

## DATA SOURCES AND NOTES

Detailed information about the source and relevant observations about the data used for the projections for the nation, regions, and each state. This information is also provided with the projections in the interactive charts, dashboards and downloadable datasets.

### Nation and Regions

#### UNITED STATES

The U.S. Public Schools graduates projections begin SY 2023-24 but include projected values for several states, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>). The U.S. (national) data and projections include the 50 states and District of Columbia, but projections may not exactly equal the sum of the states and D.C., because the national projections are made independently of the states.

#### MIDWEST

This is the WICHE-defined Midwest region, and does not include North Dakota and South Dakota; they are included with other WICHE member states in the WICHE West region. The Midwest region Public Schools graduate projections begin SY 2023-24 but include projected values for Iowa and Illinois, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **NORTHEAST**

Northeast region Public Schools graduate projections begin SY 2023-24 but include projected values for New Hampshire (races/ethnicities), projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **SOUTH**

South region Public Schools graduate projections begin SY 2023-24 but include projected values for Delaware, Louisiana, South Carolina, Texas and West Virginia; projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **WEST**

This is the WICHE-defined West region and includes WICHE member states North and South Dakota. The West region Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **MIDWEST (CENSUS DEFINITION)**

This is the Census-defined Midwest region, including North and South Dakota. The Census Midwest region Public Schools graduate projections begin SY 2023-24 but include projected values for Iowa and Illinois, projections for Private Schools begin SY 2021-22, and the Grand

Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **WEST (CENSUS DEFINITION)**

This is the Census-defined West region (and does not include WICHE member states North and South Dakota). The Census West region Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **Census Divisions**

### **PACIFIC**

The Pacific Census Division includes Alaska, California, Hawai'i, Oregon, and Washington. Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

### **MOUNTAIN**

The Mountain Census Division includes Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming. Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>).

[nces.ed.gov/ccd/](https://nces.ed.gov/ccd/)). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **WEST NORTH CENTRAL**

The West North Central Census Division includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota. Public Schools graduate projections begin SY 2023-24 but include projected values (for Iowa), projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **WEST SOUTH CENTRAL**

The West South Central Census Division includes Arkansas, Louisiana, Oklahoma and Texas. Public Schools graduate projections begin SY 2023-24 but include projected values for Louisiana and Texas; projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## **EAST NORTH CENTRAL**

The East North Central Census Division includes Illinois, Indiana, Michigan, Ohio and Wisconsin. Public Schools graduate projections begin SY 2023-24 but include projected values (for Illinois), projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## EAST SOUTH CENTRAL

The East South Central Census Division includes Alabama, Kentucky, Mississippi, and Tennessee. Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## NEW ENGLAND

The New England Census Division includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. Public Schools graduate projections begin SY 2023-24 but include projected values (for New Hampshire), projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## MID-ATLANTIC

The Mid-Atlantic Census Division includes New Jersey, New York and Pennsylvania. Public Schools graduate projections begin SY 2023-24, projections for Private Schools begin SY 2021-22, and the Grand Total is fully projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## SOUTH ATLANTIC

The South Atlantic Census Division includes Delaware, D.C., Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia and West Virginia. Public Schools graduate projections begin SY 2023-24 but include projected values for Delaware, South Carolina, and West Virginia; projections for Private Schools begin SY 2021-22, and the Grand Total is fully

projected beginning SY 2023-24. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 (and enrollments through SY 2022-23) are from the National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>). Public school graduates SY 2013-14 to 2022-23 are data gathered from states. See [Technical Appendix](#) for full data details, including for private school data, which utilize survey-based estimates from NCES Private School Universe Survey (<https://nces.ed.gov/surveys/pss/>).

## State Data Notes

Unless otherwise noted for a specific state: Graduate projections begin SY 2023-24 for Public schools, SY 2021-22 for Private schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private Schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about Private school data, which are estimates from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>.

