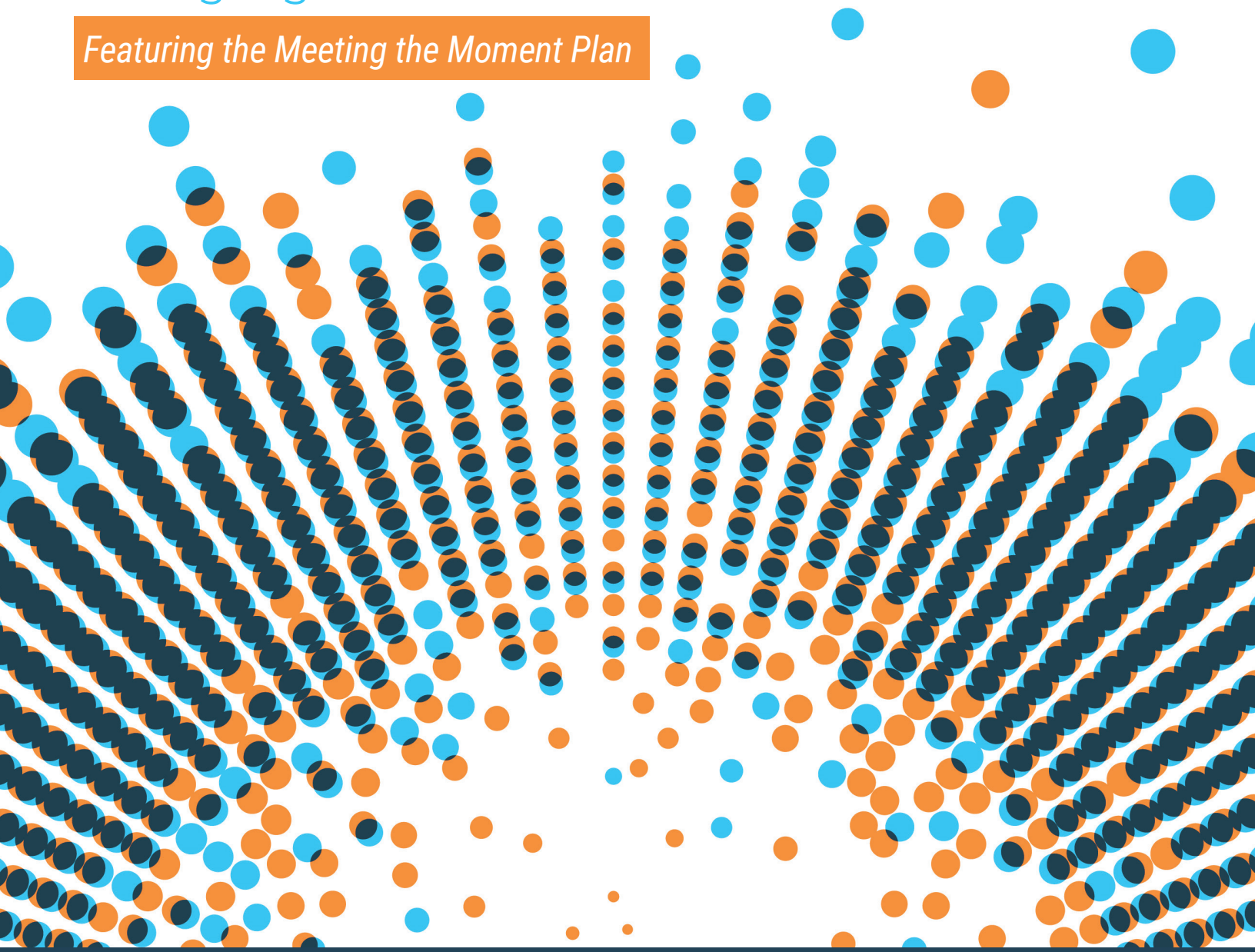
ANNUAL UPDATE 2020

BUILDING A GRAD NATION:

Progress and Challenge in Raising High School Graduation Rates

Featuring the Meeting the Moment Plan



A Report By:
Civic
Everyone Graduates Center at the School of Education at Johns Hopkins University

Lead Sponsor:
AT&T

Supporting Sponsors:
Pure Edge
Target

ANNUAL UPDATE 2020

BUILDING A GRAD NATION:

Progress and Challenge in Raising High School Graduation Rates

Featuring the Meeting the Moment Plan

A Report By:
Civic
Everyone Graduates Center at the School of Education at Johns Hopkins University

In Partnership With:
Alliance for Excellent Education
America's Promise Alliance

Authored By:
Matthew N. Atwell
Robert Balfanz
Eleanor Manspile
Vaughan Byrnes
John M. Bridgeland

Lead Sponsor:
AT&T

Supporting Sponsors:
Pure Edge
Target

Table of Contents

Executive Summary **8**

Introduction **12**

Part I: High School Graduation Trends Across the Nation **15**

Part II: Reaching a 90 Percent Graduation Rate for All Students **19**

Where We Stand: Low-Income Students 19

Where We Stand: Black and Hispanic Students 20

Where We Stand: Homeless Students 22

Where We Stand: Students with Disabilities 23

Where We Stand: English Learners 24

Where We Stand: Low-Graduation Rate High Schools 25

Part III: Meeting the Moment Plan **29**

Where the Dropout Challenge Remains 29

Secondary School Improvement Index 30

College & Career Readiness Indicators in State ESSA Plans 31

State High School Graduation Rate Goals in ESSA Plans 32

Early Warning Systems 32

Adverse Childhood Experiences 32

Alignment of High School Graduation and College Admissions Requirements 33

Policy and Practice Recommendations **35**

Conclusion **38**

Acknowledgments **39**

Appendices

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2018 42

Appendix B. Adjusted Cohort Graduation Rate, by State and Subgroup, 2017–18 46

Appendix C. Adjusted Cohort Graduation Rate Gaps—Black and White Students, by State, 2017–18 48

Appendix D. Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, by State, 2017–18 49

Appendix E. Adjusted Cohort Graduation Rate (ACGR) by State, Percent Low-Income, ACGR Low-Income, ACGR Estimated Non-Low-Income, Gap between Low-Income and Non-Low-Income, and Gap Change 2011–2018 50

Appendix F. Adjusted Cohort Graduation Rate (ACGR, 2017–18) for Students with Disabilities (SPED) versus Non-SPED Students 51

Appendix G. Adjusted Cohort Graduation Rate (ACGR, 2017–18) for Limited English Proficient (LEP) Students versus Non-LEP Students 52

Appendix H. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2017–18 53

Appendix I. Percentage of Four-Year Non-Graduates, by State and Subgroup, 2017–18 54

Appendix J. ESSA High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2017–18 55

Appendix K. Low-Graduation High Schools (ACGR less than or equal to 67% and enrollment greater than 100) and Number of Non-Graduates, by State and Locale, 2017–18 56

Appendix L. Low-Performing High Schools, by Type and State, 2017–18 57

Appendix M. Secondary School Improvement Index 61

Appendix N. State ESSA Plan's Graduation Rate Goals 64

Appendix O. State ESSA Student Subgroup Graduation Rate Goals 66

Appendix P. Districts with the most Non-Graduates in the Targeted 22 States 68

Appendix Q. Alignment Between State Flagship University's Admission Requirements and State High School Graduation Requirements 124

Appendix R. Adverse Childhood Experiences by State 125

Appendix S. Youth Disconnection Rates in Targeted States, 2018 125

Tables

Table 1. State 2011 ACGR, by Range....17

Table 2. State 2018 ACGR and Change since 2011, by Range....17

Table 3. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2017–18....17

Table 4. Student Subgroup Representation in AP Courses, 2016....18

Table 5. States with the Largest Graduation Gap Between Low-Income and Non-Low-Income Students, 2018....20

Table 6. States with the Highest Proportion of Low-Income Non-Graduates, 2017–18....20

Table 7. States with the Largest Graduation Gaps Between Hispanic and White Students, 2017–18....21

Table 8. States with the Highest Proportion of Hispanic Non-Graduates, 2017–18....21

Table 9. States with the Largest Graduation Gaps Between Black and white Students, 2017–18....21

Table 10. States with the Highest Proportion of Black Non-Graduates, 2018....22

Table 11. States with the Highest Proportion of Non-Graduates that are Students With Disabilities (SWD), 2018....23

Table 12. States with the Highest Proportion of Non-Graduates that are English Learners (ELs), 2018....25

Table 13. Student Demographics in High Schools Reporting 2018 ACGR and Low-Graduation-Rate High Schools....26

Table 14. States with the Most Non-Graduates that Attend Low-Graduation-Rates Schools with Enrollment at or Greater than 100....27

Table 15. Low-Graduation-Rate High Schools by Type, 2017–18....27

Table 16. Meeting the Moment Target States....30

Table 17. Targeted States' Secondary School Improvement (SSI) Index....31

Figures

Figure 1. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2002–2018....15

Figure 2. Adjusted Cohort Graduation Rate, by State 2017–18....16

Figure 3. Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010–11 to 2017–18....20

Executive Summary

The COVID-19 pandemic and protests against systemic racism have shaken the nation in recent months. While the data presented in this report for the 2017–18 school year predated these crises, these events have further highlighted the glaring opportunity and achievement gaps in education for students of color and from various backgrounds. In addition to presenting an update to the nation on progress and challenge in increasing high school graduation rates on a path to postsecondary and workforce readiness, this report also addresses some of the gaps, barriers, and innovations seen across school systems to strengthen the nation's educational response to these crises and help prepare for those in the future. It also unveils a "Meeting the Moment" plan of action to reach national goals and to ensure that these moments of crisis are used to re-envision education and to leverage what is most important to boost academic and other outcomes for children and youth.

Since 2001, the nation has been committed to reaching a 90 percent high school graduation rate and the GradNation campaign has had a focused effort to reach that goal by the Class of 2020. Steady progress has been made toward this goal. After 30 years of stagnating graduation rates from the 1970s to the early 2000s, the country has seen 14 consecutive years of increasing graduation rates since 2004. In 2018, the nation once again reached an all-time high national graduation rate of 85.3 percent and 3.8 million more students have graduated rather than dropping out over the past 20 years.

Notably, gains in high school graduation rates have been driven by improvements among underserved students, with increases driven by Black students (12 percentage point increase since 2011), Hispanic students (10 percentage points), low-income students (9.5 percentage points), and students with disabilities (8.1 percentage points). These increases have all out-paced the national rate of increase of 6.3 percentage points and have persisted into postsecondary education, with Hispanic and Black students more than doubling their enrollment rates, and low-income students enrolling at rates that match their middle-income peers.

Still, there is crucial work to be done. The nation is currently off-pace to reach its 90 percent high school graduation rate goal, which would have required graduating an additional 174,152 students on-time in 2018. Across the nation, there remain serious gaps in providing an equal education to all students. Most students attend high schools with a graduation rate already at 90 percent or higher, but a disproportionate number of four-year non-graduates remain trapped in a subset of schools where the graduation rate is less than half that rate at only 41.8 percent. Students who are low-income, Black, Hispanic, English Learners, American Indian, experiencing homelessness, and have disabilities are all overrepresented in these schools where less than half the class graduates from high school, calling into question equal opportunity for students, regardless of race, ethnicity, socio-economic background, or other factors.

Now, more than ever is the time to commit to meeting the moment on high school graduation and redoubling our efforts to prepare students for the rigors of postsecondary education, training, and work. As such, this report lays out an in-depth Meeting the Moment plan of action that targets the remaining non-graduates, identifies critical metrics to strengthen the school to work pipeline, and provides detailed data that will allow states, in a spirit of equity, to develop locally-tailored efforts to support their students' graduations, ready for college, work, and civic life. The report also includes best practices in improving high school graduation rates and strengthening the school-to-work pipeline, highlights ongoing issues with high school accountability, and presents recommendations for policy and practice.

Part I: High School Graduation Trends Across the Nation

In 2018, the national graduation rate reached an all time high of 85.3 percent, up from 79 percent in 2011, when the Four-Year Adjusted Cohort Graduation Rate (ACGR) was first reported nationally and up from 71 percent in 2001 when the Averaged Freshmen Graduation Rate (AFGR) was used, which has closely tracked the ACGR since 2011. This marks a small increase from the 84.6 percent rate in 2017, with the nation remaining off track to reach the goal of a 90 percent graduation rate by the Class of 2020. Reaching the goal would have required graduating an additional 174,152 students across the nation on time—an achievable goal.

While annual growth has slowed, it is important to view this stagnation in the larger context of progress since 2011. Just eight years ago, no states had attained a 90 percent graduation rate, and by the 2018 graduating class, seven states had reached 90 percent. In 2011, only 9 states had graduation rates above 85 percent and by 2018, 29 states did. Encouragingly, there has been progress across all states, especially in those with the lowest graduation rates.

- Since 2011, the gap between the state with the highest graduation rate (Iowa) and that with the lowest (New Mexico) has closed from 26 percentage points to 17.5 percentage points.
- In 2011, 12 states had graduation rates below 75 percent, with 5 of those states having rates below 70 percent. By 2018, no states remained below 70 percent and all but one (New Mexico) had crossed the 75 percent graduation rate threshold.
- Of the nine states that had graduation rates above 85 percent in 2011 (Indiana, Iowa, Nebraska, New Hampshire, North Dakota, Tennessee, Texas, Vermont, and Wisconsin), only Iowa, Tennessee, and Texas had reached the 90 percent goal by 2018. None of the other four states have seen their graduation rate increase by more than 2.7 percentage points,

and one (Vermont) has experienced a decrease of 2.4 percentage points.

- The four other states that have reached the 90 percent graduation rate goal (Alabama, Kentucky, New Jersey, and West Virginia) saw their graduation rates increase by an average gain of 11 percentage points since 2011.[1]

While progress has slowed, the remaining work to reach a 90 percent graduation rate by the Class of 2020 is manageable. In 15 states, less than 1,000 additional students are needed to graduate on time to reach a 90 percent graduation rate. Yet, the challenge is more daunting elsewhere, as 5 states will each need to graduate more than 10,000 additional students.

Part II: Reaching a 90 Percent Graduation Rate for All Students

The Every Student Succeeds Act (ESSA) requires states to identify schools for comprehensive support and improvement, and continue to set goals to ensure student subgroups are making progress over time. Since ESSA's enactment, Building A Grad Nation has reported on these goals and tracked states' progress in meeting them (see Appendices N and O), and will continue to do so in order to hold states accountable in reaching not only the national 90 percent graduation rate goal, but ensuring it is done with equity. In this section, the report also examines the percent of non-graduates in each state by subgroup. With the help of these data, states can zero in on where students lack the full opportunity to succeed and provide necessary supports tailored to the needs of local populations and schools, in order to attain a 90 percent graduation rate for all students.

Where We Stand on Key Drivers

Low-Income Students

In 2018, low-income students accounted for 49.1 percent of the country's graduating cohort, but 68.5 percent of students that failed to graduate from high school on time. Promisingly, the on-time graduation rate for low-income students has increased nearly 10 percentage points over the past 8 years, rising to an all-time high of 79.5 percent in 2018. This includes a 1.2 percentage point gain from 2017. Despite this progress, however, low-income students continue to graduate at far lower rates than their more affluent peers, with a graduation gap of 11.4 percentage points. The low-income graduation gap ranges widely from state to state, from a high in Minnesota of 22.7 percentage points to South Carolina, where low-income students actually graduate at a higher rate than their non-low-income peers. Progress for low-income students has primarily been driven by a diverse group of eight states, where graduation rates have increased by 15 or more percentage points since 2011 (Alabama, Arkansas, Connecticut, Florida, Georgia, Nevada, South Carolina, and West Virginia).

Black and Hispanic Students

Progress in the national graduation rate continues to be driven mostly by increases for Black and Hispanic students across the country. From 2011 to 2018, Black and Hispanic students experienced graduation rate gains of 12 and 10 percentage points, respectively, which nearly doubles the rate of growth of white students and outpaces the national increase rate of 6.3 percentage points. Black and Hispanic students also saw graduation rates rise faster from 2017 to 2018 as well, with increases of 1.2 and 1.0 percentage points, respectively, edging out the national rate of 0.7 percentage points. Despite this progress, significant graduation rate gaps remain for both populations and they continue to comprise a disproportionate percentage of the nation's non-graduates. While Black students accounted for 15.7 percent of the graduating cohort compared to 22.4 percent of the nation's non-graduates, Hispanic students accounted for a quarter of the 2018 graduating cohort and comprised 32.3 percent of the nation's non-graduates.

Students Experiencing Homelessness

Data from the National Center for Homeless Education (NCHE) show that over 1.5 million K–12 students were identified as experiencing homelessness during the 2017–18 school year. This marks an 11 percent increase over the previous year and an all-time high (National Center for Homeless Education, 2018). Part of this increase may be due to schools and districts doing a better job identifying homeless students, which is a positive trend. Students experiencing homelessness face academic challenges that go far beyond that of stably-housed, low-income students (Ingram, Bridgeland, Reed, and Atwell, 2016). Data from 49 states showed the graduation rates of students experiencing homelessness ranged from a low of 47 percent in Minnesota to a high of 87 percent in West Virginia. While NCHE did not provide a national average graduation rate, author calculations using cohort counts from 49 states plus the District of Columbia produce an estimated national graduation rate of 67.5 percent for students experiencing homelessness. Since most states are just beginning to disaggregate graduation rates by housing status, it is expected that further improvements will be made in calculating graduation rates for students experiencing homelessness.

Students with Disabilities

For the first time in 6 years, the graduation rate for students with disabilities did not increase from 2017 to 2018, remaining at 67.1 percent nationally. A graduation rate gap of 20.7 percentage points between students with disabilities and their peers without special needs emphasizes the inequitable educational outcomes that they face. This gap varies across states, ranging from 5.2 percentage points in Arkansas and 8.3 in Kansas to 50.7 percentage points in Mississippi and 36.5 in Ohio. Students with disabilities make up an increasing percentage of students who fail to graduate on time. In 2017–18, the rate increased 1.8 percentage points to 27 percent, despite comprising only 12.1 percent of the total 2018 cohort.

English Learners

The percentage of K–12 public school students in the United States that were English Learners (ELs) increased from 8.1 percent (3.8 million students) in the fall of 2000 to 9.6 percent (4.9 million students) in the fall 2016, representing an increase of more than one million students.[2] Encouragingly, after a slight decrease in 2016–17, English Learners' graduation rate increased 1.9 percentage points to 68.3 percent in 2017–18. Still, EL students have the third lowest graduation rate of any subgroup of their peers, slightly higher than students with disabilities and students experiencing homelessness. English Learners are not only becoming a larger part of the population, they are also disproportionately comprising more of the nation's non-graduates. In 2017–18, English Learners represented 14.9 percent of all students who failed to graduate in four years (a 1.2 percent increase from 2016–17), but comprised just 6.9 percent of the cohort.

