

### Data correction

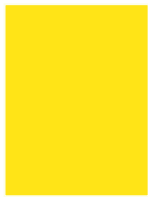
The college-graduation data for students needing to take remedial courses was incorrect. The correct data reports that 17% of students who must take a remedial *reading* course eventually graduate from college. The report also indicates only 20% of students who must take two or more courses eventually graduates from college. (Reported in “College Readiness,” by David Conley, 2007)

We apologize for our error, which was substantial. The inaccurate data has been removed from the slide presentations.

### Slide notes

#### Where the data comes from

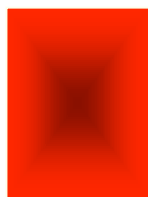
We used data from fourteen comprehensive high schools and four alternatives schools. Each school is a part of one of the seven grantee school districts. We did not use data from the three schools on the Tyee Campus in Highline because the schools did not have 9<sup>th</sup> grade classes in October, 2003. Only four alternative schools had sufficiently complete data to be included.



The data represented by the gold column is the October 2003 *ninth grade enrollment* figure reported to OSPI by each district. That figure forms the starting point for all other calculations. The same color later represents the number of *college-prepared* students – i.e., those students who went directly to a 2- or 4-year college and did not need remediation. Those students met each district’s goal of graduating students prepared for college. We used each school’s Class of 2006 college-direct figure, as reported by the BERC Group, since the data for 2007 are not yet available.



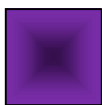
The teal color represents the estimated 40% of the class’ college-direct students who had to take one or more remedial courses. The 40% calculation comes from the National Center for Education Statistics, 2004.



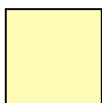
The red column data represents the difference between the number of June 2007 graduates (as reported to SSP by building principals) and the October 2003 enrollment figure your district provided to OSPI. We have labeled these students as *lost*, meaning that many fewer students graduated than were originally enrolled in the class. They may have moved from the district, dropped out, transferred, been expelled, and so on.



The gray column represents “unknown” students – those students for whom we have no data regarding post-graduation activity, and who typically work in low-paying “transition” jobs (see “College for All?” by James Carnavale), travel, or enter the armed services. Some of these students will eventually enroll in further education, but we have no evidence to indicate that they will be college-prepared when they do enroll.



The purple column represents students who were *lost* from the alternative programs – students who were enrolled but were not graduated.



The ivory column represents students who were graduated from an alternative school. No college-going data is available for these students.