### ALABAMA

Public school graduates for SY 2013-14 to 2022-23 received by request from Alabama State Department of Education [alsde.org](http://alsde.org). In response to ALSDE's explanation that American Indian/Alaska Native public high school graduates for several years were reported as 'Two or More Races', WICHE imputed estimates for SY 2019-20 and 2020-21 based on observed shares for the two categories in surrounding years. WICHE also observed anomalies in the categorization of received public high school graduates by race/ethnicity for 2013-14, but no adjustments were made, because 2013-14 is primarily displayed for historical considerations and is not critical in the projection methodology.

### ALASKA

Public school graduates for SY 2013-14 to 2022-23 received by request to Alaska Department of Education per <https://education.alaska.gov>. Separately reported American Indian and Alaska Native counts in the data received were aggregated for a total of American Indian/Alaska Native graduates. Private school graduates for virtually all years since 2000 are estimated by WICHE, derived as a percentage of 12th graders reflecting an average of 98% grade-12-to-graduation progression. Private school graduate counts are not available from the Alaska Department of Education, and have not been available from the primary private school data source (PSS) because of unreliability and/or high standard errors.



## ARIZONA

Public school graduates for SY 2013-14 to 2022-23 are estimates computed by WICHE (not confirmed total annual graduates) using data about graduates from ninth-grade cohorts that WICHE was pointed to at <https://www.azed.gov/accountability-research/data>. Arizona Department of Education was not able to provide the requested total annual graduates. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. The Arizona estimates only capture graduates within 4 or 5 years of their defined ninth grade cohort, and as such may systematically underreport the total number of graduates by a small, but consistent, amount. And, users should keep in mind these are computed estimates from data that may not be specifically for this purpose. WICHE noted some elevated standard error in Arizona private school enrollment estimates for 2019-20 and 2021-22 (coefficients of variation up to 30%). No adjustments were made, because they did not appear to materially impact the projections, which were solidly and otherwise on the increase.

## ARKANSAS

Public school graduates for SY 2013-14 to 2022-23 compiled from data available from the Arkansas Department of Education at <https://adedata.arkansas.gov/statewide/ReportList/State/Graduates.aspx>. WICHE observed anomalies with 2014-15 graduate data. According to the Arkansas Department of Education: the 2014-2015 Graduates are correct based on the data submitted by the Districts, but for SY 2014-2015 there was a change in the Race Field in eSchool, which resulted in the incorrect race being selected. WICHE did not adjust the data due to insufficient information for deriving the correct values.

## CALIFORNIA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the California Department of Education at <https://www.cde.ca.gov/ds/sd/sd>. Also, WICHE used data from this source for SY 2022-23 public school grade-level enrollments, since California's SY 2022-23 race-ethnicity enrollment detail was suppressed in the primary CCD STNF data source due to reporting issues.

## COLORADO

Public school graduates for SY 2013-14 to 2018-19 are data received by request from Colorado Department of Education. Public school graduates for 2019-20 to 2022-23 are estimates computed by WICHE from data at <https://www.cde.state.co.us/cdereval>. Colorado Department of Education was not able to provide the requested total annual graduates. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. In relation to these being estimates, users should keep in mind these are computed estimates from data that may not be

specifically for this purpose. WICHE linearly imputed private school grade 12 enrollments for SY 2019-20, to avoid perpetuating a 5% annual increase in the rate of graduation from 12th grade (exceeding 100% graduation) that would have been driven by the apparently anomalous ratio of 12th graders to graduates in this one year.

## CONNECTICUT

Public school graduates for SY 2013-14 to 2022-23 were received by request from the Connecticut Department of Education per instructions at [edsight.ct.gov](https://edsight.ct.gov).

