.7%	3.6%	3.8%	5.3%	7.7%
Percentage of cohort remaining at end of year	96.3%	92.2%	86.6%	79.1%	96.4%	92.7%	87.8%	81.0%
Annual dropout rate (Total)¹								
	5.5% (17,655)				5.0% (15,604)			
Continuing rate (Total)²								
	9.3% (6,561)				9.2% (6,377)			
Graduation rate (Total)³								
	71.0% (57,489)				72.9% (57,262)			

Source: 2010 Institute analysis of OSPI data. Numbers may differ slightly from OSPI's reported statistics.

¹ Annual dropout rate equals the sum of total dropouts in each grade divided by the sum of total students served in each grade.

² Continuing students are students in grade 12 who did not graduate/complete high school, but were not recorded as having a dropout or unknown enrollment status. The continuing rate equals the number of continuing students divided by the total students served in 12th grade.

³ Graduates include the number of students served in grade 12, minus confirmed dropouts (in grade 12) and continuing students. The graduation rate is calculated as the percentage of students remaining at the end of grade 11 multiplied by one minus the sum of the continuing rate and grade 12 dropout rate.

Exhibit A2
Annual Dropout/Graduation Statistics by Grade:
Foster Youth in Care for 90 to 179 Days During Current School Year

	2005–06				2006–07			
	9	10	11	12	9	10	11	12
Net students served	58	43	31	27	71	53	32	38
Number of dropouts	10	13	16	9	16	9	6	18
Dropout rate	17.2%	30.2%	51.6%	33.3%	22.5%	17.0%	18.8%	47.4%
Percentage of cohort remaining at end of year	82.8%	57.7%	27.9%	18.6%	77.5%	64.3%	52.3%	27.5%
Annual dropout rate (Total)¹								
	30.2% (48)				25.3% (49)			
Continuing rate (Total)²								
	14.8% (4)				21.1% (8)			
Graduation rate (Total)³								
	14.5% (18)				16.5% (12)			
	2007–08				2008–09			
	9	10	11	12	9	10	11	12
Net students served	69	57	53	33	111	96	70	20
Number of dropouts	5	12	12	10	10	10	9	8
Dropout rate	7.2%	21.1%	22.6%	30.3%	9.0%	10.4%	12.9%	40.0%
Percentage of cohort remaining at end of year	92.8%	73.2%	56.6%	39.5%	91.0%	81.5%	71.0%	42.6%
Annual dropout rate (Total)¹								
	18.4% (39)				12.5% (37)			
Continuing rate (Total)²								
	24.2% (8)				5.0% (1)			
Graduation rate (Total)³								
	25.7% (13)				39.1% (11)			

Source: 2010 Institute analysis of OSPI data.

¹ Annual dropout rate equals the sum of total dropouts in each grade divided by the sum of total students served in each grade.

² Continuing students are students in grade 12 who did not graduate/complete high school, but were not recorded as having a dropout or unknown enrollment status. The continuing rate equals the number of continuing students divided by the total students served in 12th grade.

³ Graduates include the number of students served in grade 12, minus confirmed dropouts (in grade 12) and continuing students. The graduation rate is calculated as the percentage of students remaining at the end of grade 11 multiplied by one minus the sum of the continuing rate and grade 12 dropout rate.

Exhibit A3
Annual Dropout/Graduation Statistics by Grade:
Foster Youth in Care Half Time (180 to 359 Days) During Current School Year

	2005–06				2006–07			
	9	10	11	12	9	10	11	12
Net students served	110	91	73	105	115	102	101	103
Number of dropouts	10	16	21	15	12	25	20	38
Dropout rate	9.1%	17.6%	28.8%	14.3%	10.4%	24.5%	19.8%	36.9%
Percentage of cohort remaining at end of year	90.9%	74.9%	53.4%	45.7%	89.6%	67.6%	54.2%	34.2%
Annual dropout rate (Total)¹								
	16.4% (62)				22.6% (95)			
Continuing rate (Total)²								
	26.7% (28)				11.7% (12)			
Graduation rate (Total)³								
	31.5% (63)				27.9% (53)			
	2007–08				2008–09			
	9	10	11	12	9	10	11	12
Net students served	128	88	84	97	128	117	77	11
Number of dropouts	18	20	19	21	9	15	13	2
Dropout rate	14.1%	22.7%	22.6%	21.6%	7.0%	12.8%	16.9%	18.2%
Percentage of cohort remaining at end of year	85.9%	66.4%	51.4%	40.3%	93.0%	81.0%	67.4%	55.1%
Annual dropout rate (Total)¹								
	19.6% (78)				11.7% (39)			
Continuing rate (Total)²								
	17.5% (17)				18.2% (2)			
Graduation rate (Total)³								
	31.3% (59)				42.9% (61)			

Source: 2010 Institute analysis of OSPI data.