Low-Graduation-Rate High Schools

By 2018, there were 2,062 low-graduation-rate high schools (schools enrolling more than 100

1. Past questions have been raised about the validity of Alabama's graduation rate following an internal audit and U.S. Department of Education investigation that found the state's 2015 graduation rates had been improperly calculated, leading to an inflation of the reported rate.
2. NOTE: Data comparisons between the total number of ELs enrolled in public schools and the percentage of public schools students prior to the 2014–15 school year must be done with caution. Previously, this data only included students who participated in EL programming. Beginning in 2015, however, calculations were changed to include all EL students, regardless of program participation.

students with a graduation rate at or below 67 percent), down from 2,357 in 2017 and 2,425 in 2016. These schools accounted for 11 percent of all high schools and enrolled only 7 percent of the 2018 cohort, but educated approximately 28 percent of all four-year non-graduates. The overall graduation rate for students across all low-graduation-rate high schools was 41.8 percent.

Low-income, Black, and Hispanic students disproportionately attend low-graduation-rate high schools. While low-income students accounted for 44.5 percent of students nationwide, they comprised nearly 57 percent of the students in low-graduation-rate high schools. Similarly, Hispanic students were about one-fourth of all students in public high schools with 100 or more students in the 2017–18 school, but over 31 percent of students in low-graduation high schools. Black students were similarly over-represented, with 26.7 percent of students in such schools even though they represent only 15.2 percent of all students. Conversely, white students were just under 50 percent of high school students, but less than one-third of the students attending low-graduation-rate high schools. This report also breaks down low-graduation-rate high schools by alternative or regular high schools; district- or charter-operated; and virtual schools (see Table 14).

Part III: Meeting the Moment Plan

A 'Meeting the Moment' plan was created to target the high schools where most of the non-graduates in America are found and ensuring states, districts, and schools are serious about on-time completion *with* systems that not only facilitate high school graduation, but also college and career readiness. For the first time, this report drills a level deeper, targeting exactly where the dropout challenge remains, the barriers to successful transitions to postsecondary education, and what can be done to reach the nation's goals with greater equity.

Where the Dropout Challenge Remains

Most of the remaining non-graduates are highly concentrated:

- **The top 5 states with the highest number of non-graduates have 37 percent of the nation's non-graduates**, the top 10 states have 56 percent, and the top 20 have 77 percent.
- At the district level, **half of all on-time non-graduates are found in just 4 percent of school districts**, while at the school level, 28 percent of all non-graduates are found in low-graduation-rate high schools with 100 or more students. These schools have a graduation rate of only 41.8 percent.
- The remaining non-graduates are spread widely across the country with one-third of them distributed across 35 states and 12,000 school districts.

The Meeting the Moment plan focuses on the smallest subset of states, districts, and high schools in which the 90 percent graduation rate goal could be realistically met if the number of non-graduates were cut in half.

- The Plan identifies **22 states for accelerated action—19 states with some of the highest numbers of non-graduates**, plus an **additional three states** with graduation rates below the national average.
- Distilling the data further, **half of the non-graduates in these states are found in just 452 school districts and 887 high schools**.

Zeroing in on the most concentrated areas in this way allows effective, evidence-based interventions to have the greatest leverage and improve outcomes for the most students.

Every Diploma Counts: High School to College and Career Readiness

To ensure quality, the Meeting the Moment plan examines key indicators and outcomes across the targeted states to understand current successes, challenges, and where more work is needed to ensure that increasing high school graduation rates translates into college and career readiness. The metrics examined are: the Secondary School Improvement (SSI) Index developed in last year's *Building a Grad Nation* report and updated this year; college and career readiness indicators and graduation rate goals in state ESSA plans; state graduation rate goals; the use of Early Warning Systems (EWS); the extent to which a state's students are impacted by Adverse Childhood Experiences (ACEs) and poverty; the rate of youth disconnection from school and the workplace; and the alignment between requirements for high school graduation and college admissions in the targeted states.

- **The Secondary School Improvement (SSI) Index**—which measures progress on the percent of students scoring proficient in Reading and Mathematics on the 8th grade National Assessment of Education Progress (NAEP) exams, the percent who score a 3 or higher on Advanced Placement (AP) tests, and the percent that graduate on time within four years—**shows that 14 of the 22 targeted states made improvements of at least one percentage point across at least three of the four indicators, with six states improving on all four indicators.** Six of the remaining eight states increased on two of the four indicators, while just Arizona and Oklahoma struggled to improve more than one indicator.
- Reviewing state ESSA plans indicated that while there has been progress, a great deal of work remains to strengthen the relationship between high school, college, and career. **Most, but not all, of the 22 states targeted in the Meeting the Moment plan measure chronic absenteeism, advanced coursework, and career and technical education.** Florida, Louisiana, Mississippi, and Pennsylvania do not measure advanced coursework, while Minnesota, Nevada, and Oregon do not measure career and technical education. Notably, **only three states measure the college enrollment of high school graduates;** eight states measure placement tests; two states measure 9th grade students who are on-track; and three states measure a well-rounded education.
- **Seventeen of the targeted 22 states have established a high school graduation rate goal of 90 percent or higher, but most of their timeframes extend beyond 2020**, with some even pushing past 2030.
- While some evidence of the existence of early warning indicator data can be found in nearly all of the targeted states, often times there is a gap between state systems' potential data use and schools effectively employing Early Warning Systems on the ground. Data from the U.S. Department of Education show that **only half of all high school principals report the existence of Early Warning Indicator data or systems in their schools** and those who report using them regularly is considerably less (U.S. Department of Education, 2016).
- **In 16 of the 22 targeted states, 20 percent of students under age 17 encounter 2 or more ACEs** and 13 out of the 22 have 20 percent or more of their students aged 5–17 living in poverty (Appendix S).
- In 2018, the most recent year available, **11.2 percent of all 16 to 24 year-olds in the United States were disconnected from both school and work.** In total, 11 of the 22 targeted states had rates of youth disconnection above the national average (Appendix T).
- **Remarkably, most of the targeted states, and most of all states, do not have alignment between what is required for high school**

graduation and admission to the state's flagship university systems. Only three states of the 22 examined have high school requirements for diplomas that match the college admissions requirements of state university systems, while one other state required the correct amount of credits in high school, but students are not required to choose this sequencing.

While the Meeting the Moment plan is focused on a subset of states, all states—including those close to reaching the 90 percent graduation rate threshold—must take this moment to redouble their efforts to ensure more students are graduating high school and doing so more equitably across student subgroups. This plan also examines 15 states beyond the 22 targeted states that have to graduate only 1,000 students or less to cross the 90 percent graduation rate goal.

Policy and Practice Recommendations

Align diploma requirements with college- and career-ready standards

Our analysis shows that graduating high school after completing the required courses for admission into a state's university system is a strong predictor of postsecondary success. It is alarming, however, that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly *all* states. It is critical for state leaders to certify that high school diploma requirements are aligned with state college and university systems' admissions criteria to ensure students on track to graduate do so prepared to enter postsecondary or career pathways. Schools and districts should cooperate to ensure more students, especially those from traditionally underserved populations, earn a college- and career-ready diploma.

Create state-specific high school graduation plans

States should develop "Meeting the Moment" State Action Plans, that analyze which districts, schools, and student subgroups within the state need additional support to ensure students graduate on-time and college- and career-ready equitably. This can be done using data on the equity path to 90 for all states in this report (see Appendix H). These plans will allow states to identify students in need of critical interventions and help districts and schools be better equipped to implement effective interventions. The GradNation campaign will be working with States on the Meeting the Moment Action Plans in the coming year.

Monitor the impacts of COVID-19 to address education gaps exposed by the pandemic

The full impact of the COVID-19 crisis is still unfolding. Just as the country has organized comprehensive reviews to address the health and economic crises, the nation should also be conducting a review of the education system to address the many equity gaps that have been further exposed by COVID-19. Policymakers and practitioners must continue to closely monitor its impact on student learning, including access to the internet for virtual learning, supports for the added trauma for youth in the aftermath of the pandemic, access to college counseling, and postsecondary preparedness. In addition, it will be essential to tailor policies and practices to support the most vulnerable students as schools reopen in the Fall of 2020 or beyond, including, but not limited to, mental health and basic needs supports.

Further examine credit recovery programs

Credit recovery has been a target of recent skepticism about high school graduation rate gaming. It is difficult to measure this, however, because few rigorous studies have been done on the quality and effectiveness of credit recovery courses. Without data, we cannot understand the impact of these programs. It is therefore essential that credit recovery is further examined to uncover what type of students enroll, how many courses are taken on average, the percentage of total credits earned by students from credit recovery courses, which courses are predominately taken as credit recovery, and the degree to which they are enabling students to learn course content and graduate with a legitimate diploma prepared to succeed in postsecondary education. Members of the GradNation campaign will be studying credit recovery more deeply in the coming year and will issue findings in a forthcoming report.

Strengthen the transition from high school to postsecondary and careers

The transition from high school into postsecondary education and careers is challenging for students. Education leaders in K–12 can ease this transition by providing students with the resources they need to understand their postsecondary options, the application process, financial aid, and the course requirements for their chosen pathways. Leaders can also support students in other ways, such as increased access to dual enrollment, early college career academies, and career and technical education coursework. Postsecondary institutions must support more students, especially first generation and low-income students, before they step onto campus and while they are enrolled. Additionally, it is critical to the increasing number of low-income students who attend postsecondary institutions that financial aid is navigable and substantial enough to cover basic needs like food and housing.

Expand the Use of Early Warning Systems

Early Warning Systems are one of the most effective means districts can use to increase their graduation rates in their high schools. Research has identified attendance, behavior, and course performance—the "ABCs"—as powerful predictors of high school completion (Bruce et al., 2011). Course performance in Grade 9, in particular, was shown to correlate strongly with high school graduation (Allensworth and Easton 2005). The systematic use of early warning or on-track to graduation systems has been credited, for example, with the substantial rise in graduation and college readiness rates in Chicago, and throughout the State of West Virginia. Early Warning Systems provide teams of teachers, counselors, and nonprofit student support partners with real time data to signal which students (absent effective intervention) have high odds of not graduating, along with protocols and procedures to identify and implement interventions with the highest odds of success. This allows schools to target the right intervention at the right time to the right student.

Although the idea of Early Warning Systems has become widely disseminated, their effective implementation has not. Half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of early warning systems (U.S. Department of Education, 2016).

Expand Capacity of Evidence-Based Nonprofits

Schools cannot face the dropout challenge alone. For decades, community-based nonprofits have provided additional capacity to schools to support students and teachers, boost student achievement and graduation, and create stronger pathways from school to work. Public and private funding should flow to nonprofits that have the most capacity to meet the needs of schools and districts, and that have the strongest evidence of success increasing high school graduation rates and student achievement.

Introduction

Now, more than ever, is the time to commit to meeting the moment on high school graduation and redoubling our efforts to prepare students for the rigors of postsecondary education, training, and work.

The nation has been committed to reaching a 90 percent graduation rate equitably for nearly 20 years. In 2010, the GradNation campaign launched a focused effort to reach that goal by the Class of 2020.

Steady progress has been made toward this goal. After 30 years of stagnating graduation rates, the country has seen 14 consecutive years of increasing graduation rates since 2004. In 2018, the nation once again reached an all-time high national graduation rate of 85.3 percent and 3.8 million more students have graduated rather than dropping out since the turn of the century. These additional graduates produce benefits to the nation's economy, health, and civic society and position themselves to pursue the American dream.

Notably, gains have been driven by improvements among underserved students, with Black, Hispanic, low-income, and students with disabilities all out-pacing the national rate of increase. These improvements have persisted into postsecondary education, with Hispanic and Black students more than doubling their enrollment rates, and low-income students enrolling at rates that match their middle-income peers.

This progress is in part possible thanks to advances in research around what works to educate and support all students. Early Warning Systems have effectively begun tracking a student's attendance patterns, behavior, and course performance to identify and support students who signal the need for extra help before they drop out or fall off-track to graduation. Whole child approaches grounded in the evidence that social and emotional learning impacts a wide range of important student outcomes continue to expand. Research from the Science of Learning and Development Alliance is improving schools' abilities to maximize the impacts of classroom instruction and move from a one-size fits all approach towards more personalized and equitable learning environments. Many schools, districts, and states have set graduation rate goals, strengthened data collection and reporting, identified the students in need of additional supports, partnered with community-based nonprofits to provide such supports, worked to increase the relevance of school to career interests of the students, increased early college high school, dual enrollment, AP courses, and other ways to increase the connection between high school and college, and invested in educators and school leaders.

Still, there is crucial work to be done. Across the nation, most students attend high schools with a graduation rate already at 90 percent or higher, but a disproportionate number of four-year non-graduates remain trapped in a subset of schools where the graduation rate is only 41.8 percent. Low-income, Black, Hispanic, English Learners, American Indian, and students experiencing homelessness and students with disabilities are all overrepresented in these schools, calling into question equal opportunity for students, regardless of race, socio-economic background, or any other challenge they may face.

Now, more than ever is the time to commit to meeting the moment on high school graduation and redoubling our efforts to prepare students for the rigors of postsecondary education, training, and work. As such, this report lays out an in-depth "Meeting the Moment" plan that targets the remaining non-graduates, identifies critical metrics to strengthen the school to work pipeline, and provides detailed data that will allow states to develop locally-tailored efforts to support their students to graduate, ready for college, work, and civic life.

This report is broken down into three sections:

1. **High school graduation trends across the nation:** examining the progress states have made since 2011 (the first year in which the Four-Year Adjusted Cohort Graduation Rate was put into effect across the nation)

and the highly achievable gains that are necessary to reach the 90 percent graduation rate goal;

2. **Reaching a 90 percent graduation for all students:** highlighting both continued improvement for historically underserved student subgroups and the equity gaps that linger, and focusing on the remaining lowest performing schools by state; and
3. **Meeting the moment to reach the graduation rate goal:** a detailed plan of action to reach the remaining vulnerable students in the most highly concentrated areas where effective efforts will have the greatest leverage and impact.

The report also includes best practices in improving high school graduation rates and strengthening the school-to-work pipeline, highlights ongoing issues with high school accountability, and presents recommendations for policy and practice. Although this update to the nation is based on data from the 2017–18 school year that preceded the COVID-19 pandemic and protests against systemic racism, we also address some of the gaps, barriers, and innovations we are seeing across school systems to strengthen our nation's educational response to crisis now and in the future.

Education in a Time of National Crisis

There is great uncertainty rippling through the world. As local and state economies are severely affected by the global pandemic, and predictions for a return to normalcy vary, much is unknown about what the future holds. What is clear is that the COVID-19 pandemic has reshaped education in this country for the Class of 2020 and beyond.

The current public health crisis forced school closures in all 50 states, with more uncertainty on the horizon due to the novel coronavirus and its impact on physical gathering. These closings are stretching into the 2020–21 school year and beyond in some places hit particularly hard by the virus. Even as some schools reopen in the Fall of 2020, without a reliable vaccine, possible sporadic outbreaks may force future school closings, not to mention the apprehension from fearful parents, students, and educators afraid to risk catching the virus. With this in mind, states, districts, and schools must not only respond to immediate needs, but also be as prepared as possible for the future. Policymakers and educators must be ready for the eventual return to school, regardless of when that occurs. Yet, most districts currently lack plans if the crisis continues into the fall and winter (EdWeek, 2020).

The unpredictability of COVID-19 led to piecemeal responses throughout the country. The immediate response was a shift to distance learning, but this presents several concerns, chief among them equity, quality, and privacy.

While some areas of the country were able to quickly establish distance learning procedures for all their students in early March 2020 when the outbreak was first spreading across America, students in other districts went weeks without instruction or teacher interaction, and, in some cases, months before students had access to

planned lessons. The most recent data from the U.S. Census Bureau showed 9.4 million children between the ages of 3 and 18 do not have access to internet, while 17 percent live in households without a laptop or desktop computer. Another recent analysis by the Alliance for Excellent education with the National Indian Education Association, the National Urban League, and UnidosUS found that 16.9 million children do not have high-speed internet at home and 7.3 million do not have a desktop, laptop, or tablet (Alliance for Excellent Education et al., 2020). This lack of access disproportionately impacts students of color, especially American Indian and Alaska Native students. In addition, a recent survey found that leaders in high-poverty districts were much more likely to say students' lack of access to technology is a major challenge to teaching during Coronavirus-related closures (Herold, 2020).

Special attention must be paid to particularly vulnerable populations, including low-income students and students experiencing homelessness. A survey conducted by SchoolHouse Connection during the early days of the COVID-19 pandemic showed that 'mobile hotspots/funds for internet access' and 'devices and technology' were among the most pressing needs of students experiencing homelessness in K–12 and postsecondary education (Opportunities for Impact, 2020). Some districts report an inability to locate some of their students, especially those that lack stable housing. To help students that rely on the federal free and reduced-price lunch program, districts have set up pick-up locations where students, and in some cases whole families, can come to retrieve meals for the week. Others have begun utilizing bus routes to provide school meals. McKinney-Vento homeless liaisons in some districts like San Antonio ISD and Nashville have called their students to understand their current situation and provide resources. Some districts have resorted to using social media to communicate with students and families.

There are similar concerns for students with disabilities and English Learners who would typically receive more attention in school than is possible through distance learning. Schools and districts must also do everything they can to ensure students with disabilities are getting the individualized attention and instruction they need, and that materials and lesson plans are available in multiple languages for English Learners.

Private and public organizations have stepped up to bridge this digital divide. Companies like Google have handed out Chromebooks for students without them, while telecommunications companies have moved to provide free internet access for low-income students. Some school districts, like Charleston County, even took to sending Wi-Fi-enabled buses throughout the community so students may access the internet.

In addition to equity concerns, educators have raised alarms regarding privacy across video and online services, showing that access to digital learning does not guarantee a quality education. Educators and policymakers must weigh these concerns when developing digital learning lessons to ensure system safety and follow the evidence of what works. To aid in this, the U.S. Department of Education launched an online research hub that brings together studies that evaluate the effectiveness of specific distance learning practices or products on student outcomes, as well as a resource page for schools and school personnel.

Closures and digital learning will undoubtedly have a significant impact on the graduation rate for the Class of 2020, the seminal year for the GradNation campaign. More than 30 states officially offered flexibility for graduation requirements for the Class of 2020. This often consisted of waiving various graduation requirements, including certain mandated courses, end-of-course examinations, and minimum attendance hours. In many cases, states empowered districts to decide whether students have met the requirements for graduation.

These policies will serve to make graduation rates unreliable. Beyond the validity of data, the ramifications of these changes will also bear close monitoring in the years to come to understand the impacts this has on postsecondary and career readiness for the graduating Class of 2020, but also for those students currently enrolled in postsecondary institutions. Some educators have expressed concern that the traditional supports students have as they transition from high school and into postsecondary education are at risk. College closures may also disproportionately impact the millions of low-income students forced to return home, who are tasked not only with learning, but also helping to support their families struggling to make ends meet. In addition, surveys show COVID-19 has caused low-income students to re-evaluate whether they will attend college in the fall at all (Art & Science Group, 2020).

Once students are finally able to return to school, educators must be prepared to handle the trauma that enters the school with them. This will be a time when social and emotional learning and trauma-informed practices are even more crucial to be fully embedded into curricula, not an item to cut in a future mired by potential budget cuts or constraints. A recent survey by America's Promise Alliance found that despite one-quarter of students feeling disconnected and over half of students feeling more worried than usual about their health and their family's health, 40 percent have not been offered social-emotional support by an adult or their school (Margolius, Doyle Lynch, Pufall Jones, and Hynes, 2020). States, districts, and schools must still work to provide students with a complete education, one that continues to nourish students academically but also socially, physically, and creatively.