## DELAWARE

Graduate projections begin SY 2022-23 for Public Schools, SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2014-15 to 2021-22 are the number of students who graduated in four years from their assigned ninth-grade graduation cohort, from data available from the Delaware Department of Education at <https://data.delaware.gov/Education/Student-Graduation/t7e6-zcnn>, which WICHE relies upon because the Delaware Department of Education was not able to provide total annual graduate data. Based on comparison to one available year of total annual graduate data (SY 2018-19), 4-year 'on-time' graduates may be 1% fewer in number (among Asian students) to 7% fewer in number (Hispanic students) than the total number who graduate in a given school year. The source data did not provide counts for American Indian/Alaska Native graduates, or Native Hawaiian/Other Pacific Islander graduates separate from Asian graduates (they are presumably redacted due to small numbers), so they are not projected; and the Asian/Pacific Islander category may be the same or very similar in number to Asian alone category, since the specific additional number of NH/OPI graduates is not known. WICHE also observes but made no alterations for an unusual increase in the number of Delaware births for 2017 and 2018 that are classified as Hispanic, which relates to a sudden increase of high school graduates in several of the projected years. Delaware private school grade level enrollment estimates for SY 2017-18 and SY 2019-20 had coefficients of variation  $\geq 50\%$ , therefore WICHE linearly imputed estimates for all years between 2015-16 and 2021-22. In addition, NCES advises caution interpreting the private school graduate estimate for 2018-19 because reporting standards were not met.



## DISTRICT OF COLUMBIA

Public school graduates for SY 2013-14 to 2022-23 are estimates computed by WICHE (not confirmed total annual graduates) using data about graduates from ninth-grade cohorts that WICHE was referred to at <https://osse.dc.gov/page/data-and-reports-0>. D.C. Office of the State Superintendent of Education was not able to provide the requested total annual graduate data. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. The D.C. estimates only capture graduates within 4 or 5 years of their defined ninth grade cohort, and as such may systematically underreport the total number of graduates by a small, but consistent, amount. And, users should keep in mind these are computed estimates from data that may not be specifically for this purpose. Counts for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander graduates separate from Asian graduates are generally not available so these categories of graduates are not projected (there were typically 5 or fewer such 12th graders); and the count of Asian/Pacific Islanders may be the same or very similar in number to Asian alone category if the specific additional number of NH/OPI graduates is not known.

## FLORIDA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Florida Department of Education at <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports>.

## GEORGIA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Georgia Department of Education at <https://gosa.georgia.gov/report-card-dashboards-data/downloadable-data>. WICHE did not project Native Hawaiian/Other Pacific Islander graduates separate from Asian graduates, because data about them were not reported separately in the data available from Georgia.gov. Thus, the Asian/Pacific Islander category may be the same or very similar in number to Asian alone category, since the specific number of NH/OPI graduates is not known.

## HAWAI'I

Public school graduates for SY 2013-14 to 2022-23 were provided by request to the Hawai'i P-20 Partnerships for Education/ Hawai'i Data eXchange Partnership. In SY 2014-15, the date students must be age 5 to attend Kindergarten changed. Therefore, SY 2015-16 had essentially five fewer months of students. This change, in addition to a decrease in birth rates in 2009, resulted in a drop in SY 2015-16 early elementary grade enrollments, and this smaller cohort will likely remain until these students graduate. WICHE also has tracked ongoing impacts over the years of how the federal race/ethnicity categorizations do not

reflect Hawai'i student populations well, in reality, and how these categorical nuances are quantifiably observable and impactful in the projections methodology, resulting in some apparently unusual projections especially for outer years. WICHE noted some elevated standard error in Hawai'i private school enrollment estimates for SY 2019-20 (coefficients of variation up to 41%). No adjustments were made, and they did not appear to materially impact the projections.

## IDAHO

Public school graduates for SY 2013-14 to 2022-23 received by request to Idaho State Department of Education per <http://www.sde.idaho.gov/communications/public-records-requests.html>. WICHE imputed Idaho private school grades 1 and 2 student estimates for SY 2016-17 and 2017-18, because the estimates from the PSS source data had coefficients of variation between 41% and 50%.

## ILLINOIS

Graduate projections begin SY 2022-23 for Public Schools, SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2021-22 were received by public information data requests to the Illinois State Board of Education per <https://www.isbe.net/foia>, but SY 2022-23 counts were not available in time for publication, so projections for public school graduates begin with SY 2022-23. WICHE linearly imputed grade 12 enrollments for SY 2020-21 to avoid perpetuating an apparently anomalous 12% increase in the grade 12 enrollment estimate for SY 2019-20 that was not sustained in SY 2021-22. In practical terms, this would have perpetuated an implausible increase of private school 12th graders and suppressed projections of high school graduates, because it computed to a one-year 10% decrease in the graduation of private 12th graders.