¹ Annual dropout rate equals the sum of total dropouts in each grade divided by the sum of total students served in each grade.

² Continuing students are students in grade 12 who did not graduate/complete high school, but were not recorded as having a dropout or unknown enrollment status. The continuing rate equals the number of continuing students divided by the total students served in 12th grade.

³ Graduates include the number of students served in grade 12, minus confirmed dropouts (in grade 12) and continuing students. The graduation rate is calculated as the percentage of students remaining at the end of grade 11 multiplied by one minus the sum of the continuing rate and grade 12 dropout rate.

Exhibit A4
Annual Dropout/Graduation Statistics by Grade:
Foster Youth in Care Full Time (360 Days) During Current School Year

	2005–06				2006–07			
	9	10	11	12	9	10	11	12
Net students served	403	329	245	63	386	313	238	65
Number of dropouts	38	42	28	9	45	41	31	8
Dropout rate	9.4%	12.8%	11.4%	14.3%	11.7%	13.1%	13.0%	12.3%
Percentage of cohort remaining at end of year	90.6%	79.0%	70.0%	60.0%	88.3%	76.8%	66.8%	58.6%
Annual dropout rate (Total)¹								
	11.3% (117)				12.5% (125)			
Continuing rate (Total)²								
	34.9% (22)				26.2% (17)			
Graduation rate (Total)³								
	35.5% (31)				41.1% (40)			
	2007–08				2008–09			
	9	10	11	12	9	10	11	12
Net students served	355	341	227	63	252	222	227	145
Number of dropouts	33	28	11	7	25	18	33	25
Dropout rate	9.3%	8.2%	4.8%	11.1%	9.9%	8.1%	14.5%	17.2%
Percentage of cohort remaining at end of year	90.7%	83.3%	79.2%	70.4%	90.1%	82.8%	70.7%	58.5%
Annual dropout rate (Total)¹								
	8.0% (79)				11.9% (101)			
Continuing rate (Total)²								
	33.3% (21)				19.3% (28)			
Graduation rate (Total)³								
	44.0% (35)				44.9% (37)			

Source: 2010 Institute analysis of OSPI data.

¹ Annual dropout rate equals the sum of total dropouts in each grade divided by the sum of total students served in each grade.

² Continuing students are students in grade 12 that did not graduate/complete high school, but were not recorded as having a dropout or unknown enrollment status. The continuing rate equals the number of continuing students divided by the total students served in 12th grade.

³ Graduates include number of students served in grade 12, minus confirmed dropouts (in grade 12) and continuing students. The graduation rate is calculated as the percent of students remaining at the end of grade 11 multiplied by one minus the sum of the continuing rate and grade 12 dropout rate.

Exhibit A5
Annual Dropout/Graduation Statistics by Grade:
All Foster Youth in Care (90 to 360 Days) During Current School Year

	2005–06				2006–07			
	9	10	11	12	9	10	11	12
Net students served	571	463	349	195	572	468	371	206
Number of dropouts	58	71	65	33	73	75	57	64
Dropout rate	10.2%	15.3%	18.6%	16.9%	12.8%	16.0%	15.4%	31.1%
Percentage of cohort remaining at end of year	89.8%	76.1%	61.9%	51.4%	87.2%	73.3%	62.0%	42.7%
2005–06 Summary								
Annual dropout rate (Total)¹	14.4% (227)				16.6% (269)			
Continuing rate (Total)²	27.7% (54)				18.0% (37)			
Graduation rate (Total)³	34.3% (112)				31.6% (105)			
	2007–08				2008–09			
	9	10	11	12	9	10	11	12
Net students served	552	486	364	193	491	435	374	176
Number of dropouts	56	60	42	38	44	43	55	35
Dropout rate	10.1%	12.3%	11.5%	19.7%	9.0%	9.9%	14.7%	19.9%
Percentage of cohort remaining at end of year	89.9%	78.8%	69.7%	56.0%	91.0%	82.0%	70.0%	56.1%
2007–08 Summary								
Annual dropout rate (Total)¹	12.3% (196)				12.0% (177)			
Continuing rate (Total)²	23.8% (46)				17.6% (31)			
Graduation rate (Total)³	39.3% (107)				43.7% (109)			

Source: 2010 Institute analysis of OSPI data.

¹ Annual dropout rate equals the sum of total dropouts in each grade divided by the sum of total students served in each grade.

² Continuing students are students in grade 12 that did not graduate/complete high school, but were not recorded as having a dropout or unknown enrollment status. The continuing rate equals the number of continuing students divided by the total students served in 12th grade.

³ Graduates include number of students served in grade 12, minus confirmed dropouts (in grade 12) and continuing students. The graduation rate is calculated as the percent of students remaining at the end of grade 11 multiplied by one minus the sum of the continuing rate and grade 12 dropout rate.

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