Organizations like the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Learning Policy Institute have worked to produce timely resources to help schools navigate COVID-19 impacts. What remains unknown, however, is school and district capacity to access and employ this information given disjointed national response efforts.

The effect of the current predicament will require close monitoring for years to come. Data is already emerging that shows the impact COVID-19 may have on student learning. One study found that the average student could lose as much as one-third of the expected progress in Reading and half of the expected progress in Math from the previous year (Kuhfield et al., 2020). Other research has already illustrated that Black, Hispanic, and low-income students are at risk of even greater learning losses (Chetty, Henron, and Stepner, 2020; Dorn, Hancock, Sarakatsannis, & Viruleg, 2020).

We must continue to analyze all available data to understand COVID-19's full impact. As the nation reviews the response of the health system and identifies ways for the economy to recover, it must also conduct a national review of our education system in times of crisis (See EdWeek). In this moment, we must also do everything possible to provide students across America with a quality education and the supports they need, educationally, mentally, and physically to be able to come out of this crisis prepared for future success.

High School Graduation Trends Across the Nation

In 2018, the national graduation rate once again reached an all-time high of 85.3 percent, up from 79 percent in 2011, when the Four-Year Adjusted Cohort Graduation Rate (ACGR) was first reported nationally.

The National Picture

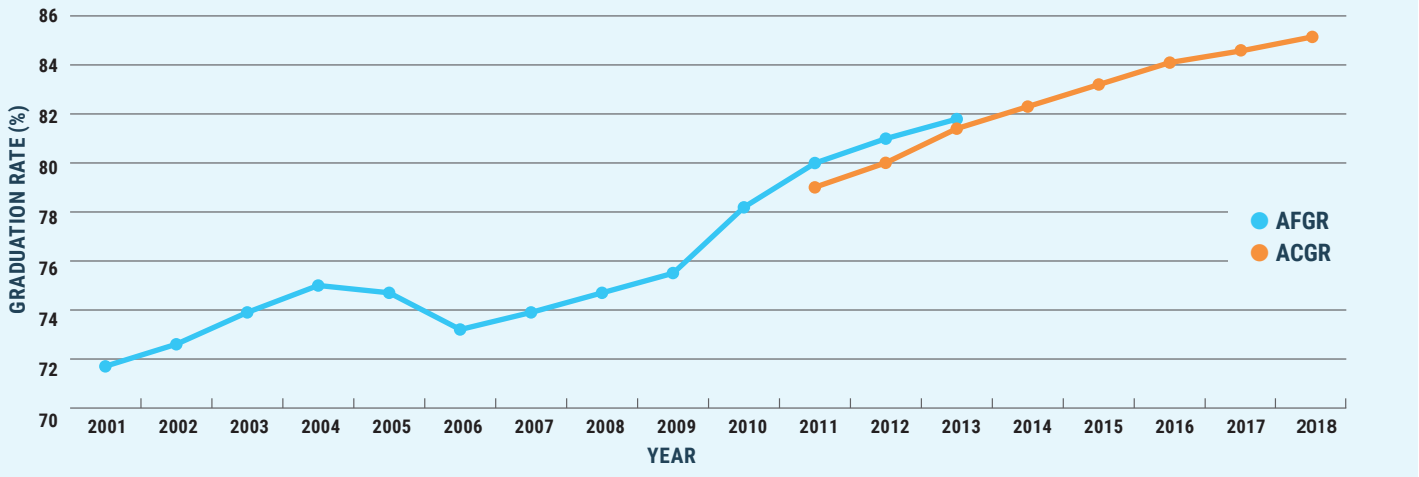
In 2018, the national graduation rate once again reached an all-time high of 85.3 percent, up from 79 percent in 2011, when the Four-Year Adjusted Cohort Graduation Rate (ACGR) was first reported nationally and up from 71 percent in 2001 when the Averaged Freshmen Graduation Rate (AFGR) was used. This marks a small increase from the 84.6 percent rate in 2017, with the nation remaining off track to reach the goal of a 90 percent graduation rate by the Class of 2020. Reaching the goal would have required graduating an additional 174,152 students across the nation on time.

In order to ensure the path to a 90 percent graduation rate is one of equity, it would also require the majority of the additional graduates to come from traditional underserved student subgroups, including Black, Hispanic, and low-income students, as well as students with disabilities and those experiencing homelessness. Encouragingly, Black, Hispanic, and low-income students have driven gains in graduation rates since 2011, with such rates rising from 67 percent to 79 percent for Black students, 71 percent to 81 percent for Hispanic students, and 70 percent to 79.5 percent for low-income students.

State-Level Progress and Challenge

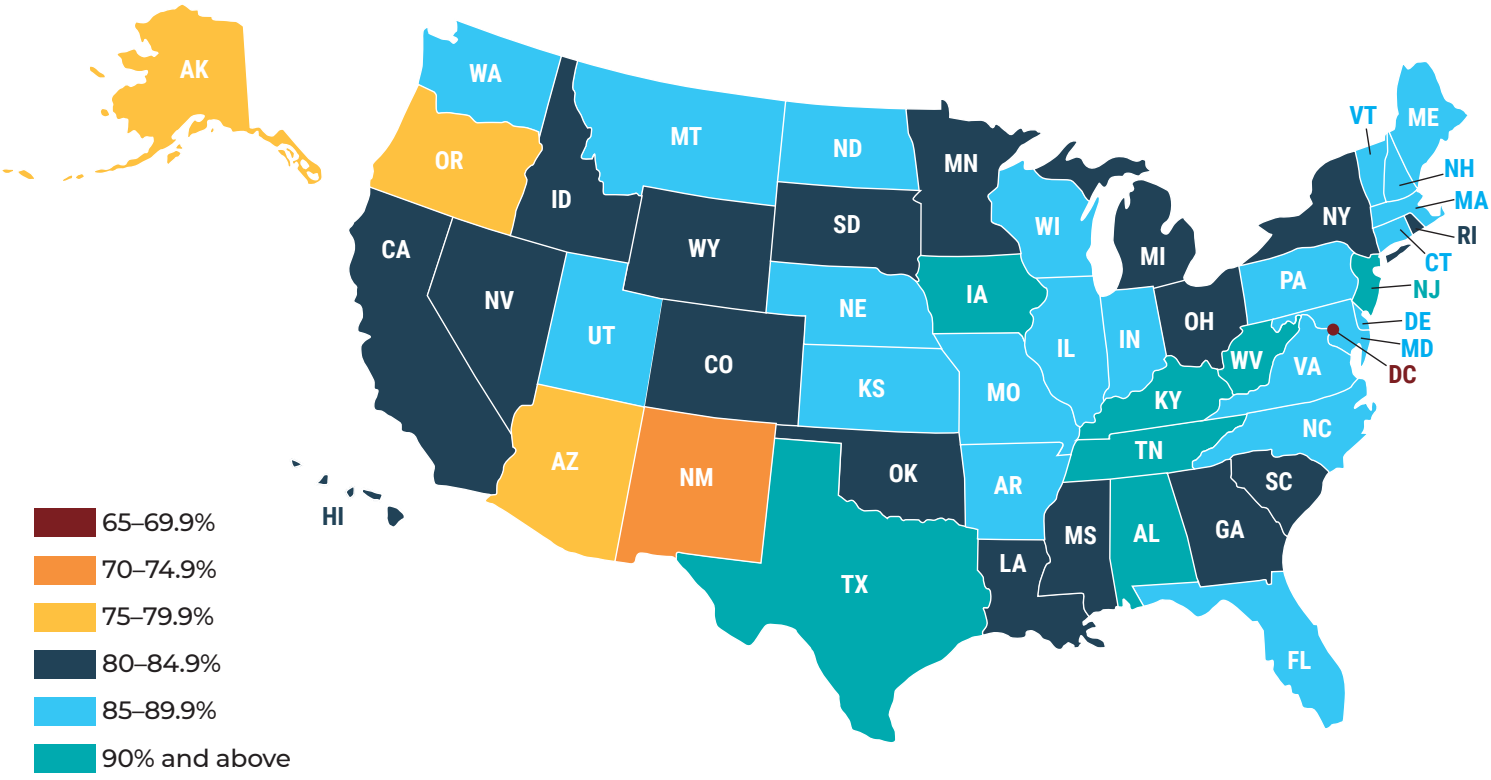
Reviewing state-level data shows disparate outcomes across the nation. While some states have made tremendous progress toward the 90 percent goal, others have stagnated in recent years, or even experienced backsliding. Yet, the success of high-poverty states, including West Virginia, which crossed the 90 percent graduation rate threshold for the first time in 2018, serves as a challenge to other states to reach the 90 percent goal. As of 2018, seven states—Alabama, Iowa, Kentucky, New Jersey, Tennessee, Texas, and

Figure 1 • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2002–2018



Sources: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11, 2011–12, and 2012–13: First Look (Provisional Data) (NCES 2014-391). U.S. Department of Education. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013). Provisional Data File: SY2012–13 Four-Year Regulatory Adjusted Cohort Graduation Rates.

Figure 2 • Adjusted Cohort Graduation Rate, by State 2017–18



West Virginia—reached a 90 percent graduation rate, up from only two states in 2017. An additional 8 states remained within 2 percentage points, while 29 states in all had surpassed 85 percent. New Mexico remained the only state with a graduation rate below 75 percent.

Seven-Year Trends

While annual growth has slowed, it is important to view this stagnation in the larger context of progress since 2011. Just 8 years ago, no states had attained a 90 percent graduation rate, and only 9 states had graduation rates above 85 percent. Encouragingly, there has been progress across all states, especially in those with the lowest graduation rates. Since 2011, the gap between the state with the highest graduation rate (Iowa) and that with the lowest (New Mexico) has shrunk from 25 percentage points to 17.5 percentage points.

In total, 26 states have made graduation rate gains of 5 percentage points or more over the past 7 years, including 11 states with gains of more than 10 percentage points. Two groups of 11 states have seen graduation rate increases of 3 to 5 percentage points and 1 to 3 percentage points, respectively. Importantly, only two states—Oklahoma and Vermont—experienced backsliding since 2013.

- In 2011, 12 states had graduation rates below 75 percent, 5 of those states with rates below 70 percent. By 2018, no states remained below 70 percent and all but one had crossed the 75 percent graduation rate threshold.
- Of the seven states that had graduation rates above 85 percent in 2011 (Indiana, Iowa, Nebraska, New Hampshire, North Dakota, Tennessee, Texas, Vermont, and Wisconsin), only Iowa, Tennessee, and Texas have reached the 90 percent goal. None of the other 4 states have seen their graduation rate increase by more than 2.7 percentage points, and one (Vermont) has experienced a decrease of 2.4 percentage points.
- The 4 other states that have reached the 90 percent graduation rate goal (Alabama, Kentucky, New Jersey, and West Virginia) saw their graduation rates increase by an average gain of 11 percentage points since 2011.[3]

While progress has slowed, the remaining work to reach a 90 percent graduation rate by the Class of 2020 is manageable. In 15 states, less than 1,000 additional students needed to graduate on time to reach a 90 percent graduation. Yet, the challenge is more daunting elsewhere, as 5 states will need to graduate more than 10,000 additional students. This report provides an in-depth breakdown by state and subgroup of the additional graduates needed to reach 90 percent (See Appendix H).

Now is the time for states to develop action plans that address the specific challenges they face, redouble their efforts to ensure all students receive the supports needed to graduate college or career ready, and meet the moment of reaching a 90 percent graduation rate equitably.

3. Past questions have been raised about the validity of Alabama's graduation rate following an internal audit and U.S. Department of Education investigation that found the state's 2015 graduation rates had been improperly calculated, leading to an inflation of the reported rate.

Table 1 • State 2011 ACGR, by Range

State	2011 ACGR
85–89%	
Iowa	88.3%
Vermont	87.5%
Wisconsin	87.0%
North Dakota	86.3%
New Hampshire	86.1%
Nebraska	86.0%
Texas	85.9%
Indiana	85.7%
Tennessee	85.5%
80–84%	
Illinois	83.8%
Maine	83.8%
Massachusetts	83.4%
South Dakota	83.4%
New Jersey	83.2%
Connecticut	83.0%
Kansas	83.0%
Maryland	82.8%
Pennsylvania	82.6%
Montana	82.2%
Virginia	82.0%
Missouri	81.3%
Arkansas	80.7%
Hawaii	80.0%
Ohio	80.0%
75–79%	
Wyoming	79.7%
Delaware	78.5%
Arizona	77.9%
North Carolina	77.9%
Rhode Island	77.3%
Minnesota	76.9%
New York	76.8%
Washington	76.6%
West Virginia	76.5%
California	76.3%
Utah	76.0%
70–74%	
Michigan	74.3%
Colorado	73.9%
Mississippi	73.7%
South Carolina	73.6%
Alabama	72.0%
Louisiana	70.9%
Florida	70.6%
65–69%	
Alaska	68.0%
Oregon	67.7%
Georgia	67.5%
60–64%	
New Mexico	63.0%
Nevada	62.0%
Idaho**	77.3%
Kentucky*	86.1%
Oklahoma*	84.8%

** First Year of ACGR data was 2012–13
* First year of ACGR data was 2013–14
Source: NCES, US Department of Education

Table 2 • State 2018 ACGR and Change since 2011, by Range

State	2017 ACGR	Change (% Point)
90–94%		
Iowa	91.4%	3.4%
New Jersey	90.9%	7.9%
Kentucky	90.3%	4.2%
West Virginia	90.2%	13.7%
Tennessee	90.0%	4.0%
Texas	90.0%	4.1%
Alabama	90.0%	18.0%
85–89%		
Wisconsin	89.7%	2.7%
Arkansas	89.2%	8.5%
Missouri	89.2%	7.9%
New Hampshire	88.8%	2.7%
Nebraska	88.7%	2.7%
Connecticut	88.4%	5.4%
Indiana	88.1%	2.4%
North Dakota	88.1%	1.8%
Massachusetts	87.8%	4.4%
Virginia	87.5%	5.5%
Kansas	87.2%	4.2%
Maryland	87.1%	4.3%
Utah	87.0%	11.0%
Delaware	86.9%	8.4%
Maine	86.7%	2.9%
Washington	86.7%	10.1%
Illinois	86.5%	2.7%
Montana	86.4%	4.2%
Florida	86.3%	15.7%
North Carolna	86.3%	8.4%
Pennsylvania	85.9%	3.3%
Vermont	85.1%	-2.4%
80–84%		
Hawaii	84.5%	4.5%
South Dakota	84.1%	0.7%
Mississippi	84.0%	10.3%
Rhode Island	84.0%	6.7%
Minnesota	83.2%	6.3%
Nevada	83.2%	21.1%
California	83.0%	6.7%
New York	82.3%	5.5%
Ohio	82.1%	2.1%
Oklahoma	81.8%	-3.0%
Wyoming	81.7%	2.0%
Georgia	81.6%	14.1%
Louisiana	81.4%	10.5%
South Carolina	81.0%	7.4%
Colorado	80.8%	6.9%
Idaho	80.7%	3.4%
Michigan	80.6%	6.6%
75–79%		
Arizona	78.7%	0.8%
Oregon	78.7%	12.0%
Alaska	78.5%	10.5%
70–74%		
New Mexico	73.9%	10.9%

Source: NCES, US Department of Education

Table 3 • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2017–18

Cohort Year	All Students (N)	American Indian/ Alaska Native (N)	Asian/Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
2016–17	174,152	6,725	–	64,012	83,419	16,591		103,112	191,145	55,104

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2016–17. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2016–17 state level ACGR file (i.e., for the state level cohort sizes) and the 2016–17 graduation rates. The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino." (California is the only state currently using the major racial and ethnic group "Filipino.")

Source: U.S. Department of Education (2019). Provisional data file: SY2016–17 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Race & Education in America

The nation is finally reawakening to the reality of racial injustice in this country. The latest examples of police brutality against Black Americans have ignited protests and demonstrations across the country. These protests have brought a sustained attention to systemic inequities in the United States rarely seen before.

Each year, this report calls attention to equity gaps, including those between white students and their Black and Hispanic peers. As this report shows, Black students graduate at rates 10.1 percentage points below their white peers, while the Hispanic-white student gap is 8.1 percentage points. The current moment, however, calls on us to not just report on the data, but also confront the role systemic racism plays in creating educational inequities that perpetuate racial oppression.

Research shows Black and Hispanic students are more likely to live in neighborhoods of concentrated poverty and disproportionately likely to have adverse childhood experiences (Bethell et al, 2017). Regardless of where these experiences take place, they seep into the schoolhouse, and data shows that adverse childhood experiences have a significant impact on academic performance, behavior, and health (Jimenez, Wade, Lin, Morrow, and Reichman 2016).

Across the board, every metric of student discipline indicates a system that unduly targets and impacts Black students. Data from the 2015–16 Civil Rights Data Collection show that while Black students made up just 15.4 percent of student enrollment, they accounted for over 36 percent of school arrests. They also are involved in a disproportionate percent of instances where physical restraint is used, as well as are over-represented in the percent of students expelled due to zero tolerance policies. These disciplinary actions result in Black students accounting for nearly 45 percent of all school days missed due to expulsion (U.S. Department of Education, 2018).

Students of color also have less opportunities at the high school level. Black and Hispanic students are underrepresented in rigorous coursework, including AP courses and Gifted and Talented Education (GATE), as seen in Table 4. Schools with high Black and Hispanic populations are also much less likely than schools with low Black and Hispanic populations to offer high-level math and science courses, including Algebra II, Calculus, Chemistry, and Physics. This is particularly troublesome as research indicates rigorous course-taking is one of the two strongest indicators for college success (Balfanz et al., 2016), leaving a disproportionate number of Black and Hispanic students unprepared for postsecondary success. This is reflected in the high proportions of Black and Hispanic students enrolling in remedial coursework and taking more remedial courses on average (Chen, 2016). These factors partially help to explain persistent equity gaps in postsecondary attainment, as just 32 percent of Black and 25 percent of Hispanic adults have postsecondary credentials of some kind, compared to 48 percent of white Americans (Lumina, 2019).

Make no mistake, these gaps are the results of institutional racism. For decades, education in America was ruled by the law of "separate but equal." A unanimous U.S. Supreme Court decision in *Brown v. Board of Education* and the Civil Rights Act that followed a decade later were designed to end de jure and de facto educational segregation. Yet, research shows that this has not been the case, as schools in the south remain as segregated as they were in the 1960's and recent data indicate that nearly 7 in 10 Black children attend majority non-white schools (Orfield & Frankenberg, 2014; Garcia, 2020).

America's long history of residential and school segregation, combined with school funding formulas relying primarily on local property taxes, has resulted in non-white school districts receiving far less funding than their white counterparts. Data show that predominately non-white school districts (districts where 75 percent or more of students are non-white) receive $2,226 less per pupil in funding than white school districts (EdBuild, 2019). Lower funding levels means these schools have less resources available for their students and contribute to lower achievement and graduation rates. In addition to equity gaps between Black and Hispanic students and their white peers, this report shows that Black and Hispanic students make up the majority of students that attend high schools with graduation rates below 67 percent.