## INDIANA

Public school graduates for SY 2013-14 to 2022-23 were received by request from the Indiana Department of Education.

## IOWA

Graduate projections begin SY 2022-23 for Public Schools (except for the Public School Total, which begins SY 2023-24), SY 2021-22 for Private Schools, and the Grand Total is fully

projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2021-22 were received by request from the Iowa Department of Education. Total public school graduate counts for SY 2022-23 were obtained from 'Graduate Counts/Graduate Intentions' at <https://educate.iowa.gov/pk-12/data/education-statistics#student-performance>, but detail by race/ethnicity was not available in this source, so projections for public school graduates by race and ethnicity begin with SY 2022-23.

## KANSAS

Public school graduates for SY 2019-20 to 2022-23 were obtained from the Kansas State Department of Education per [https://datacentral.ksde.org/report\\_gen.aspx](https://datacentral.ksde.org/report_gen.aspx); and SY 2013-14 to 2018-19 compiled in July 2020 from data received by request per <https://www.ksde.org/Data-Central/Data-Requests>. (Note: WICHE noted a substantial difference in graduate counts provided by Kansas Department of Education for SY 2019-20 to 2022-23 from what is published on KSDE web reports and proceeded with the data from the web reports to avoid an unconfirmed trend change.)

## KENTUCKY

Public school graduates for SY 2013-14 to 2022-23 were received by request from the Kentucky Center for Statistics per instructions at [education.ky.gov](http://education.ky.gov). WICHE linearly imputed Kentucky estimates for grades 9 to 12 for SY 2017-18 due to coefficients of variation exceeding 50% and graduates for 2016-17 due to suppression applied in the PSS source data for estimate unreliability. Elevated statistical unreliability in the estimates for 2019-20 (coefficients of variation of 22% to 28%) appeared to have stabilized by 2021-22.

## LOUISIANA

Graduate projections begin SY 2022-23 for Public Schools (except for the Total, which begins SY 2023-24), SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2022-23 were

received by request to the Louisiana Department of Education per LDEPublicRecords@la.gov. Detail by public school graduate race and ethnicity were not available for SY 2022-23, so projections by race and ethnicity begin in SY 2022-23. WICHE noted some elevated standard error in Louisiana private school enrollment estimates for SY 2019-20 (coefficients of variation from 14% to 46%). No adjustments were made, and they did not appear to materially impact the projections.

## **MAINE**

Public school graduates for SY 2013-14 to 2022-23 were received by request from the Maine Department of Education per instructions at [www.maine.gov/doe/](http://www.maine.gov/doe/).

## **MARYLAND**

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Maryland State Department of Education at <http://www.marylandpublicschools.org/about/Pages/DCAA/SSP/index.aspx>, and WICHE linearly imputed public school graduates by race and ethnicity for SY 2019-20 because they were not available in the source data. The source data include Special Education Certificates, which are not typically included for the primary definition of graduate for these projections. WICHE was able to deduct the Special Ed certificates from the data used for the Public Schools Total, but not from each public school race/ethnicity series, which therefore might be inflated by 1.1% to 1.4%, based on Special Ed certificates portion of the Total.

## **MASSACHUSETTS**

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Massachusetts Department of Elementary and Secondary Education at [www.doe.mass.edu](http://www.doe.mass.edu).

## **MICHIGAN**

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Michigan Department of Education originally at <https://www.mischooldata.org/college-progression-by-graduating-class/> and more recently at <https://www.mischooldata.org/college-enrollment-by-hs-1/> (the source data URL changed).