The nation has made great progress toward its goal of a 90 percent graduation rate, much of which has been driven by Black and Hispanic students. Yet, persistent gaps continue to hold America back from fulfilling its promise as the land of equal opportunity for all. This is why the final five percentage points needed to cross the 90 percent threshold is an equity mandate. Now is the time to answer the call and work to create a more just and equitable educational system.

Table 4 • Student Subgroup Representation in AP Courses, 2016

	Percent of Public School Students	Percent of AP Test-Takers	Percent of Students in GATE
White	48.9%	55.6%	58.8%
Black	15.4%	8.7%	8.5%
Hispanic	25.8%	20.3%	18.1%

Source: U.S. Department of Education (2018). Civil Rights Data Collection, 2015–16.

Reaching a 90 Percent Graduation Rate for All Students

To better target interventions to help states reach a 90 percent graduation rate equitably, it is essential to understand what subgroups are over-represented in the cohort of students that fail to graduate high school on time each year.

A 90 percent national graduation rate is a hollow achievement if it is not reached equitably with traditionally underserved students leading the way and with quality that prepares students for postsecondary education and the workforce. That is why, since 2015, the GradNation campaign has focused intensely on student subgroups, geographic locales, and school types that are most in need of support and intervention, as well as better understanding key opportunities and challenges in the school to work pipeline. This includes low-income, Black, and Hispanic students, as well as students with disabilities, those experiencing homelessness, and English Learners.

Thanks to the Every Student Succeeds Act (ESSA), states are now required to identify schools for comprehensive support and improvement and continue to set goals to ensure student subgroups are making progress over time. Since ESSA's enactment, this report has reported on these goals and tracked states' progress in meeting them (see Appendices N and O), and will continue to do so in order to hold states accountable in reaching not only the national 90 percent graduation rate goal, but ensuring it is done with equity.

In this section, the report also examines the percent of non-graduates in each state by subgroup. To better target interventions to help states reach a 90 percent graduation rate equitably, it is essential to understand what subgroups are over-represented in the cohort of students that fail to graduate high school on time each year.

With the help of this data, states can zero in on where students are falling behind and target supports, resources, policy, and practice changes to locales and schools where they are most needed in order to attain a 90 percent graduation rate for all.

Where We Stand: Low-Income Students

In 2018, low-income students accounted for 49.1 percent of the country's graduating cohort, but 68.5 percent of students that failed to graduate from high school on time. This highlights the need to increase outcomes for low-income students if the nation is going to reach the 2020 goal.

Encouragingly, low-income students' on-time graduation rate has increased nearly 10 percentage points over the past 8 years, rising to an all-time high of 79.5 percent in 2018. This includes a 1.2 percentage point gain from 2017. Looking across states offers an even more hopeful glimpse, as in 2011, just 2 states graduated more than 80 percent of their low-income students. By 2018, that number had increased to 17 states, while 4 states (Arkansas, Kentucky, Texas, and West Virginia) had climbed above an 85 percent graduation rate for low-income students. Meanwhile, just one state—New Mexico—continues to lag below a 70 percent graduation rate for low-income students.

Progress for low-income students has primarily been driven by a diverse group of 8 states, where graduation rates have increased by 15 or more percentage points since 2011. This group ranges from New England states like Connecticut to southern states like Georgia, illustrating that with the proper evidence-based reforms, practices and supports, progress can occur.

Despite this progress, however, low-income students continue to graduate at far lower rates than their more affluent peers, with a graduation gap of 11.4 percentage points. The low-income graduation gap ranges widely from state-to-state, from a high in Minnesota of 22.7 percentage points to South Carolina, where low-income students actually graduate at a higher rate than their non-low-income peers by 4.1 percentage points. Generally, Midwestern states are among those with the highest graduation rate gaps for low-income students.

South Carolina's progress for low-income students may in part stem from commitments

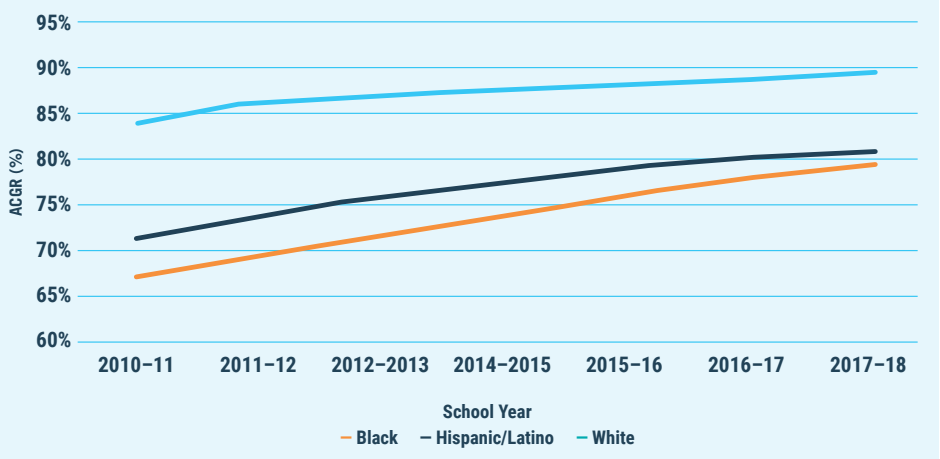
Table 5 • States with the Largest Graduation Gap Between Low-Income and Non-Low-Income Students, 2018

State	Low-Income 2018 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2018	Percent of Low-Income Students in the Cohort, 2018
Minnesota	70.2%	22.7	42.8%
South Dakota	69.0%	20.5	26.4%
Wyoming	70.0%	20.4	42.6%
Michigan	70.0%	19.4	45.5%
Ohio	70.9%	19.3	41.9%
Colorado	70.7%	19.2	47.5%
Idaho	72.3%	18.4	54.4%
North Dakota	75.0%	18.2	28.0%
Maine	77.8%	17.5	49.0%
Massachusetts	77.4%	16.7	37.7%

Table 6 • States with the Highest Proportion of Low-Income Non-Graduates, 2017–18

State	Percent of Non-Graduates that are Low-Income	Percent of Low-Income Students within the Cohort, 2018	Low-Income ACGR, 2018
West Virginia	91.5%	74.7%	88.0%
Maine	81.9%	49.0%	77.8%
Arkansas	81.5%	66.6%	86.8%
California	81.1%	67.5%	79.6%
Louisiana	80.9%	61.4%	75.5%
Kansas	80.6%	51.6%	80.0%
Rhode Island	80.4%	55.9%	77.0%
Hawaii	79.5%	60.1%	79.5%
Iowa	78.2%	43.1%	84.4%
Idaho	78.0%	54.4%	72.3%

Figure 3 • Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010–11 to 2017–18



Source: National Center for Education Statistics (NCES). Retrieved from http://www.ed.gov/news/press-releases/achievement-gap-narrows-high-school-graduation-rates-minority-students-improve-faster-rest-nation

by the state's Superintendent of Education and Governor to an equitable education. In 2015, the South Carolina Department of Education passed the State Plan for Equitable Access to Excellent Educators, aimed at strengthening and maintaining educator effectiveness, especially in high-needs schools. The previous and current Governor both ran on platforms for education reform and access to education, respectively. This highlights the important role state leadership has in increasing high school graduation rates around the country.

The states with the highest proportion of non-graduates are a diverse group, ranging from rural, low-population states like West Virginia, to California, which is home to the largest population of high school students in the country. Furthermore, the states with the largest gap between the percent of non-graduates that are low-income and percent of low-income students within the overall cohort are diverse as well: the gap in Maine is 29 percent and the gap is over 30 percent in Iowa and Kansas (see Table 6).

In 7 states, more than 8 out of every 10 students that failed to graduate on time were low-income, and more than two-thirds of 33 states' non-graduates were low-income in 2018. The diversity of states with large proportions of low-income non-graduates illustrates the importance of understanding each state's specific challenges in reaching a 90 percent graduation rate and tailoring policies to fit their circumstances.

Where We Stand: Black and Hispanic Students

Progress in the national graduation rate continues to be driven mostly by increases for Black and Hispanic students across the country. From 2011 to 2018, Black and Hispanic students experienced graduation rate gains of 12 and 10 percentage points, respectively, which nearly doubles the rate of growth of white students and outpaces the national increase of 6.3 percentage points. Black and Hispanic students also saw graduation rates rise faster from 2017 to 2018 as well, with increases of 1.2 and 1.0 percentage points, respectively, edging out the national rate of 0.7 percentage points. Despite this progress, significant graduation rate gaps remain for both populations and they continue to comprise a

disproportionate percentage of the nation's non-graduates.

Hispanic Students

One year after reaching an 80 percent graduation rate, Hispanic students again achieved an all-time high of 81 percent. Five states (Alabama, Arkansas, Maine, Texas, and West Virginia) led the group with Hispanic graduation rates above 85 percent. West Virginia continues to graduate more than 90 percent of its Hispanic students (only about 1.3 percent of the state's 2018 cohort), the only state to do so, with a rate of 92 percent. Just two states (Louisiana and Minnesota) continue to lag below a 70 percent graduation rate for Hispanic students.

Across the country, Hispanic students continued to graduate at rates lower than their non-Hispanic peers. The national graduation gap between Hispanic students and their white peers is 8.1 percentage points. The gap between white and Hispanic students stretched as high as 21.6 percentage points in Minnesota and 21 points in Maryland, while in West Virginia, Hispanic students graduate at slightly better rates than white students.

Moreover, while Hispanic students accounted for a quarter of the 2018 graduating cohort, they disproportionately comprised 31.2 percent of the nation's non-graduates. This imbalance is also present at the state level. In Connecticut, New Jersey, and Massachusetts, the gap between the overall Hispanic population in the 2017–18 cohort and percent of non-graduates that are Hispanic is over 15 percent (see Table 8).

Hispanic students continue to be highly concentrated in select states, with over half of the 2018 graduating cohort located in California, Florida, and Texas. In 3 states (California, New Mexico, and Texas), more than half of the non-graduates are Hispanic and nearly 60 percent of all Hispanic students that fail to graduate on time are located in just 6 states. This makes the population highly accessible for targeted efforts aimed at improving outcomes for Hispanic students.

Black Students

Graduation rates for Black students continue to fall below the national average with a rate of 79 percent—though this does mark an annual increase of 1.2 percentage points, the second largest yearly gain of any subgroup. In 4 states (Alabama, Arkansas, Texas, and West Virginia), Black students outpace the national average with graduation

Table 7 • States with the Largest Graduation Gaps Between Hispanic and White Students

State	Regulatory Adjusted Cohort Graduation Rate, White: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2017–18	Graduation Rate Gap between White and Hispanic Students, 2017–18
Minnesota	88.40%	66.80%	21.60%
Maryland	93.20%	72.20%	21.00%
South Dakota	89.90%	71.00%	18.90%
New York	90.10%	71.60%	18.50%
Massachusetts	92.20%	73.80%	18.40%
Virginia	91.80%	73.50%	18.30%
Louisiana	85.50%	68.00%	17.50%
Pennsylvania	90.50%	73.70%	16.80%
North Dakota	91.40%	75.00%	16.40%
Connecticut	93.40%	78.60%	14.80%

Table 8 • States with the Highest Proportion of Hispanic Non-Graduates, 2017–18

State	Percent of State's Non-Graduates that are Hispanic	Percent of students in the Cohort that are Hispanic	ACGR 2018, Hispanic
New Mexico	61.9%	60.1%	73.1%
California	59.7%	52.3%	80.6%
Texas	59.5%	50.4%	88.2%
Arizona	50.1%	43.9%	75.7%
Colorado	45.6%	33.0%	73.4%
Nevada	42.9%	40.7%	82.3%
New Jersey	41.0%	24.5%	84.8%
Connecticut	39.9%	21.6%	78.6%
Massachusetts	38.5%	17.9%	73.8%
New York	37.8%	23.6%	71.6%

Table 9 • States with the Largest Graduation Gaps Between Black and White Students, 2017–18

State	Regulatory Adjusted Cohort Graduation Rate, White: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Black: 2017–18	Graduation Rate Gap between White and Black Students, 2017–18
Wisconsin	93.6%	69.5%	24.1%
Minnesota	88.4%	67.4%	21.0%
Pennsylvania	90.5%	72.1%	18.4%
New York	90.1%	72.9%	17.2%
Ohio	85.6%	68.6%	17.0%
Vermont	86.2%	70.0%	16.2%
North Dakota	91.4%	76.0%	15.4%
South Dakota	89.9%	75.0%	14.9%
Nebraska	92.5%	78.0%	14.5%
Nevada	86.0%	71.5%	14.5%

Table 10 • States with the Highest Proportion of Black Non-Graduates, 2018

State	Percent of Nongrads, Black, 2017–18	Percent of Cohort, Black, 2017–18	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2017–18
Mississippi	60.0%	49.7%	79.0%
Louisiana	52.0%	44.2%	68.0%
South Carolina	45.0%	37.0%	80.5%
Georgia	42.3%	37.7%	74.6%
Alabama	42.0%	34.2%	87.6%
Maryland	40.4%	34.3%	72.2%
Tennessee	40.0%	24.5%	83.1%
Delaware	39.9%	31.1%	82.0%
North Carolina	32.4%	26.4%	80.0%
Florida	30.7%	22.4%	85.4%

rates ranging from 85.6 percent in Arkansas to 87.7 percent in Alabama. Yet, 5 states—Minnesota, New Mexico, Ohio, Oregon, and Wisconsin—continue to lag below a 70 percent graduation rate.

The national graduation rate gap between Black and white students continues to drop, from 17 points in 2011 to 10.1 percentage points in 2018. Still, Black students trail their white classmates by over 15 percentage points in 7 states, including Wisconsin and Minnesota, where the graduation rate gap is above 20 points.

In 2018, Black students accounted for 15.7 percent of the graduating cohort compared to 22.4 percent of the nation's non-graduates. This disproportionality is seen particularly across the South, where Black students compose more than 4 of every 10 non-graduates in Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee. This disproportion, however, is not just in the South. There is a combination of Midwest/Northeast states (New York, Ohio, Pennsylvania, and Wisconsin) and a subset of Southern states (Georgia, Louisiana, and Maryland) that have substantial Black populations with Black student graduation rates below 75 percent.

Where We Stand: Students Experiencing Homeless

Data from the National Center for Homeless Education (NCHE) show that over 1.5 million K–12 students were identified as experiencing homelessness during the 2017–18 school year. This marks an 11 percent increase over the previous year and an all-time high (National Center for Homeless Education, 2018). Part of this increase may be due to schools and districts doing a better job identifying homeless students, which is a positive trend.

Students experiencing homelessness face academic challenges that go far beyond that of stably housed, low-income students (Ingram, Bridgeland, Reed, and Atwell, 2016). Previously, data on the academic outcomes of students experiencing homelessness were limited. Yet, thanks to ESSA, states were required to disaggregate high school graduation rates and academic achievement information for students experiencing homelessness, beginning with the 2017–18 school year. This data confirmed the unique challenges this population faces.

Data from 49 states showed the graduation rates of students experiencing homelessness ranged from a low of 47 percent in Minnesota to a high of 87 percent in West Virginia. In total, 14

Strategies for Success

America is ramping up efforts to improve outcomes for students experiencing homelessness and there are concrete campaigns to focus the nation's attention on this highly vulnerable population (see Education Leads Home). In addition to increased awareness of the problem, groundbreaking legislation and policies at all levels, public and private support organizations, local communities, and states are undertaking a variety of efforts to boost outcomes for some of the country's most vulnerable children and youth. Examples around the country can inspire other schools, districts, communities, and states to identify, engage, and support students experiencing homelessness in America's schools. With all of the trauma a young person experiencing homeless is exposed to, school can be a pillar of stability that puts students on a path to graduation and further education to successfully enter the workforce and civic life.

To learn more about a variety of efforts to identify and support students experiencing homelessness in schools and districts throughout the country, Civic conducted interviews with educators in Michigan, Montana, New Hampshire, Texas, and Virginia. The goal of this project was to identify strategies schools and districts are using to successfully mitigate the challenges these students face in attending and succeeding in school and to disseminate those best practices.

This work supplements multiple efforts of Building Changes, a Seattle based nonprofit, aimed at identifying a replicable model for schools on how best to meet the needs of their students experiencing homelessness. Through a combination of quantitative and qualitative analysis, Building Changes has developed a Menu of Strategies to which Civic has matched case studies that further illuminate practices other schools and districts can draw upon to improve outcomes for students experiencing homelessness.

The report, *Strategies for Success*, highlights examples of the tireless efforts of those throughout the country who are ensuring better educational equity for students experiencing homelessness. These efforts include supports in academics, credit recovery, connections to housing resources, social and emotional learning, and transportation. It is our hope that these examples will be used to spark innovation, reform, policies, and student supports that will improve outcomes across the nation.

states had graduation rates less than 60 percent for students experiencing homelessness.

While NCHE did not provide a national average graduation rate, author calculations using cohort counts from 49 states plus the District of Columbia produce an estimated national graduation rate of 67.5 percent for students experiencing homelessness. This estimated rate leaves students experiencing homelessness with the second lowest graduation rate of any subgroup in the country, ahead of only students with disabilities, and well behind the graduation rate for low-income students (79.5 percent) and the overall national average for all students (85.3 percent).

It bears mentioning that since most states are just beginning to disaggregate graduation rates by housing status, it is expected that further improvements will be made in calculating graduation rates for students experiencing homelessness. In addition, more analysis is needed to better explain the large discrepancy in graduation rates across states.

Still, there is no escaping the fact that students experiencing homelessness graduate at far lower rates than their stably housed peers. Research also shows that youth without a high school diploma are 4.5 times more likely to experience homelessness later in life (Morton, Dworsky, and Samuels, 2017), perpetuating the cycle of homelessness and poverty. With more data, states can better address the poor academic outcomes for students experiencing homelessness and design interventions to support these students to break the cycle of poverty.

Where We Stand: Students with Disabilities

As previous *Building a Grad Nation* reports have highlighted, cross-state comparisons for students with disabilities are challenging due to differences in state diploma requirements and identification procedures. While these variations—including reduced credit requirements, substitute courses, and lower performance criteria—may align with state graduation requirements, they run the risk of not successfully preparing students with disabilities for postsecondary education. Recent research also shows that over half of states offer diploma options specifically for students with disabilities, but just seven states responded when asked if they report data on the number of students receiving different diploma types (Achieve, 2016; Johnson, Thurlow, Qian, and Anderson, 2019).

The differences in requirement and lack of data reporting make conclusions from state-by-state analysis for students with disabilities' graduation rates more difficult than other subgroups. States should disaggregate data by the types of diplomas students with disabilities receive in order to better understand the education landscape and to ensure they are held accountable for progress within this subgroup.

Despite challenges with state-to-state comparisons, it is undeniable that students with disabilities continue to graduate at rates well below their peers. For the first time in 6 years, the graduation rate for students with disabilities did not increase from 2017 to 2018, remaining at 67.1 percent nationally. Since last year, this subgroup has been surpassed by English Learners and students experiencing homelessness, making it the subgroup with the lowest graduation rate in the country.

Like previous years, the majority of states increased their on-time graduation rate for students with disabilities, as 30 states saw a rate increase. Sixteen states' graduation rates for students with disabilities, however, decreased, including 14 states whose decrease was at least 1 percentage point or more. It is worth mentioning large swings among states from previous years: Although Florida increased their graduation rates for students with disabilities by 11.4 percentage points, Oklahoma and Ohio's graduation rates dropped 18.7 and 19.1 percentage points, respectively. Additional analysis will be needed to determine the reason for these significant year-to-year fluctuations.

A graduation rate gap of 20.7 percentage points between students with disabilities and their peers without special needs emphasizes the inequitable educational outcomes that they face. This gap varies across states, ranging from 5.2 percentage points in Arkansas and 8.3 in Kansas to 50.7 percentage points in Mississippi and 36.5 in Ohio. The graduation rate gap between students with disabilities and their peers was greater than 20 percentage points in 26 states, while only 3 states had gaps that were less than 10 percentage points.

Students with disabilities are making up an increasing percentage of students that fail to graduate on time. In 2017–18, the rate increased 1.8 percentage points to 27 percent, despite comprising only 12.1 percent of the total 2018 cohort. Many of the states that have above average high school graduation rates had a 2018 cohort comprised of over 15 percent of students with disabilities: Maine, Massachusetts, New Hampshire, and Pennsylvania are among the top. The percent of non-graduates that are students with disabilities is above 35 percent in all 4 of these states. Even though states are better identifying students with disabilities, they cannot reach a 90 percent graduation rate without major outcome improvements for these students.

This reveals that although states are improving their overall graduation rates, students with disabilities continue to struggle to graduate at similar rates. Combined with the fact that over one in every four students who failed to graduate in the 2017–18 cohort had special needs, this emphasizes the importance of focusing on equitable outcomes for students with disabilities in all states.

Table 11 • States with the Highest Proportion of Non-Graduates that are Students With Disabilities (SWD), 2018

State	Percent of State's Non-Graduates that are SWD	Percent of SWD within the 2018 Cohort	ACGR 2018, SWD
Massachussetts	44.2%	19.5%	72.4%
Ohio	43.1%	15.9%	51.4%
Connecticut	41.2%	13.7%	65.0%
Maine	40.9%	20.9%	74.0%
New Hampshire	39.4%	17.0%	74.0%
Mississippi	38.5%	10.0%	38.4%
New York	38.4%	15.8%	56.9%
Rhose Island	37.7%	15.9%	62.0%
Virginia	37.2%	12.0%	61.2%
Vermont	35.5%	16.5%	68.0%

Where We Stand: English Learners

The percentage of K–12 public school students in the United States that were English Learners (ELs) increased from 8.1 percent (3.8 million students) in the fall of 2000 to 9.6 percent (4.9 million students) in the fall 2016, representing an increase of more than one million students.[4] In 2016, ELs comprised over 10 percent of public school students in 9 states, and the top 3 states had ELs comprising over 15 percent—California at 20.2 percent, Texas at 17.2 percent, and Nevada at 15.9 percent. Reflecting this growing population, all but seven states had an increase in English Learners from the fall of 2000 to the fall of 2016.

The English Learner population is very diverse. It is 5 percent Black, 15 percent white, 18 percent Asian, and 37 percent Hispanic. ELs most commonly live in urban areas, where they accounted for 14 percent of all K–12 students in the fall of 2016, followed by suburban areas (9.3 percent), towns (6.5 percent), and rural areas (3.8 percent). In the fall of 2016, 77.2 percent of English Learners were Hispanic (3.82 million students) and the majority (76.6 percent) of ELs' home language was Spanish/Castilian, followed by Arabic (2.6 percent), Chinese (2.1 percent), and Vietnamese (1.6 percent). The 76.6 percent that speak Spanish/Castilian at home account for 7.7 percent of total school enrollment in the U.S (National Center for Education Statistics, 2019).

EL students are most prevalent in early elementary education. The highest proportions are in Kindergarten and 1st grade, where 16.2 and 16.3 percent, respectively, of all students were ELs in the fall of 2016. This is due, in part, to students who are identified as English Learners when they entered school reaching language proficiency as they progress in their education. Only 4.1 percent of 12th grade students were English Learners in the fall of 2016. Of the 2018 cohort, 6.9 percent of students were ELs.

English Learner Defined

As defined by the Every Student Succeeds Act in 2015, an English Learner is an individual who is aged 3 through 21; is enrolled in an elementary or secondary school; was not born in the United States or whose native language is a language other than English; is a Native American or Alaska Native; comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny such individuals the ability to meet academic standards, be successful in a classroom where the language of instruction is English, and participate fully in society (U.S. Department of Education, 2016).

Encouragingly, after a slight decrease in 2016–17, English Learners' graduation rate increased 1.9 percentage points to 68.3 percent in 2017–18. Still, EL students have the third lowest graduation rate of any subgroup of their peers, slightly higher than students with disabilities and students experiencing homelessness. Nearly half (24) of states had graduation rate increases of at least 1 percentage point for EL students, but there is still much progress that needs to be made: In 38 states, on-time graduation rates for EL students were at or below 75 percent.

Even with an increased graduation rate of 68.3 percent, English Learners graduate at a rate 18.3 percentage points below their non-English Learner peers. Graduation rate gaps for English Learners range from a low of 0.7 percentage points in South Carolina to a high of 53.8 in New York. Nebraska and Louisiana also have large graduation rate gaps at 41.3 percent and 46.4 percent, respectively. Twenty states have gaps greater than 20 percentage points.

English Learners are not only becoming a larger proportion of the population, they are also disproportionately comprising the nation's non-graduates. In 2017–18, English Learners composed 14.9 percent of all students who failed to graduate in four years (a 1.2 percent increase from 2016–17) but comprised just 6.9 percent of the cohort. Unlike previous years, only two of the states with the largest percent of non-graduates that are English Learners share a border with Mexico—California and New Mexico. The other three states in the top five—Colorado,

4. NOTE: Data comparisons between the total number of ELs enrolled in public schools and the percentage of public schools students prior to the 2014–15 school year must be done with caution. Previously, this data only included students who participated in EL programming. Beginning in 2015, however, calculations were changed to include all EL students, regardless of program participation.

Massachusetts, and Virginia—are spread across the country, showing the increased prevalence of English Learners nationwide and further emphasizing the importance of addressing educational inequities.

Where We Stand: Low-Graduation-Rate High Schools

Since 2004, core partners of the GradNation campaign have worked to identify and locate the nation's lowest performing schools. Then, the definition for these schools was those with a promoting power of 60 percent or less.[5] Now, following the passage of the Every Student Succeeds Act (ESSA) in 2015, every state is required to identify high schools enrolling at least 100 students with graduation rates of 67 percent or lower for comprehensive support and improvement. While the definitions have changed, the focus on the nation's lowest performing schools—and their importance in reaching a 90 percent graduation rate equitably—has never wavered.

This report began tracing the nation's progress in reducing the number of low-graduation-rate high schools, as defined by ESSA, two years ago. By 2018, there were 2,062 such schools, down from 2,357 in 2017 and 2,425 in 2016. These low-graduation-rate high schools accounted for 11 percent of all high schools and enrolled only 7 percent of the 2018 cohort, but educated approximately 28 percent of all four-year non-graduates.

Table 12 indicates that low-income, Black, and Hispanic students disproportionately attend low-graduation-rate high schools. While low-income students accounted for 44.5 percent of students nationwide, they comprised nearly 57 percent of the students in low-graduation-rate high schools. Similarly, Hispanic students were about one-fourth of all students in public high schools with 100 or more students in the 2017–18 school, but over 31 percent of students in low-graduation high schools. Black students were similarly over-represented. Conversely, white students were just under 50 percent of high school students, but less than one-third of the students attending low-graduation-rate high schools.

While ESSA sets the enrollment cutoff at 100 students for schools identified for comprehensive support and improvement,

5. Promoting Power compares the number of seniors enrolled in a high school to the number of freshmen four years earlier (or three years earlier in a 10–12 grade high school).

Table 12 • States with the Highest Proportion of Non-Graduates that are English Learners (ELs), 2018

State	Percent of Non-Graduates that are ELs	Percent of ELs within the 2018 Cohort	ACGR 2018, ELs
New Mexico	34.0%	30.7%	71.1%
California	28.1%	14.9%	67.9%
Virginia	26.9%	7.9%	57.2%
Massachusetts	26.1%	8.9%	64.1%
Colorado	22.0%	12.8%	67.0%
Texas	21.5%	9.4%	77.2%
Nevada	19.7%	13.8%	76.0%
Hawaii	19.6%	9.5%	68.0%
Maryland	19.2%	5.0%	51.0%
New York	18.8%	4.8%	31.1%

Focus Briefs: Immigrant and Native American Students

Civic has partnered with the Lumina Foundation to examine the educational experiences of two vulnerable populations in the United States—Immigrant students and English Language Learners, and American Indian and Alaska Native students. The educational outcomes of these student groups in high school and postsecondary education need significant improvement to close equity gaps, provide more equal access to the American Dream, and reach both the GradNation campaign's goal of a 90 percent graduation rate and the Lumina Foundation's goal of a 65 percent postsecondary attainment rate.

The national high school graduation rate in 2018 for American Indian and Alaska Native students was 73.5 percent, an increase from the rate of 72.4 percent in 2017. Although some states did not report data, there was a wide range at the state level: 90 percent in Alabama, Maryland, and Tennessee to 50 percent in South Dakota. In 2018, the dropout rate of American Indian and Alaska Native students (16–24 year-olds not enrolled in school who have not completed high school) was 9 percent, more than double the rate of their white peers (4.1 percent)[1].

Currently, the national postsecondary attainment rate stands at 48.4 percent, up from 38.7 percent in 2011. As the nation makes progress on the postsecondary attainment rate, however, it is important to note the gaps among subgroups. While the attainment rates of white adults moved from 49.9 percent in 2012 to 53.6 percent in 2018, American Indian rates changed less than 1.0 percent from 23.6 to 24.4 percent.

Data is not disaggregated by immigrant students at the high school level, however, immigrant students aged 19–24 years old comprise 23 percent of those in the U.S without a high school degree and about 98,000 undocumented students graduate from American high schools each year (Migration Policy Institute, 2019). Postsecondary attainment of immigrants is much more variable than that of native-born individuals. In general, immigrants are four times more likely than children of native-born parents to have less than a high school degree, but are almost twice as likely to have a doctorate (National Academies of Sciences, 2015).

The research briefs will also provide in-depth case studies of public and private high school and postsecondary institutions that are working to boost educational outcomes for these distinct populations. To stay up-to-date on these publications, visit www.civicllc.com.

1. The Conditions of Education 2020, (National Center for Education Statistics, 2020), https://nces.ed.gov/pubs2020/2020144.pdf.

Table 13 • Student Demographics in High Schools Reporting 2018 ACGR and Low-Graduation-Rate High Schools

	Total Number of Schools	Total Enrollment	FRL	Native	Asian	Hispanic	Black	White	Pacific	Multi
Schools with 100 or more Students reporting 2017–18 ACGR	18,577	15,591,726	44.5%	1.0%	5.3%	25.2%	15.2%	49.6%	0.4%	3.2%
Schools with 100 or more Students and 2017–18 ACGR at or below 67%	2,062	902,819	56.9%	2.3%	2.6%	31.3%	26.7%	32.3%	0.4%	4.3%

it is important for states to monitor what is happening in schools that fall below this threshold. About 6 percent of all on-time non-graduates attended schools with enrollment below 100. Moreover, states must ensure schools are not intentionally keeping students below 100 students to avoid accountability.

Low-Graduation-Rate High Schools by State

The number of low-graduation-rate high schools varies widely across states and with it, the numbers of non-graduates attending these schools. West Virginia remains the only state in the nation to not have a low-graduation-rate high school for the third consecutive year. Meanwhile, 29 percent of New Mexico's high schools had graduation rates of 67 percent or less, the highest percent of any state in the nation.

Although other states have lower proportions of low-graduation-rate high schools, extensive numbers of their on-time non-graduates are found in these schools. Over one-third of all on-time non-graduates attended low-graduation-rate high schools in 10 states, with nearly half of non-graduates attending such high schools in Arizona and California.

Low-Graduation-Rate High Schools by Type

This report examines two broad types of low-graduation-rate high schools—regular and alternative schools—which cover the majority of schools reporting ACGR in 2018. NCES defines a regular high school as any school that does not fall into the alternative, special education, or vocational category. Alternative schools, meanwhile, are defined by NCES as schools that address the needs of students that typically cannot be met in a regular school, provide a nontraditional education, serve as adjuncts to a regular school, or fall outside the category of regular, special education, or vocational education.

This report includes alternative and regular schools that are district- and charter-operated as well as virtual schools. Charter schools disproportionately tend to have low graduation rates. During the 2017–18 school

year, charter schools constituted 11 percent of all schools but 28 percent of low-graduation-rate high schools nationwide, while virtual schools covered 2 percent and 9 percent of all high schools and low-graduation-rate high schools, respectively.

Regular High Schools

District-operated regular schools are typically considered traditional American high schools. As such, they encompass the majority of schools in the nation. In 2018, district-operated, regular high schools accounted for 83 percent of all high schools and 30 percent of low-graduation-rate high schools. Just 4 percent of all district-operated regular schools had graduation rates at or below 67 percent for the 2017–18 school year. In 2018, regular high schools comprised 94 percent of all high schools but just 56 percent of low-graduation-rate high schools.

Charter schools are publicly funded, privately operated schools. Only five states—Montana, Nebraska, North Dakota, South Dakota, and Vermont—do not allow charter schools. In 2018, charter-operated regular schools comprised 10 percent of all high schools but 30 percent of all low-graduation-rate high schools. One of every four charter-operated, regular high schools had a graduation rate at or below 67 percent in 2018.

Alternative High Schools

The characteristics and definitions of alternative schools vary significantly from state to state. A 2014 state scan found that 43 states and the District of Columbia have formal definitions of alternative schools, yet there is little consensus among states on how to define the term. This includes differences in student populations these schools serve, their educational settings, the length of time students spend within alternative settings, and the instructional and environmental characteristics.

What is definitive, however, is that alternative schools educate many of the most at-risk and vulnerable students in the nation. Some of these students are sent to alternative settings, while others elect to attend them. Students in alternative settings often struggle with poor grades or chronic absenteeism; are pregnant or parenting; have disciplinary infractions; are in the midst of re-engaging with school; are returning from incarceration or adjudication; are wards of the state (i.e. in foster care or homeless youth); are in need of extra assistance; have jobs that require them to work to support themselves or their families; are newcomers to the United States or refugees; or have mental health needs (Deeds and DePaoli, 2017).

Similar to regular high schools, alternative schools can be both district- and charter-operated. Across the nation, alternative schools as a whole amounted to about 6 percent of all high schools but 37 percent of those with a graduation rate at or below 67 percent in 2018. Most of the low-graduation-rate high schools in Idaho, Iowa, Kentucky, Texas, and Washington are alternative high schools.

In 2018, district-operated alternative schools accounted for just 5 percent of all high schools but 27 percent of all low-graduation high schools. In total, 66 percent of all district-operated alternative schools were low-graduation-rate high schools.

Similar to their district-operated counterparts, alternative charter schools serve non-traditional, often at-risk, students. They amounted to just 1 percent of all high schools reporting ACGR in 2018 but 7 percent of all low-graduation-rate high schools. Seven of every 10 alternative charter schools had a graduation rate at or below 67 percent for the 2017–18 school year.

Virtual Schools

Virtual schools comprise just two percent of all high schools but about ten percent of all low-graduation-rate high schools. In four states (Arizona, Idaho, Indiana, and Ohio), students that attended virtual schools constituted over 20 percent of the all on-time non-graduates for the 2017–18 school year. In total, 61 percent of all virtual schools are low-graduation-rate high schools.

Improvements in the outcomes of alternative schools, including reducing the need for students to attend them, will be central to achieving a 90 percent high school graduation rate with equity.

Table 14 • States with the Most Non-Graduates that Attend Low-Graduation-Rates Schools with Enrollment at or Greater than 100

State	Number of Low-Graduation-Rate High Schools with Enrollment at or Greater Than 100	Percent of Non-Graduates that Attended a Low-Graduation-Rate High School with Enrollment at or Greater than 100	ACGR, 2018
California	398	49.80%	83.00%
Arizona	86	49.40%	78.70%
Idaho	31	46.60%	80.70%
Colorado	73	41.50%	80.80%
Indiana	35	40.10%	88.10%
Ohio	102	37.40%	82.10%
New Mexico	49	36.50%	73.90%
Alaska	28	35.70%	78.50%
Washington	63	34.60%	86.70%
Oklahoma	43	34.30%	81.80%

Table 15 • Low-Graduation-Rate High Schools by Type, 2017–18

School Type	% of all High Schools	% of Total Low-Grad-Rate High Schools	% of School Type that are Low-Grad-Rate High Schools
Regular District	83%	30%	4%
Regular Charter	10%	21%	25%
Alternative District	5%	27%	66%
Alternative Charter	1%	7%	70%
Virtual	2%	10%	61%

PART III

Meeting the Moment Plan

The 'Meeting the Moment' plan was created to target the high schools where most of the non-graduates in America are found and ensure states, districts, and schools are serious about on-time completion with college and career readiness.

As the first two parts of this report outline, since 2011, the GradNation campaign has set clear goals. As a result, schools, school districts, and states across the nation have implemented evidence- and data-driven plans of action, and produced sizable high graduation rate and college enrollment gains. Yet, serious challenges in boosting high school graduation rates and improving college and career readiness still remain. In all, 544,688 students across the nation failed to graduate on-time in 2018 out of a total cohort of 3.6 million students. Analysis shows that 174,152 of these non-graduates needed to graduate on-time in 2018 to reach the 90 percent goal. High school graduation gaps by race, ethnicity, income, disability, language, and housing status are still significant, posing serious questions about the country's commitment to equal access to a quality education, as required by every State Constitution.

One of the most powerful illustrations of the glaring equity gaps that remain is the disparate outcomes students face based on the public school they attend. Most students attend high schools where the on-time graduation rate is already at 90 percent or above, with strong pathways to college or work. In other parts of the nation, however, students find themselves in a subset of low-performing high schools that have an average graduation of just 40.8 percent. It is with these high schools in mind that a 'Meeting the Moment' plan was created to target the high schools where most of the non-graduates in America are found and ensure states, districts, and schools are serious about on-time completion *with* college and career readiness.

There has been great progress and lessons learned over the past 15 years as part of the GradNation campaign and its predecessor efforts. But this report drills a level deeper, targeting exactly where the dropout challenge remains, as well as barriers to successful transitions to postsecondary education. What follows is our recommendations on how the nation can tackle the remaining work to reach a 90 percent graduation rate equitably and with a focus on college and career pathways.

Where the Dropout Challenge Remains: Strategic Targeting

Most of the remaining non-graduates are highly concentrated: the top 5 states with the highest number of non-graduates have 37 percent of the nation's non-graduates, the top 10 states have 56 percent, and the top 20 have 77 percent. At the district level, half of all on-time non-graduates are found in just 4 percent of school districts, while at the school level, 28 percent of all non-graduates are found in low-graduation-rate high schools with 100 or more students. These schools have a graduation rate of only 41.8 percent. The remaining non-graduates needed to reach a 90 percent graduation rate are spread widely across the country, with one-third of them distributed across 35 states and 12,000 school districts containing non-graduates.