## **MINNESOTA**

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Minnesota Department of Education at <https://education.mn.gov/MDE/Data/>. Note that from SY 2022-23 onward, Minnesota began using eight state-defined racial and ethnic categories including the state definition of American Indian and a category of 'Other indigenous peoples'. Files prior to 2022 use seven federally-defined racial and ethnic categories. This definitional change may account for some observed changes in the

number of students in affected categories. WICHE linearly imputed Minnesota private school estimates for grades 1 to 8 for SY 2017-18 due to coefficients of variation  $\geq 50\%$ .

## MISSISSIPPI

Public school graduates for SY 2013-14 to 2022-23 were received by request to the Mississippi Department of Education, Office of Public Reporting per <https://mdek12.org/OPR/Reporting>. Native Hawaiian/Other Pacific Islander graduates were not available separately in the source data and therefore no projection is made for them; and, the Asian/Pacific Islander category may be the same or very similar in number to Asian alone category, since the specific number of NH/OPI graduates is not known. WICHE notes that a more than doubling in the number of multiracial first graders between 2015 and 2022, as well as strong increases in the numbers across later grades over these years, leads to the apparent 'exponential' projected increase in future multiracial public high school graduates.

## MISSOURI

Public school graduates for SY 2013-14 to 2022-23 were received by request to the Missouri Department of Elementary and Secondary Education, Office of Data System Management per <https://apps.dese.mo.gov/DataRequestForm/DataRequest.aspx>. WICHE notes that strong increases in enrollments of non-White public school student populations in recent years leads to the very strong projected increases in terms of non-White public high school graduates in future years.

## MONTANA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Montana Office of Public Instruction at <https://gems.opi.mt.gov/student-data>.

## NEBRASKA

Public school graduates for SY 2019-20 to 2022-23 were received by request to the Nebraska Department of Education. But, SY 2013-14 to 2018-19 are estimates computed by WICHE (not confirmed total annual graduates) using data about graduates from ninth-grade cohorts that WICHE has received by request from <https://nep.education.ne.gov/> because the Nebraska Department of Education was not able to provide those requested total annual graduate counts. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates, and the estimates for Nebraska are based on ninth graders graduating within 4 to 7 years. WICHE linearly imputed Nebraska private school enrollment estimates for grades 7 to 12 for SY 2017-18 due to coefficients of variation  $\geq 50\%$ ; also graduates for 2016-17.

## NEVADA

Public school graduates for SY 2013-14 to 2022-23 are estimates computed by WICHE from data at <http://nevadareportcard.nv.gov>, because the Nevada Department of Education was not able to provide the requested total annual graduates. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. The Nevada estimates for SY 2013-14 and 2014-15 only capture graduates within 4 years of their defined ninth grade cohort; the estimates for SY 2015-16 to 2022-23 only capture graduates within 5 years of their defined ninth grade cohort. Thus, the public school graduate estimates may systematically underreport the number of graduates by a small, but consistent, amount. And, users should keep in mind these are a computed estimate from data that may not be specifically for this purpose.

## NEW HAMPSHIRE

Graduate projections begin SY 2023-24 for Public Schools Total and SY 2018-19 for races/ethnicities, SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates, total, for SY 2013-14 to 2022-23 were compiled from data for total completers earning standard diplomas from the New Hampshire Department of Education at [www.education.nh.gov](http://www.education.nh.gov), but data were not available for public high school graduates by race/ethnicity past SY 2017-18, so projections for public high school graduates by race and ethnicity begin SY 2018-19. Town Tuitioned students/graduates may be counted in both the Public and Private school data. WICHE linearly imputed New Hampshire private school enrollment estimates for grades 1 to 8 for SY 2017-18 due to coefficients of variation  $\geq 50\%$ .

## NEW JERSEY

Public school graduates for SY 2013-14 to 2022-23 were compiled from data received by request to New Jersey Department of Education per [opra.custodian@doe.nj.gov](mailto:opra.custodian@doe.nj.gov). These data included some 'other completers diploma' counts, which WICHE did not include in the total of graduates, which are typically defined as standard diploma recipients or near equivalent.