For this reason, the Meeting the Moment plan focuses on 19 states with some of the highest numbers of non-graduates, plus an additional 3 states with graduation rates below the national average. Distilling the data further, half of the non-graduates in these 22 states are found in just 452 school districts and 887 low-graduation-rate high schools. Zeroing in on the most concentrated areas in this way allows effective, evidence-based actions to have the greatest leverage and impact the most students. A complete list of the targeted districts and schools can be found in Appendices P and Q.

The nature of every state's high school graduation challenge is distinct. Some states' non-graduates are concentrated in only a few districts, such as Nevada, where half of the state's non-graduates are found in just one district (Clark County, home of Las Vegas), or Florida where half of the state's non-graduates are found in 7 major districts, each producing over 1,000 non-graduates per year. Meanwhile, in Michigan, it would take 67 school districts to reach half of the state's

non-graduates. Some states have disproportionate numbers of non-graduates in non-traditional high schools, like Arizona, Indiana, and Ohio, where the districts with most non-graduates are virtual schools, or Indiana where a majority of non-graduates come from alternative schools. State-specific action plans will be essential to ensure states reach their students who fall behind to graduate on-time.

But this must be done with equity and quality, ensuring that all students—regardless of demographic, geographic, or socioeconomic background—have the supports needed to graduate from high school prepared for college or career. The 452 districts within the targeted states enroll a student population that is 62 percent Black and Hispanic and 53 percent low-income. In addition, over 73 percent of all Black non-graduates and 83 percent of Hispanic non-graduates attend schools in 22 target states, and within these 22 states nearly 73 percent and 82 percent, respectively, attend schools in the 452 target districts.

Every Diploma Counts: High School to College and Career Readiness

In an economy where the vast majority of jobs now require some postsecondary education or training, a high school diploma must be viewed as an on-track indicator rather than an end goal—one that signifies its recipient is prepared to succeed in college, workforce training, or national service.

To ensure quality, the Meeting the Moment plan examines key indicators and outcomes across the targeted states to understand the extent of current successes, identify challenges, and specify where more work and focus are needed to ensure that increasing high school graduation rates translate to college and career readiness. The metrics examined are: the Secondary School Improvement (SSI) Index developed in last year's *Building a Grad Nation* report and updated this year; college and career readiness indicators and graduation rate goals in state ESSA plans; the alignment between requirements for high school graduation and college admissions in the targeted states; the use of Early Warning Systems (EWS); the extent to which a state's students are impacted by Adverse Childhood Experiences (ACEs) and poverty; and the rate of youth disconnection from school and workplace.

Table 16 • Meeting the Moment Target States

State	ACGR, 2018	Number of Target Districts	Low Performing Schools Within Target Districts	Percent of Non-Graduates that are Black	Percent of Non-Graduates that are Hispanic*
Arizona	78.7%	16	26	46.0%	51.3%
California	83.0%	37	126	60.5%	54.2%
Colorado	80.8%	8	36	80.5%	55.7%
Florida	86.3%	7	60	66.5%	65.6%
Georgia	81.6%	10	20	58.3%	62.2%
Illinois	86.5%	11	42	70.1%	69.0%
Indiana	88.1%	20	13	62.5%	55.7%
Louisiana	81.4%	9	17	54.7%	74.5%
Massachusetts	87.8%	18	25	65.0%	70.2%
Michigan	80.6%	67	83	72.8%	51.9%
Minnesota	83.2%	25	30	76.6%	58.3%
Mississippi	84.0%	27	5	50.8%	67.8%
Nevada	83.2%	1	6	88.5%	73.0%
New Mexico	73.9%	7	24	82.0%	55.3%
New York	82.3%	26	134	57.4%	65.1%
Ohio	82.1%	45	58	63.2%	58.2%
Oklahoma	81.8%	22	23	81.7%	70.9%
Oregon	78.7%	16	18	77.9%	59.5%
Pennsylvania	85.9%	21	31	70.0%	67.3%
South Carolina	81.0%	9	15	55.0%	53.7%
Texas	90.0%	29	68	59.9%	52.6%
Washington	86.7%	21	27	77.0%	52.1%

* The percent of Black and Hispanic non-graduates in the target districts are two separate measures that are not meant to sum to 100 percent. This statistic measures the percent of Black and Hispanic non-graduates in the state who live in the targeted districts.

Secondary School Improvement Index

In recent years, there has been widespread debate on whether increasing high school graduation rates translates into greater readiness for postsecondary education and work. This report has continually marshalled the latest evidence of these relationships to highlight progress and warn readers of any challenges. The 2019 *Building A Grad Nation* report unveiled the Secondary School Improvement Index, designed to answer questions about whether students are entering high school ready for challenging coursework, whether states are producing more high school graduates on time, and whether those students are graduating ready for college-level work.

The Index brings together three key metrics. First, the percent of students scoring proficient in Reading and Mathematics on the 8th grade National Assessment of Education Progress (NAEP) exams is used as a measure of the extent to which states are increasing students' abilities to enter high school ready for challenging coursework. Second, the percent of high school students who score a 3 or higher on Advanced Placement (AP) tests (scored out of 5) is used as a measure of the extent to which states are increasing the college readiness of high school graduates. Lastly, the percent of students who graduate on time within four years is used as measure of high school graduation rates.

Taken together, these three metrics provide a set of indicators that allow us to examine the extent to which rising graduation rates are accompanied with increases in the number of students able to do challenging coursework. Gains in Mathematics and Reading proficiencies of incoming high school students and improvement in the percent of high school students doing well in AP courses do not mean that all graduates are prepared for college and careers. It does, however, indicate the extent to which states are both increasing high school graduation and college readiness rates or not.

The Index measures improvement on these four indicators from 2011 to 2018. Ideally, the SSI Index would show substantial growth at the state level across all four measures, and a red flag should be raised if states are found reporting rising high school graduation rates while other indicators remain stagnate or are declining.

The Index shows that 14 of the 22 targeted states made improvements of at least 1 percentage point across at least 3 of the 4 indicators, with 6 states improving in all 4. Six of the remaining eight states increased in only two of the four indicators, while Arizona and Oklahoma struggled to improve more than one indicator. Across the nation, 8th Grade NAEP scores in Math continue to raise a red flag, and scores in Reading fell in most states from 2017 to 2019. States will need to look closely at the cause for lagging proficiency in these vital subjects and design actions to spur improvement.

Encouragingly, in all, 45 states improved both their high school graduation rate and the percent of students scoring at least a 3 on an AP exam, indicating that as high school graduation rates increased, so did the number of students demonstrating the ability to complete college-level work while in high school. Data on how all 50 states performed on the Index are available in Appendix M.

College & Career Readiness Indicators in State ESSA Plans

It is critical to understand the commitments states are making to improve high school education so a diploma signifies that a graduate is prepared for future schooling or work. Reviewing state ESSA plans and accountability frameworks allows evaluation of whether states are adopting sound metrics on key college and career readiness actions and opportunities. Key measures and actions states can undertake include advanced coursework or sequencing; career and technical (CTE) education courses or work-based learning; tracking high school graduates enrolling in college; tracking placement tests of high school graduates; measuring chronic absenteeism; monitoring 9th grade students to see if they are on-track to graduate on time; and providing a well-rounded education.

Our review indicated that while there has been progress, a great deal of work remains to strengthen the relationship between high school, college, and career. Most, but not all, of the 22

Table 17 • Targeted States' Secondary School Improvement (SSI) Index

State	8th Grade Reading Proficiency	8th Grade Math Proficiency	High School AP Scores Greater than 3	High School Graduation Rate	Total Index Score
States that Showed Improvement on All 4 Indicators					
Florida	4.1 ↑	2.9 ↑	8.1 ↑	15.3 ↑	30
Georgia	4.5 ↑	3.3 ↑	5.4 ↑	14.6 ↑	28
California	6.1 ↑	3.2 ↑	9.3 ↑	7 ↑	26
Mississippi	4 ↑	5 ↑	2.5 ↑	9 ↑	21
Indiana	5.2 ↑	3.3 ↑	6.9 ↑	2.1 ↑	17
Illinois	1.5 ↑	1 ↑	9.2 ↑	2.5 ↑	14
States that Showed Improvement on 3 of 4 Indicators					
Nevada	2.3 ↑	-2.9 ↓	8.5 ↑	21.2 ↑	29
Louisiana	5 ↑	0.8 (=)	5 ↑	10.4 ↑	21
Washington	1.5 ↑	-0.4 (=)	5.7 ↑	10.7 ↑	17
Oregon	1.3 ↑	-1.3 ↓	4.9 ↑	10.7 ↑	16
New Mexico	1.2 ↑	-3.1 ↓	3.5 ↑	10.9 ↑	13
New York	-2.6 ↓	3.5 ↑	6 ↑	5.3 ↑	12
South Carolina	2.7 ↑	-2.9 ↓	5.5 ↑	7 ↑	12
Ohio	1.2 ↑	-1.4 ↓	5.4 ↑	2.1 ↑	7
States that Showed Improvement on 2 of 4 Indicators					
Michigan	-0.6 (=)	0.2 (=)	5.5 ↑	6.6 ↑	12
Massachusetts	-1.5 ↓	-3.8 ↓	9.5 ↑	4.8 ↑	9
Pennsylvania	-2.8 ↓	-0.3 (=)	5.9 ↑	2.9 ↑	6
Colorado	-2.6 ↓	-6.6 ↓	7 ↑	6.8 ↑	5
Minnesota	-5.1 ↓	-3.4 ↓	5.3 ↑	6.2 ↑	3
Texas	-1.5 ↓	-10.4 ↓	6 ↑	4 ↑	-2
States that Showed Improvement on 1 of 4 Indicators					
Arizona	0.2 (=)	-0.5 (=)	5.3 ↑	0.7 (=)	6
Oklahoma*	-1.1 ↓	-1.8 ↓	1.8 ↑	-3 ↓	-4
National Average	0.8 (=)	-2.1 ↓	6.4 ↑	6.3 ↑	11

states we are targeting in the Meeting the Moment plan measure chronic absenteeism, advanced coursework, and career and technical education. Florida, Louisiana, Mississippi, and Pennsylvania do not measure advanced coursework, while Minnesota, Nevada, and Oregon do not measure career and technical education. Only three states measure the college enrollment of high school graduates; eight states measure placement tests; two states measure 9th grade students who are on-track; and three states measure a well-rounded education. Thus, there is tremendous room for improvement on the data collection and reporting of key metrics of college and career readiness and actions to improve them to ensure more students have stronger pathways from high school to college and work.

State High School Graduation Rate Goals in ESSA Plans

Seventeen of the targeted 22 states have established a high school graduation rate goal of 90 percent or higher, but most of their time frames extend beyond 2020, with some even pushing past 2030 (see Appendix N for every state's ESSA goals). This is troubling because it indicates that some states have confirmed it is okay for schools and districts to relax their efforts to boost graduation rates.

As noted throughout this report, there are clear challenges to graduating non-graduates, but existing data also clearly shows that some states with substantial high poverty rates and minority students have been able to push forward. These states serve as a challenge to those who are backsliding on the pace and ambition of their graduation rate goals. It is clear from reviewing state goals that some put a great deal of thought and analysis into the benchmarks they set, while others set goals that either assume progress will be minimal or are unattainable.

Setting ambitious, actionable, and pragmatic goals that create a clear expectation for students to finish high school is essential for states and the nation to stay on track. It will be important for states to remain accountable for progress overtime on their overall goals, as well as the ones set for student subgroups. Having high expectations for students and schools is an evidence-based practice that has a profound effect on the culture, climate, and performance of students, schools, and districts.

Early Warning Systems

Early Warning Systems (EWS) are a powerful, evidence-based reform that allow states to identify students falling off-track to graduate early and intervene with the necessary supports. While some evidence of the existence of early warning indicator data can be found in nearly all of the targeted states, often times there is a gap between state systems' potential data use and schools effectively employing Early Warning Systems on the ground. Data from the U.S. Department of Education show that only half of all high school principals report the existence of Early Warning Indicator data or systems in their schools and the number who report using them regularly is considerably less (U.S. Department of Education, 2016). This presents both an opportunity and a challenge for the Meeting the Moment plan.

Adverse Childhood Experiences

Vulnerable students often trigger EWS with lower rates of attendance, more behavior infractions, and lower achievement in courses of study (Bruch, Gellar, Cattell, Hotchkiss, & Killewald, 2020). But often, these things occur because of the environment these students experience outside of school. In order for the nation and states to be able to mobilize the resources necessary to 'meet the moment,' it is important to have a clear understanding of student need across the target states. In 16 of the 22 targeted states, 20 percent of students under age 17 encounter 2 or more ACEs and 13 out of the 22 have 20 percent or more of their students aged 5–17 living in poverty (Appendix S). This illustrates that many of these states need to effectively combine whole school improvements with enhanced student supports.

It should be kept in mind that state-level numbers likely underestimate the magnitude of student need in the districts and high schools where the majority of students who are not graduating on time go to school. Recent analysis by Save the Children shows that when examined at the county level, there are counties in the U.S. where student and family need is greater and more concentrated than in some high poverty nations in the world (2020). By focusing on these states, and the districts and schools within them, the Meeting the Moment plan will focus on large numbers of the nation's most vulnerable students. By doing so, the nation will work more effectively to reach the high school graduation rate goal equitably.

Youth Disconnection

Each year, Measure of America details the number of youths, ages 16 to 24, disconnected from both work and school in the United States, often referred to as opportunity youth or disconnected youth. In 2018, the most recent year available, the rate of youth disconnection was 11.3 percent. While this signifies a decrease from previous years, it still amounts to 4.3 million youth out of school and work. This is a number that is likely to rise as a result of COVID-19 and its associated school and economic disruptions. Disconnected youth provide a metric to capture the cost and magnitude of not increasing high school graduation and postsecondary schooling and training attainment rates.

Of the 22 targeted states, New Mexico had the highest percent of disconnected youth at 16.5 percent, the third highest of any state in the nation, while Minnesota's 6.2 percent is the second lowest rate in the country. In total, 11 of the 22 targeted states had rates of youth disconnection above the national average. Again, it needs to be noted that this is at the state level. Recent analysis by Measure of America shows that there are metro and rural areas with rates of youth disconnection many times higher than state and national averages (Lewis, 2020).

Alignment of High School Graduation and College Admissions Requirements

Remarkably, most of the targeted states, and most of all states, do not have alignment between what is required for high school graduation and admission to the state's flagship university systems. Only three states—Michigan,[6] Mississippi, and Washington—of the 22 examined have high school requirements for diplomas that match the college admissions requirements of state university systems (Appendix R). One other state, Oklahoma, required the correct amount of credits in high school, but students are not required to choose this sequencing, placing the burden to correctly navigate course selections and college admissions requirements on students, while guidance counselors are consistently tasked with advising an overwhelming number of students with the national average ratio of students to counselors being over 400 to 1 (American School Counselor Association, 2020). This disconnect between high school graduation and college admission requirements means that many students graduate from high schools with diplomas misaligned to a postsecondary education. States must step in to analyze and address these gaps and ensure curriculums are aligned so that local public postsecondary institutions are accessible for all high school graduates.

Meeting the Moment Plan for All Students

While the Meeting the Moment plan is focused on a subset of states, all states—including those close to reaching the 90 percent graduation rate threshold—must take this moment to redouble their efforts to ensure more students are graduating high school and doing so with a view of equity. As such, Civic and the Everyone Graduates Center are also working with the Council of Chief State School Officers (CCSSO) on a Meeting the Moment initiative targeted at some of the states that are closest to a 90 percent graduation rate.

6. There are a number of states in which the high school graduation requirements would meet the college admissions requirements, were it not for the foreign language requirement. Most of these states, however, have sequencing issues on other subjects, meaning the number of credits required are correct for everything except foreign language requirements but the type of courses required is off in at least one other subject (an example of this would be a student taking four years of math but never completing Algebra II—and their state college requiring Algebra II). This also includes some states where course type and sequencing could align depending on the students' choice. Yet, this puts the onus on the student and guidance counselors—who are often tasked with advising huge numbers of students—to choose the correct course sequencing.

Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes

A recent report by the Everyone Graduates Center at Johns Hopkins University, *Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A Multi-District Study of Grades 3 to 10 Students Supported by City Year AmeriCorps Members*, examined the relationship between social-emotional development and academic outcomes for 3rd to 10th grade students in schools where City Year AmeriCorps members serve as full-time tutors, mentors, and role models.

The multi-district study used the data provided by the City Year network of schools to examine the connection between social-emotional skills and multiple measures of educational outcomes such as attendance, course performance, and achievement. The study is distinct in the size and scope of its sample. It covers elementary, middle, and high school grades from districts spread geographically across the nation, including data for over 38,000 students from 326 schools in 28 cities across 20 different states. Additionally, the sample, while not random or representative of the national population, is a purposive sample of high-poverty schools in urban areas—exactly the kind of schools and students state and federal agencies typically target with support efforts.

The study found that the more hours students spend working with a City Year AmeriCorps member, the less likely they are to struggle with the various social and emotional competencies at the end of the school year (controlling for start-of-year social and emotional levels). The analyses show that the more hours a student spends receiving support from a City Year AmeriCorps member in either English or Math, the higher the outcomes, not only in the related subject, but also in attendance. For students who received the median number of hours of support from a City Year AmeriCorps member for English or Math, the related increase in their course grade was 0.10, equivalent to one-tenth of a grade (A through F). The effect size (0.08-0.09) can be translated to roughly two to four months of learning and academic achievement growth. Further, students receiving the median amount of support from a City Year AmeriCorps member are 42 percent less likely to be off-track in English (odds-ratio = 0.58) and one-third less likely to be off-track in Math (odds-ratio = 0.66).

The results of the study also found statistically significant and consistent relationships between students' social-emotional skills and their academic outcomes. The effects of moving students' SEL skills either from a 'Need for Instruction' to a 'Typical' level, or from a 'Typical' level to 'Strength,' primarily fell between one-quarter to one-third of a standard deviation (0.25-0.33). The sizes of these standard deviations are considered to be large and substantial shifts in comprehensive school reform and student achievement. The What Works Clearinghouse's "Improvement Index," weighs effect sizes in the 0.25-0.33 range as equivalent to raising the average student by 10 to 13 percentile points. Further, a student who moves from an area of 'Strength' to 'Typical,' or from 'Typical' to 'Need for Instruction,' is roughly twice as likely to be have low attendance, receive a low course grade, or receive a low test score.

Taken together, the above findings highlight two important points for education policy. The first is that social-emotional skills are strongly linked to academics, which supports a holistic, whole-child and whole-school approach to education. This study replicates the growing body of evidence on the importance of SEL skills using a large data sample. The large relationship size affirms policymakers' efforts to adopt and support social-emotional development as a part of basic K–12 education. The second important point for policymakers is that school practitioners and community partners who get involved in a student's education can be successful in developing students' social-emotional skills, as well as their academic outcomes.

Not only are social-emotional outcomes important for students' educational success, they are susceptible to change through the investment of school practitioners and community partners. Moreover, these findings were drawn from a large multi-district sample across elementary, middle, and early high school grades. This suggests that they are not the result of extraordinary efforts in a unique setting or limited to a particular age of students, but rather can occur at a range of high-needs schools within high-needs school districts—the very settings whose populations struggle the most and where support is typically focused. These results intensify the call to action for educators and policymakers to support the expansion and integration of social-emotional development in schools across the nation.

Read the full report here: https://www.cityyear.org/wp-content/uploads/2020/05/EGC_CityYearReport_BalfanzByrnes.pdf

Policy and Practice Recommendations

Now, with the remaining gaps in educational outcomes and the emergence of the new challenges of the effects of COVID-19 on schools, public health, and the economy, it is more important than ever to continue to ensure all students have educational opportunities and are prepared for postsecondary education as the demands of the workplace increasingly require a postsecondary degree or training of some kind.

Continue to improve graduation rate data collection and reporting.

High school graduation rates

In its eighth year, the Adjusted Cohort Graduation Rate remains the 'gold standard' of graduation rate metrics. There still, however, are many ways to improve data quality and ensure the best possible data is being reported. For one, variations across states in how subgroups such as students with disabilities and English Learners are identified must be addressed. Other differences include how transfer students are counted and the definition of a "regular" diploma, which add to the difficulties in cross-state comparisons and can leave loopholes for states to make graduation rate calculations seem higher.

There are also additional layers of data that could provide valuable information that are not collected by the U.S. Department of Education. For example, graduation rate data is not disaggregated by gender, leaving no way to gain further insights on populations particularly underserved. Data is also unable to be analyzed across subgroups, such as low-income white students or Hispanic English Learners, which could help pinpoint where major gaps in graduation rates exist. Expanding the data's capabilities will allow for greater graduation rate reporting accuracy and improved identification of groups of students that need additional assistance and interventions to graduate on time.

Postsecondary transitions and outcomes

The creation of the Adjusted Cohort Graduation Rate, disaggregated by state, districts, schools, and demographics, provides a reliable and consistent indicator of high school success. Data at the postsecondary level, however, is not as readily available or reliable. We need state-level data on the percent of high school graduates who immediately enroll in postsecondary education disaggregated by subgroups. This is a key metric of momentum toward postsecondary success. Other key data to collect are whether high school graduates are succeeding in postsecondary in a timely matter and how that tracks based on the state where the student was educated and their socioeconomic background. More is also needed on the effectiveness of postsecondary institutions at supporting students as they seek degrees and move into their chosen career paths.

Promote policies that reduce damaging academic disparities.

Subgroups such as Black, Hispanic, low-income, and Native American students are less likely to graduate high school on time and college- and career-ready. Although it is uplifting that the graduation rate gaps between these groups of students and their white and more affluent peers have decreased, they still remain behind on crucial education indicators. Many of these students attend schools that remain among the lowest performing in the nation. States should make greater investments in these schools to ensure equitable access to postsecondary education opportunities. We have also learned in the COVD-19 crisis, that many of these same students do not have access to the internet, limiting everything from virtual learning to finding homework assignments.

High- and low-poverty school districts

Another inequity that states should address is between high- and low-poverty school districts. This could be achieved through weighted funding formulas that provide more money to schools that serve students with the greatest need, particularly given these schools

are located in areas that often have very low tax bases. States and districts should work together to follow the evidence of what works and determine where that funding would be most effective, especially when developing comprehensive support and improvement plans for the lowest-performing schools. Despite no accountability for states to meet certain graduation rate goals for subgroups of students, the federal government should continue to monitor state progress toward the subgroup goals set in ESSA. In addition, the Office for Civil Rights data collection should continue to identify and report on racial, income, and disability disparities.

Students with disabilities

Because of the variations in diploma options specifically for students with disabilities, state-by-state data comparisons in this subgroup are difficult. More importantly, however, this also creates challenges for the students themselves, who graduate unprepared to succeed in postsecondary education. As previously mentioned in the report, just seven states actually collect and report data on the types of diplomas students with disabilities are receiving (Johnson, Thurlow, Qian, and Anderson, 2019).

The variation across states in graduation rates for students with disabilities should be further investigated to understand why some states have made progress while others continue to lag. All states should disaggregate data on the type of diplomas students with disabilities receive to better understand the education landscape for students with disabilities. NCES should also set a universal definition of a student with a disability and how those with the most significant cognitive disabilities who graduate with a state-defined alternative diploma are counted. Finally, states should promote postsecondary success for students with disabilities by ensuring their graduation requirements and diplomas align with those at the postsecondary level.

Students experiencing homelessness

Students experiencing homelessness are disproportionately exposed to a host of risk factors that make succeeding in school even more difficult (Schoolhouse Connection, 2019). These students are more likely than their stably-housed peers to be held back from grade to grade, have poor attendance or be chronically absent from school, fail courses, have more disciplinary issues, and drop out of school. These negative effects are amplified the longer a student remains homeless (Ingram, Bridgeland, Reed, and Atwell, 2016).

Schools, districts, and states should work to ensure that homeless liaisons in their Local and State Education Agencies have the ample resources needed to support students experiencing homelessness. A few ways that students experiencing homelessness can be supported include basic needs donation drives, implementing positive school discipline policies, ensuring access to quality credit recovery and alternative programs where available, access to supports outside of the school day, transportation options to and from school, and McKinney-Vento Act training for school and district staff members.

Corporation for Public Broadcasting

The Corporation for Public Broadcasting has been a powerful ally to Civic and the GradNation campaign through its American Graduate initiative for many years. American Graduate is public media's long-term commitment to helping young people succeed in school, career, and life. American Graduate works through national and local reporting, public forums, and town halls to help communities understand the challenges and opportunities within education and the workforce. It connects students to the resources they need to have opportunities that will help them be successful and fill the current skill gap.

Since 2011, the initiative has led to over 125 public media stations engaging with over 1,700 partners and inspiring more than 9,000 adults to become "American Graduate Champions:" committed and caring mentors to the young people in their communities. This national influence is crucial to the reach of the GradNation campaign efforts and other education and graduation rate policies.

Strengthen the transition from high school to postsecondary and careers.

The transition from high school into postsecondary education and careers is challenging for students. K–12 education leaders can ease this transition by providing students with the resources to understand their postsecondary options, the application process, and the course requirements for their chosen pathways. Leaders can also support students in other ways such as increased access to dual enrollment, early college career academies, and career and technical education coursework. States should work to ensure students form all backgrounds have equal access to rigorous course work such as Advanced Placement classes and high-quality science and math courses.

Postsecondary institutions must support more students, especially first generation and low-income students, before they step onto campus and while they are enrolled. These supports can include offering academic preparation courses prior to high school graduation; embracing testing-optional-admissions policies; developing more structured and strategic advising and engagement opportunities for students during the summer gap and school year, particularly during their critical freshman year; and ensuring students have access to tutoring and other academic support. Additionally, it is critical to the increasing number of low-income students who attend postsecondary institutions that financial aid is navigable and substantial enough to cover basic needs like food and housing.

Employers can help the transitions from high school by increasing internship and job shadowing opportunities for students to learn in real-time. They can also provide mentoring to high school students who may lack the adult guidance critical to educational success. Lastly, employers can work with schools to create an innovate final semester of high schools where students can have more practical, hands-on learning experiences.

Federal policymakers can also strengthen the transition for high school to postsecondary and careers by allowing federal Pell Grants to be used to pay for college courses taken in dual enrollment and early college programs. They should also increase national service opportunities, which would provide additional mentors and tutors

in high-need schools, and increase funding for research on college and career pathway initiatives, which would build the evidence of what is effective.

Align diploma requirements with college- and career-ready standards.

Our analysis shows that students who graduate high school after completing the required courses for admission into a state's university system is a strong predictor of postsecondary success. It is alarming, however, that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly *all* states. Two reports on the quality of high school diplomas support this finding, as well as the number and demographics of students earning a college- and career-ready diploma where available (Almond, 2017; Jimenez and Sargrad, 2018). This major misalignment disadvantages students by underpreparing them for further education and increasing their chances of taking remedial courses, which add time and financial burdens to a postsecondary education.

It is critical for state leaders to certify that high school diploma requirements are aligned with state college and university systems' admissions criteria to ensure students on track to graduate do so prepared to enter postsecondary or career pathways. Schools and districts should cooperate to make more students, especially those from traditionally underserved populations, earn a college- and career-ready diploma.

Create state-specific high school graduation plans.

States should develop "Meeting the Moment" State Action Plans that analyze which districts, schools, and student subgroups within the state need additional support to ensure students graduate on-time and college- and career-ready equitably. This can be done using data on the equity path to 90 for all states in this report (see Appendix H). These plans will allow states to identify students in need of critical interventions and help districts and schools be better equipped to implement effective interventions. We will be working with some states on such Meeting the Moment Action Plans in the coming year.

Further examine credit recovery programs.

Technology has afforded previously existing credit recovery courses to help more students earn their diplomas in a timely manner. Although high-quality models exist to get students back on track, the growth of credit recovery courses has also led to online learning without teacher or student interaction. This style of virtual learning has raised questions about the rigor of credit recovery programs. Educators have concerns over students being able to master critical concepts virtually on a condensed timeline, increased susceptibility

to cheating, and credit recovery as means to boosting graduation rates.

Credit recovery has been a target of recent skepticism about high school graduation rate gaming. It is difficult to measure this, however, because few rigorous studies have been done on the quality and effectiveness of credit recovery courses. Without data, we cannot understand the impact of these programs. It is therefore essential that credit recovery is further examined to uncover what type of students enroll, how many courses are taken on average, the percentage of total credits earned by students that are credit recovery courses, which courses are predominately taken as credit recovery, and the degree to which they are enabling students to learn course content and graduate with a legitimate diploma prepared to succeed in postsecondary education. We will be studying credit recovery more deeply in the coming year and with a separate forthcoming report.

Continue to monitor the impacts of COVID-19 and address education gaps exposed by the pandemic.

The COVID-19 pandemic that paralyzed the U.S. beginning in March of 2020 is entirely unprecedented. Schools across the country had to quickly transition to distance learning, in which the teacher or students interact only virtually, if at all. This quickly exposed many gaps in our education system—broadband access, socioeconomic differences, and increased hardships for students experiencing homelessness and those with disabilities. In addition, states responded to the changing circumstances by altering graduation requirements for the Class of 2020, making any data from the year potentially unreliable.

The full impact of the COVID-19 crises is still impossible to understand. As such, policymakers must continue to closely monitor its impact on student learning, including postsecondary preparedness and added trauma for youth in the aftermath of the pandemic. In addition, it will be essential to tailor policies and practices to support the most vulnerable students as schools reopen in the Fall of 2020 or beyond, including, but not limited to, mental health and basic needs supports.

Expand the Use of Early Warning Systems.

Early Warning Systems are one of the most effective means districts can use to increase their graduation rates in all their high schools. Research has identified attendance, behavior, and course performance—the "ABCs"—as powerful predictors of high school completion (Bruce et al., 2011). Course performance in Grade 9, in particular, was shown to correlate strongly with high school graduation (Allensworth and Easton, 2005). The systematic use of Early Warning or on-track to graduation systems has been credited, for example, with the substantial rise in graduation and college readiness rates in Chicago, and throughout the state of West Virginia. Early Warning Systems provide teams of teachers, counselors, and nonprofit student support partners with real time data to signal which students (absent effective intervention) have high odds of not graduating, along with protocols and procedures to identify and implement interventions with the highest odds of success. This allows schools to target the right intervention at the right time to the right student.

Although the idea of Early Warning Systems has become widely disseminated, their effective implementation has not. Half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of early warning systems (U.S. Department of Education, 2016).

Expand Capacity of Evidence-Based Nonprofits.

Schools cannot face the dropout challenge alone. For decades, community-based nonprofits have provided additional capacity to schools to support students and teachers, boost student achievement and graduation, and create stronger pathways from school to work. Public and private funding should flow to nonprofits that have the most capacity to meet the needs of schools and districts and that have the strongest evidence of success increasing high school graduation rates and student achievement.

Conclusion

Since 2001, predecessor efforts and the GradNation campaign have worked to identify and spread the data and know-how needed to increase national high school graduation rates equitably. Countless schools, school districts, states, students, teachers, and school leaders have done the hard work to analyze their graduation challenges and develop effective responses. The effort has had wide-reaching benefits to individuals, the economy, and our civic society. Now, with the remaining gaps in educational outcomes and the emergence of the new challenges of the effects of COVID-19 on schools, public health, and the economy, it is more important than ever to continue to ensure all students have educational opportunities and are prepared for postsecondary education as the demands of the workplace increasingly require a postsecondary degree or training of some kind. It is crucial that the campaign and the country continue to 'meet the moment' to reach a 90 percent high school graduation rate goal with equity and quality. We are optimistic that our country can rise to this challenge and provide every student the support and learning experiences they need to graduate high school ready for college, career, and civic life.

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization committed to ensuring all students who participate in the public education system, regardless of background, graduate prepared for college, careers, and life. CCSSO brings together dedicated leaders and advocates for educational issues to bring their views to professional organizations, federal programs, Congress, and the public in order to achieve measurable progress for students.

AT&T is dedicated to expanding the capacity of evidence-based nonprofits. They have collaborated with CCSSO to create additional action plans for four geographically diverse states that need less than 1,000 students to graduate in the Class of 2020 to reach the 90 percent high school graduation rate goal. With AT&T's support, CCSSO will also manage a grant program for these four states, which will give them money for targeted efforts that support equitable graduation rates.

Acknowledgments

First and foremost, we would like to give a special thank you to the teams of the GradNation campaign's co-convening organizations: America's Promise Alliance, the Alliance for Excellent Education, Civic, and the Everyone Graduates Center at the Johns Hopkins University School of Education. In particular, we are grateful for the America's Promise Alliance Trustees, without whom the campaign would not be possible.

Thank you for the contributions and support of Deborah Delisle and Phillip Lovell of the Alliance for Excellent Education; Grace Fisher, Elizabeth Glaser, Maya Grigorovich-Barsky, Monika Kincheloe, Melissa Mellor, Rachel Murphy, and Dennis Vega of America's Promise Alliance; Amanda Martorana of the Everyone Graduates Center; and for the dedication of the Civic team, Fallon Bridgeland, Molly Dierker, Bruce Reed, Madison Wall, and Anna Whitwam.

This report would not be possible without the support of our lead sponsor, AT&T as part of its AT&T Aspire initiative. We also express sincere gratitude to our supporting sponsor, Pure Edge, Inc. for their continued engagement and support, as well as The Lumina Foundation and The Raikes Foundation, for supporting other efforts of the GradNation campaign that help make this report possible. Specifically, thank you to Charlene Lake, Mylayna Albright, Kelem Butts, and Jessica Hazelwood, of AT&T; Chi Kim of Pure Edge, Inc.; Courtney Brown and Frank Essien of The Lumina Foundation; Tricia Raikes, Zoe Stemm-Calderon, and Casey Trupin of the Raikes Foundation; and with generous support from Target. The leadership, initiatives, and investments of these organizations are crucial to the Building A Grad Nation efforts.

We would also like to express our gratitude to the Corporation for Public Broadcasting, CEO Patricia de Stacey Harrison, Michael Brown, Debra Sanchez, and Stephanie Aaronson for their work on the public media initiative, American Graduate. Schoolhouse Connection has also been an invaluable partner in the Education Leads Home Campaign. Thank you to Katie Brown, Barbara Duffield, Patricia Julianelle, Leconte Lee, and Erin Patterson.

Finally, thank you to the many respondents from schools, districts, and states across the country who contributed their wisdom and expertise to help us shape this report.

References

Achieve. (2016). *Diplomas that Matter: Ensuring Equity of Opportunity for Students with Disabilities*.

Allensworth, E. and Easton, J. (June 2005). The ON-Track Indicator as a Predictor of High School Graduation. Consortium on Chicago School Research at the University of Chicago. Retrieved from: https://files.eric.ed.gov/fulltext/ED526421.pdf

Alliance for Excellent Education, the National Indian Education Association, the National Urban League, & UnidosUS. (July 2020). Students of Color Caught in the Homework Gap. All4Ed. Retrieved from: https://futureready.org/homework-gap/

Almond, M. (2017). *Paper thin? Why all high school diplomas are not created equal*. Retrieved from the Alliance for Excellent Education website: https://all4ed.org/DiplomaPathways/

American School Counselor Association. (2020). Student-to-School-Counselor Ration 2018-2019. Retrieved from: https://www.schoolcounselor.org/asca/media/asca/home/Ratios18-19.pdf

Art & Science Group LLC. (April 2020). Looking Ahead to Fall 2020: How COVID-19 Continues to Influence the Choice of College-Going Students. Retrieved from: https://www.artsci.com/studentpoll-covid-19-edition-2

Atwell, M. N., Balfanz, R., Bridgeland, J., and Ingram, E. (2019). *Building A Grad Nation: Progress and Challenge in Raising High School Graduation Rates Annual Update 2019.* Civic and the Everyone Graduates Center at the School of Education at Johns Hopkins University. Retrieved from https://www.americaspromise.org/2019-building-grad-nation-report

Balfanz, R., DePaoli, J. L., Ingram, E. S., Bridgeland, J. M., & Fox, J. H. (2016). *Closing the College Gap: A Roadmap to Postsecondary Readiness and Attainment.* Washington, DC: Civic Enterprises.

Bethell, C. D., Davis, M. B., Gombojav, N., Stumbo, S., and Powers, K. (2017). Issue Brief: A national and across state profile on adverse childhood experiences among children and possibilities to heal and thrive. Johns Hopkins Bloomberg School of Public Health. Retrieved from http://www.cahmi.org/projects/adverse-childhood-experiences-aces/

Bridgeland, J. M., Dilulio, J. J., and Morison, K. B. (2006). *The Silent Epidemic Perspectives of High School Dropouts*. Civic Enterprises.

Bruce, M., Bridgeland, J., Fox, J., and Balfanz, R. (2011). On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation. Civic Enterprises and The Everyone Graduates Center at Johns Hopkins University. Retrieved from: https://files.eric.ed.gov/fulltext/ED526421.pdf

Bruch, J., Gellar, J., Cattell, L., Hotchkiss, J., & Killewalk, P. (2020). *Using Data from Schools and Child Welfare Agencies to Predict Near-Term Academic Risks*. Institute of Education Sciences: Regional Education Laboratory, Mid-Atlantic.

Carsen, D., (2016). *Alabama Admits Its High School Graduation Rate Was Inflated*. NPR. Retrieved from https://www.npr.org/sections/ed/2016/12/19/505729524/alabama-admits-its-high-school-graduation-rate-was-inflated

Chen, X., (2016). *Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes* (NCES 2016-405). U.S. Department of Education, Washington, DC: National Center for Education Statistics.

Chetty, R., Friedman, J. N., Hendren, N., Stepner, M., and the Opportunity Insights Team. (2020). *Real-Time Economics: A New Platform to Track the Impacts of COVID-19 on People, Business, and Communities Using Private Sector Data*. Cambridge, MA: Opportunity Insights.

Deeds, C. & DePaoli, J., PhD. (2017). *Measuring Success: Accountability for Alternative Education*. AYPC and Civic Enterprises. Retrieved from https://2bvwbm3nkjunbdihp5qn91qi-wpengine.netdna-ssl.com/wp-content/ uploads/2017/11/Measuring-Succes_ Accountability-for-Alt.-Ed.-.pdf.