## NEW MEXICO

The data for New Mexico public school graduates for SY 2019-20 to 2022-23 were obtained by request to the New Mexico Public Education Department, and SY 2013-14 to 2018-19 are



estimates computed by WICHE in July 2020 from two data sources obtained from New Mexico Public Education Department, so that not all years are confirmed total annual graduates. Estimates computed from graduation cohort data may be systematically different than a total annual number of graduates by a small, but consistent, amount. WICHE linearly imputed New Mexico private school estimates for grades 1 to 8 for SY 2017-18 due to coefficients of variation  $\geq 50\%$ .

## NEW YORK

Public school graduates for SY 2013-14 to 2022-23 were received by request from the New York State Education Department. New York reported all grade-level counts of Hawaiian Native/ Other Pacific Islander students ('NHOPI') as missing in 2013-14 to 2015-16 Common Core of Data. In the 2013-14 and 2014-15 CCD documentation, NCES reported that it was possible these students were counted in other categories of race/ethnicity. WICHE was unable to determine if they were already counted under Asian (alone) counts, or in Two or more races. Enrollments on NYSED.gov are only available by combined "Asian or Native Hawaiian/Other Pacific Islander" and therefore did not provide the needed substitutions. From the data available in other years, it appears these students were approximately 0.1% of total public students, by grade. Graduate counts by these categories were available from the data received from NYSED, so WICHE estimated these grade-level enrollments using linear interpolation.

## NORTH CAROLINA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the North Carolina Department of Public Instruction in the Statistical Profile at <http://apps.schools.nc.gov/ords/f?p=145:1>. Native Hawaiian/Other Pacific Islander (NHOPI) graduates were missing/suppressed for SY 2016-17 to 2021-22; WICHE linearly imputed them. WICHE notes that 75% or more increase in number of multiracial first graders between 2015 and 2022, as well as strong increases in the numbers across later grades over these years, leads to the apparent 'exponential' projected increase in future multiracial public high school graduates.

## NORTH DAKOTA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the North Dakota Department of Public Instruction at <https://insights.nd.gov/Education/State/GraduationRate#>. In graduate data published by the state, Two or More Races graduate counts were suppressed in virtually all years ( $< 10$ ), so projections are not possible. Private school graduates for virtually all years since 2000 are estimated by WICHE, because private school graduate counts have not been available from the state data sources or the PSS. They have been derived as a percentage of 12th graders reflecting an average of 100 percent grade-12-to-graduation progression.

## OHIO

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Ohio Department of Education and Workforce at <https://reportcard.education.ohio.gov/advanced> and <https://reports.education.ohio.gov/report/report-card-data-graduate-count-by-school-year-state>. (WICHE observes historically more reported graduates than the number of 12th graders, consistently, and has received information over the years that Ohio's business rules for enrollments reporting differ from those for Common Core of Data. Strong increases in the number of 10th, 11th and 12th graders in recent years also appear to contribute to an unusually large unsustained increase of White public high school graduates around 2024.) WICHE noted a strong but apparently unsustained increase in high school grads between 2015-16 and 2018-19. No adjustments were made.

## OKLAHOMA

Public school graduates for SY 2013-14 to 2022-23 were received through a public information request to the Oklahoma State Department of Education. WICHE noted some elevated standard error in Oklahoma private school enrollment estimates for SY 2021-22 (coefficients of variation from 21% to 37%). No adjustments were made and they did not appear to materially impact the projections.

## OREGON

Public school graduates for SY 2013-14 to 2020-21 were received by request from the Oregon Higher Education Coordinating Commission. Public school graduates for SY 2021-22 and 2022-23 are estimates computed by WICHE (not confirmed total annual graduates) using data about graduates from ninth-grade cohorts that WICHE was referred to at <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>, because the Oregon Department of Education was not able to provide those total annual graduate data. These estimates only capture graduates within 4 or 5 years of their defined ninth grade cohort, and as such may systematically underreport the total number of graduates by a small, but consistent, amount. And, users should keep in mind these are a computed estimate from data that may not be specifically for this purpose.

## PENNSYLVANIA

Public school graduates for SY 2013-14 to 2022-23 were compiled from data from the Pennsylvania Department of Education at <https://www.education.pa.gov/DataAndReporting/Graduates/Pages/default.aspx>.

## RHODE ISLAND

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Rhode Island Department of Education at <https://www.eride.ri.gov/reports/reports>.

[asp](#). Native Hawaiian/Other Pacific Islander graduates were not separately reported in these (website) data, so where they are present, they are often estimates based on shares observed in reported years.

## **SOUTH CAROLINA**

Graduate projections begin SY 2023-24 for Public Schools Total, White, Black and Hispanic series, but SY 2022-23 for all other Public School races and ethnicities; SY 2021-22 for Private Schools; and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2021-22 were compiled from data received in March 2020 and March 2023 by request to the South Carolina Department of Education. WICHE obtained some proxy public school graduate counts for 2022-23 from <https://scoreportcards.com/files/2023/data-files/overall-graduation-rate-for-2023/>, because they were not otherwise available from SC DOE; these may be counts of 'on-time' 4-year adjusted cohort graduation rate graduates, and not total annual; and only counts for public school total, White, Black and Hispanic were available in this source.

## **SOUTH DAKOTA**

Public high school graduates for SY 2014-15 to 2022-23 were compiled from data available from the South Dakota Department of Education at <https://doestatereporting.sd.gov>. It appears these data WICHE were referred to, include GED recipients (by age 21). WICHE is unable to determine what amount more this might be than if the data included only standard/regular diploma recipients from high schools. Native Hawaiian/Other Pacific Islander graduate counts were redacted/suppressed in the source data for most years (12th grade students are generally less than 15 in number), and therefore no projections are made for them; thus, the Asian/Pacific Islander category may be the same or very similar in number to Asian alone category.

## **TENNESSEE**

Public school graduates for SY 2013-14 to 2022-23 were received from request to the Tennessee Department of Education per <https://www.tn.gov/content/tn/education/data/data-downloads/request-data.html>. WICHE noted some elevated standard error in Tennessee private school enrollment estimates for SY 2019-20 (coefficients of variation from 27% to 34%). No adjustments were made, and they did not appear to materially impact the projections.

## TEXAS

Graduate projections begin SY 2022-23 for Public Schools (except for the Total, which begins SY 2023-24), SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Texas Education Agency at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>. But detail by race/ethnicity for SY 2022-23 was not available by the time of publication, so projections for public school graduates by race and ethnicity begin with SY 2022-23.

## UTAH

Public school graduates for SY 2013-14 to 2022-23 were received by request to the Utah Department of Education per <https://www.schools.utah.gov/data>.

## VERMONT

Public school graduates for SY 2019-20 to 2022-23 were provided by the Vermont Department of Education by request to <https://education.vermont.gov>. Estimates and imputations were necessary for many of the previous years and SY 2013-14 to 2015-16 public school graduates were from data provided to WICHE in July 2020 by the New England Secondary School Consortium (<https://www.newenglandssc.org>), and represent a sum of cohort-based ninth graders who graduated within 4 to 6 years. WICHE estimated other years using linear imputation. Projections were not possible due to very small numbers and data suppression of American Indian/Alaska Native (average of 23 twelfth graders in recent years) and Native Hawaiian/Other Pacific Islander graduates (average of six 12th graders in recent years), and occasionally birth counts. WICHE is not able to isolate the publicly funded students of Vermont's town tuitioning program who attend and graduate from a public-serving private school. By previous WICHE estimates, Vermont's grand total of public and private graduate counts (and projections) might be overstated by up to 10% due to possible duplication of these students in the public and private school data (WICHE estimate from compiled data and correspondence with Vermont Student Assistance Commission).

## VIRGINIA

Public school graduates for SY 2013-14 to 2018-19 were compiled from data available from the Virginia Department of Education at [http://www.doe.virginia.gov/statistics\\_reports/research\\_data/index.shtml#grad](http://www.doe.virginia.gov/statistics_reports/research_data/index.shtml#grad), and for SY 2019-20 to 2022-23 from data provided by request to Virginia Department of Education.

## WASHINGTON

Public school graduates for SY 2013-14 to 2022-23 are estimates computed by WICHE (not confirmed total annual graduates) using data about graduates from ninth-grade cohorts, which WICHE was pointed to at <https://www.k12.wa.us/data-reporting/data-portal>, because Washington State Department of Education was not able to provide the requested total annual graduate counts. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. The estimates for SY 2016-17 to 2022-23 include graduates within 4 to 7 years of ninth grade; estimates for 2013-14 to 2015-16 include reported graduates within 5 to 6 years of ninth grades, and WICHE estimates of graduates within 6 to 7 years based on the rates 2016-17 to 2019-20. Also, WICHE imputed grade-level enrollment counts for Washington for SY 2021-22 based on CCD data for SY 2020-21 and 2022-23, because SY 2021-22 state-level enrollments were not available from the centralized CCD data source due to reporting issues. WICHE did not use data from Washington State data sources as a substitute, because of systematic differences in how student race/ethnicity is categorized in those data (<https://data.wa.gov/>). WICHE noted strong increases in private school grades 6 to 8 enrollment estimates over the four years leading up to and including SY 2021-22 (these estimates had coefficients of variation exceeding 50% in SY 2019-20), as well as strong increases in grades 1 to 5 up through SY 2021-22. And PSS noted that the estimated number of graduates for SY 2018-19 should be interpreted with caution because of high standard error. But no modifications were made to the estimates.

## WEST VIRGINIA

Graduate projections begin SY 2023-24 for Public Schools Total and SY 2022-23 for race/ethnicity series, SY 2021-22 for Private Schools, and the Grand Total is fully projected beginning SY 2023-24 but includes projections for Private schools for SY 2021-22 and 2022-23. Each series is independently projected, so they may not exactly sum to the totals. Public school graduates through SY 2012-13 and enrollments through SY 2022-23 are from the National Center for Education Statistics (NCES) Common Core of Data, <https://nces.ed.gov/ccd/>. See the [Technical Appendix](#) for full data details, including about private school data, which are estimates computed from survey-based data from NCES Private School Universe Survey, <https://nces.ed.gov/surveys/pss/>. Public school graduates for SY 2013-14 to 2022-23 were received by request from the West Virginia Department of Education (<https://wvde>.

[us/](#)) (but detail by race/ethnicity was not available for SY 2022-23, so projections for public school graduates by race and ethnicity begin with SY 2022-23). Graduate counts for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander graduates were redacted in the received data for counts fewer than 30 (AI/AN) and 10 (NH/OPI), so no projections are made for these categories; and the Asian/Pacific Islander category may be the same or very similar in number to the Asian alone category, since the specific additional number of NH/OPI graduates is not known.

## **WISCONSIN**

Public school graduates for SY 2013-14 to 2019-20 were compiled for previous editions by WICHE from data obtained from the Wisconsin Department of Public Instruction at <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>. Public school graduates for SY 2020-21 to 2022-23 are estimates computed by WICHE in September 2024 from data at <https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>, because the Wisconsin Department of Public Instruction was not able to provide the requested total annual graduates. Estimates based on graduates within 4 to 7 years of their defined ninth grade cohort may be a reasonable approximation of total annual graduates. In relation to these being estimates, users should keep in mind these are a computed estimate from data that may not be specifically for this purpose.

## **WYOMING**

Public school graduates for SY 2013-14 to 2022-23 were compiled from data available from the Wyoming Department of Education at <https://edu.wyoming.gov/data/statisticalreportseries-2/>. WICHE observed that the data for total annual graduates are almost exact in number to AGCR estimated on-time graduates. Wyoming.edu contact confirmed that the data used for total annual graduates do meet the definition we sought. Private school graduates are derived by WICHE as a percent of 12th graders for virtually all years since 2000, since they are not available in the PSS data source due to data inadequacy. The estimated number of graduates reflects an average of 107% grade-12-to-graduation progression based on the last available historical information. WICHE linearly imputed Wyoming estimates for grades 9 to 12 for SY 2017-18 due to coefficients of variation exceeding 50%.