Dorn, E., Hancock, B., Sarakatsannis, J., and Viruleg, E. (2020). COVID_19 and student learning in the United States: The hurt could last a lifetime. McKinsey & Company.

EdBuild. (February 2019). $23 Billion. EdBuild. Retrieved from: https://edbuild.org/content/23-billion/full-report.pdf

EdWeek. (15 July 2020). School Districts' Reopening Plans: A Snapshot. Education Week. Retrieved from: https://www.edweek.org/ew/section/multimedia/school-districts-reopening-plans-a-snapshot.html

Garcia, E. (12 February 2020). Schools are still segregated, and black children are paying a price. Economic Policy Institute. Retrieved from: https://files.epi.org/pdf/185814.pdf

Herold, B. (10 April 2020). The Disparities in Remote Learning Under Coronavirus. Education Week. Retrieved from: https://www.edweek.org/ew/articles/2020/04/10/the-disparities-in-remote-learning-under-coronavirus.html

Ingram, Erin S., Bridgeland, John M., Reed, Bruce, and Atwell, Matthew (2016). *Hidden in Plain Sight.* Civic Enterprises and Hart Research Associates. Retrieved from: https://www.americaspromise.org/report/hidden-plain-sight

Jimenez, M. E., Wade, R., Lin Y., Morrow, L. M., and Reichman, N. E. (2016) *Adverse Experiences in Early Childhood and Kindergarten Outcomes*, Pediatrics, Retrieved from https://pediatrics.aappublications.org/content/137/2/e20151839

Jimenez, L. & Sargrad, S. (2018). *Are high school diplomas really a ticket to college and work? An audit of high school graduation requirements.* Retrieved from the Center for American Progress website: https://www.americanprogress.org/issues/education-k-12/reports/2018/04/02/447717/high-school-diplomas/

Johnson, D.R., Thurlow, M.L., Qian, X., and Anderson, L. (2019). *Diploma Options, Graduation Requirements, and Exit Exams for Youth with Disabilities: 2017 National Study*, Minneapolis, MN: University of Minnesota, National Center on Education Outcomes.

Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., and Liu, J. (2020). *Projecting the impacts of COVID-19 school closures on academic achievement.* Providence, RI: Annenberg Institute for School Reform at Brown University.

Lewis, K. (2020). *A Decade Undone: Youth Disconnection in the Age of Coronavirus*. New York: Measure of America, Social Science Research Council.

Lumina. (2019). A Stronger Nation: Learning beyond high school builds American talent. The Lumina Foundation. Retrieved from: https://www.luminafoundation.org/stronger-nation/report/2020/#nation

Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (2020). The State of Young People during COVID-19: Findings from a nationally representative survey of high school youth. Americas Promise Alliance.

Morton, M.H., Dworsky, A., & Sanuels, G. M. (2017). *Missed Opportunities: Youth Homelessness in America. National estimates.* Chicago, IL: Chapin Hall at the University of Chicago. Retrieved from http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates- Brief-Chapin-Hall-2017.pdf

Morsy, L. and Rothstein, R (2019) *Toxic stress and children's outcomes*, Economic Policy Institute, Retrieved from https://www.epi.org/publication/toxic-stress-and-childrens-outcomes-african-american-children-growing-up-poor-are-at-greater-risk-of-disrupted-physiological-functioning-and-depressed-academic-achievement/

National Academies of Sciences, Engineering, and Medicine. 2015. *The Integration of Immigrants into American Society*. Washington, DC: The National Academies Press. Retrieved from https://doi.org/10.17226/21746

National Center for Education Statistics (2019). *The Condition of Education: English Language Learners in Public Schools.* U.S. Department of Education. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgf.asp

Opportunities for Impact: Child and Youth Homelessness, Schools, and COVID-19, Schoolhouse Connection and EducationCounsel, April 2020. Retrieved from: https://www.schoolhouseconnection.org/wp-content/uploads/2020/04/Opportunities-for-Impact-Child-and-Youth-Homelessness-Schools-and-COVID-19.pdf

Orfield, G. and Frankenberg, E. (May 2014). Brown at 60: Great Progress, a Long Retreat and an Uncertain Future. The Civic Rights Project. Retrieved from: https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-60-great-progress-a-long-retreat-and-an-uncertain-future/Brown-at-60-051814.pdf

Save the Children (2020). *The Land of Inopportunity: Closing the Childhood Equity Gap for America's Kids.* U.S. Complement to the Global Childhood Report 2020.

Schoolhouse Connection (2019). *Student homelessness: Lessons from the youth risk behavior survey (YRBS).* Schoolhouse Connection. Retrieved from: https://www.schoolhouseconnection.org/student-homelessness-lessons-from-the-youth-risk-behavior-survey-yrbs/

Science of Learning & Development Alliance. (n.d.). *Resources*. Retrieved from: https://www.soldalliance.org/resources.

U.S. Department of Education (2018). 2015–16 Civic Rights Data Collection: Office of Civil Rights.

U.S. Department of Education (2016). Issue Brief: Early Warning Systems. U.S. Department of Education, Office of Planning, Evaluation and Policy Development.

Velez, Erin, Silvia, Suyapa, Tolbery, Michelle, and RTI International (2016). *Older Adolescent and Young Adult English Learners: A Study of Demographics, Policies, and Programs, U.S.* Department of Education. Retrieved from https://lincs.ed.gov/publications/pdf/older-adolescent-young-adult-ell.pdf

Zong, J. and Batalova, J (2019). *How Many Unauthorized Immigrants Graduate U.S. High Schools Annually?* Migration Policy Institute. Retrieved from https://www.migrationpolicy.org/research/unauthorized-immigrants-graduate-us-high-schools.

Appendices

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2018

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	Average Annual Change in ACGR, 2011–2018 (% Point)*	Change in Four-Year Cohort Rate, 2011–2018 (%)**
All States																
AFGR	74.7	73.2	73.9	74.7	75.5	78.2	80.0	81.0	81.8	–	–	–	–	–	–	–
ACGR	–	–	–	–	–	–	79.0	80.0	81.4	82.3	83.2	84.1	84.6	85.3	0.9	6.3
Alabama																
AFGR	65.9	66.2	67.1	69.0	69.9	71.8	76.0	75.0	–	–	–	–	–	–		
ACGR	–	–	–	–	65.1	–	72.0	75.0	80.0	86.3	89.3	87.1	89.3	90.0	2.6	18.0
Alaska																
AFGR	64.1	66.5	69.1	69.1	72.6	75.5	78.0	79.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	68.0	70.0	71.8	71.1	75.6	76.1	78.2	78.5	1.5	10.5
Arizona																
AFGR	84.7	70.5	69.6	70.7	72.5	74.7	79.0	77.0	–	–	–	–	–	–		
ACGR	74.6	69.9	73.4	74.9	76.1	75.4	77.9	76.0	75.1	75.7	77.4	79.5	78.0	78.7	0.1	0.8
Arkansas																
AFGR	75.7	80.4	74.4	76.4	74.0	75.0	77.0	78.0	–	–	–	–	–	–		
ACGR	–	–	–	–	68.0	80.5	80.7	84.0	84.9	86.9	84.9	87.0	88.0	89.2	1.2	8.5
California																
AFGR	74.6	69.2	70.7	71.2	71.0	78.2	80.0	82.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	74.7	76.3	79.0	80.4	81.0	82.0	83.0	82.7	83.0	1.0	6.7
Colorado																
AFGR	76.7	75.5	76.6	75.4	77.6	79.8	82.0	82.0	–	–	–	–	–	–		
ACGR	–	–	70.2	74.4	70.7	72.4	73.9	75.0	76.9	77.3	77.3	78.9	79.1	80.8	1.0	6.9
Connecticut																
AFGR	80.9	81.8	82.2	82.3	75.4	75.1	85.0	86.0	–	–	–	–	–	–		
ACGR	–	–	–	–	79.3	81.8	83.0	85.0	85.5	87.0	87.2	87.4	87.9	88.4	0.8	5.4
Delaware																
AFGR	73.1	76.3	71.9	72.1	73.7	75.5	76.0	77.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	75.8	78.5	80.0	80.4	87.0	85.6	85.5	86.9	86.9	1.2	8.4
District of Columbia																
AFGR	68.8	–	54.9	56.0	62.4	59.9	61.0	71.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	58.6	59.0	62.3	61.4	68.5	69.2	73.2	68.5	1.4	9.9
Florida																
AFGR	64.6	63.6	65.0	66.9	68.9	70.8	72.0	75.0	–	–	–	–	–	–		
ACGR	59.3	58.8	59.8	62.7	65.5	69.0	70.6	75.0	75.6	76.1	77.9	80.7	82.3	86.3	2.2	15.7

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2018 *(continued)*

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	Average Annual Change in ACGR, 2011–2018 (% Point)*	Change in Four-Year Cohort Rate, 2011–2018 (%)**
Georgia																
AFGR	61.7	62.4	64.1	65.4	67.8	69.9	70.0	70.0	–	–	–	–	–	–		
ACGR	–	–	–	–	58.6	64.0	67.5	70.0	71.7	72.5	78.8	79.4	80.6	81.6	2.0	14.1
Hawaii																
AFGR	75.1	75.5	75.4	76.0	75.3	75.4	74.0	78.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	80.0	81.0	82.4	81.8	81.6	82.7	82.7	84.5	0.6	4.5
Idaho																
AFGR	81.0	80.5	80.4	80.1	80.6	84.0	83.0	84.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	–	–	–	77.3	78.9	79.7	79.7	80.7	0.9	3.4
Illinois																
AFGR	79.4	79.7	79.5	80.4	77.7	81.9	80.0	82.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	83.8	82.0	83.2	86.0	85.6	85.5	87.0	86.5	0.4	2.7
Indiana																
AFGR	73.2	73.3	73.9	74.1	75.2	77.2	80.0	80.0	–	–	–	–	–	–		
ACGR	–	–	–	–	81.5	84.1	85.7	86.0	87.0	87.9	87.1	86.8	83.8	88.1	0.3	2.4
Iowa																
AFGR	86.6	86.9	86.5	86.4	85.7	87.9	89.0	89.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	88.8	88.3	89.0	89.7	90.5	90.8	91.3	91.0	91.4	0.4	3.1
Kansas																
AFGR	79.2	77.6	78.9	79.1	80.2	84.5	87.0	89.0	–	–	–					
ACGR	–	–	–	–	–	80.7	83.0	85.0	85.7	85.7	85.7	85.7	86.5	87.2	0.6	4.2
Kentucky																
AFGR	75.9	77.2	76.4	74.4	77.6	79.9	81.0	82.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	–	–	86.1	87.5	88.0	88.6	89.7	90.3	0.8	4.2
Louisiana																
AFGR	63.9	59.5	61.3	63.5	67.3	68.8	71.0	72.0	–	–	–	–	–	–		
ACGR	–	64.8	66.3	66.0	67.3	67.2	70.9	72.0	73.5	74.6	77.5	78.6	78.1	81.4	1.5	10.5
Maine																
AFGR	78.6	76.3	78.5	79.1	79.9	82.8	86.0	87.0	–	–	–	–	–	–		
ACGR	–	–	–	–	80.4	82.8	83.8	85.0	86.4	86.5	87.5	87.0	86.9	86.7	0.4	2.9
Maryland																
AFGR	79.3	79.9	80.0	80.4	80.1	82.2	84.0	84.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	82.0	82.8	84.0	85.0	86.4	87.0	87.6	87.7	87.1	0.6	4.3
Massachusetts																
AFGR	78.7	79.5	80.8	81.5	83.3	82.6	85.0	86.0	–	–	–	–	–	–		
ACGR	–	79.9	80.9	81.2	81.5	82.1	83.4	85.0	85.0	86.1	87.3	87.5	88.3	87.8	0.6	4.4
Michigan																
AFGR	73.0	72.2	77.0	76.3	75.3	75.9	75.0	77.0	–	–	–	–	–	–		
ACGR	–	–	75.5	75.5	75.2	76.0	74.3	76.0	77.0	78.6	79.8	79.7	80.2	80.6	0.9	6.3
Minnesota																
AFGR	85.9	86.2	86.5	86.4	87.4	88.2	89.0	88.0	–	–	–	–	–	–		
ACGR	74.8	75.2	74.8	74.3	74.3	75.5	76.9	78.0	79.8	81.2	81.9	82.2	82.7	83.2	0.9	6.3

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2018 *(continued)*

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	Average Annual Change in ACGR, 2011–2018 (% Point)*	Change in Four-Year Cohort Rate, 2011–2018 (%)**
Mississippi																
AFGR	63.3	63.5	63.6	63.9	62.0	63.8	69.0	68.0	–	–	–	–	–	–		
ACGR	–	70.8	73.8	72.0	71.6	71.4	73.7	75.0	75.5	77.6	75.4	82.3	83.0	84.0	1.5	10.3
Missouri																
AFGR	80.6	81.0	81.9	82.4	83.1	83.7	85.0	86.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	81.3	86.0	85.7	87.3	87.8	89.0	88.3	89.2	1.1	8.0
Montana																
AFGR	81.5	81.9	81.5	82.0	82.0	81.9	84.0	86.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	82.2	84.0	84.4	85.4	86.0	85.6	85.8	86.4	0.6	4.2
Nebraska																
AFGR	87.8	87.0	86.3	83.8	82.9	83.8	90.0	93.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	86.0	88.0	88.5	89.7	88.9	89.3	89.1	88.7	0.4	2.8
Nevada																
AFGR	55.8	55.8	54.2	56.3	56.3	57.8	59.0	60.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	62.0	63.0	70.7	70.0	71.3	73.6	80.9	83.2	3.0	21.2
New Hampshire																
AFGR	80.1	81.1	81.7	83.4	84.3	86.3	87.0	87.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	85.9	86.1	86.0	87.3	88.1	88.1	88.2	88.9	88.8	0.4	2.7
New Jersey																
AFGR	85.1	84.8	84.4	84.6	85.3	87.2	87.0	87.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	83.2	86.0	87.5	88.6	89.7	90.1	90.5	90.9	1.1	7.7
New Mexico																
AFGR	65.4	67.3	59.1	66.8	64.8	67.3	71.0	74.0	–	–	–	–	–	–		
ACGR	–	–	–	60.3	66.1	67.3	63.0	70.0	70.3	68.5	68.6	71.0	71.1	73.9	1.6	10.9
New York																
AFGR	65.3	67.4	68.8	70.8	73.5	76.0	78.0	78.0	–	–	–	–	–	–		
ACGR	65.8	67.2	71.0	73.6	74.0	76.0	76.8	77.0	76.8	77.8	79.2	80.4	81.8	82.3	0.8	5.5
North Carolina																
AFGR	72.6	71.8	68.6	72.8	75.1	76.9	77.0	79.0	–	–	–	–	–	–		
ACGR	–	68.3	69.5	70.3	71.8	74.2	77.9	80.0	82.5	83.9	85.6	85.9	86.6	86.3	1.2	8.4
North Dakota																
AFGR	86.3	82.1	83.1	83.8	87.4	88.4	90.0	91.0	–	–	–	–	–	–		
ACGR	86.7	86.2	87.7	86.9	85.4	86.2	86.3	87.0	87.5	87.2	86.6	87.5	87.2	88.1	0.3	1.8
Ohio																
AFGR	80.2	79.2	78.7	79.0	79.6	81.4	82.0	84.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	78.0	80.0	81.0	82.2	81.8	80.7	83.5	84.2	82.1	0.3	2.1
Oklahoma																
AFGR	76.9	77.8	77.8	78.0	77.3	78.5	80.0	79.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	–	–	84.8	82.7	82.5	81.6	82.6	81.8	-0.6	-3.0
Oregon																
AFGR	74.2	73.0	73.8	76.7	76.5	76.3	78.0	78.0	–	–	–	–	–	–		
ACGR	–	–	–	–	66.2	66.4	67.7	68.0	68.7	72.0	73.8	74.8	76.7	78.7	1.6	11.1

Appendix A • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2018 *(continued)*

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	Average Annual Change in ACGR, 2011–2018 (% Point)*	Change in Four-Year Cohort Rate, 2011–2018 (%)**
Pennsylvania																
AFGR	82.5	–	83.0	82.7	80.5	84.1	86.0	88.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	77.8	82.6	84.0	85.5	85.3	84.8	86.1	86.6	85.9	0.5	3.3
Rhode Island																
AFGR	78.4	77.8	78.4	76.4	75.3	76.4	77.0	76.0	–	–	–	–	–	–		
ACGR	–	–	–	73.9	75.5	75.8	77.3	77.0	79.7	80.8	83.2	82.8	84.1	84.0	1.0	6.7
South Carolina																
AFGR	60.1	–	58.9	62.2	66.0	68.2	69.0	72.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	72.0	73.6	75.0	77.6	80.1	80.3	82.6	83.6	81.0	1.1	7.4
South Dakota																
AFGR	82.3	84.5	82.5	84.4	81.7	81.8	82.0	83.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	83.4	83.0	82.7	82.7	83.9	83.9	83.7	84.1	0.1	0.7
Tennessee																
AFGR	68.5	70.6	72.6	74.9	77.4	80.4	81.0	83.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	85.5	87.0	86.3	87.2	87.9	88.5	89.8	90.0	0.6	4.5
Texas																
AFGR	74.0	72.5	71.9	73.1	75.4	78.9	81.0	82.0	–	–	–	–	–	–		
ACGR	84.0	80.4	78.0	79.1	80.6	84.3	85.9	88.0	88.0	88.3	89.0	89.1	89.7	90.0	0.6	4.1
Utah																
AFGR	84.4	78.6	76.6	74.3	79.4	78.6	78.0	78.0	–	–	–	–	–	–		
ACGR	–	–	–	69.0	72.0	75.0	76.0	80.0	83.0	83.9	84.8	85.2	86.0	87.0	1.6	11.0
Vermont																
AFGR	86.5	82.3	88.6	89.3	89.6	91.4	93.0	93.0	–	–	–	–	–	–		
ACGR	–	85.1	86.4	85.7	85.6	87.5	87.5	88.0	86.6	87.8	87.7	87.7	89.1	85.1	-0.3	-2.4
Virginia																
AFGR	79.6	74.5	75.5	77.0	78.4	81.2	83.0	84.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	–	82.0	83.0	84.5	85.3	85.7	86.7	86.9	87.5	0.8	5.5
Washington																
AFGR	75.0	72.9	74.8	71.9	73.7	77.2	79.0	79.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	75.4	76.6	77.0	76.4	78.2	78.2	79.7	79.4	86.7	1.4	10.1
West Virginia																
AFGR	77.3	76.9	78.2	77.3	77.0	78.3	78.0	80.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	75.5	76.5	79.0	81.4	84.5	86.5	89.8	89.4	90.2	2.0	13.7
Wisconsin																
AFGR	86.7	87.5	88.5	89.6	90.7	91.1	92.0	92.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	85.7	87.0	88.0	88.0	88.6	88.4	88.2	88.6	89.7	0.4	2.7
Wyoming																
AFGR	76.7	76.1	75.8	76.0	75.2	80.3	80.0	80.0	–	–	–	–	–	–		
ACGR	–	–	–	–	–	80.4	79.7	79.0	77.0	78.6	79.3	90.0	86.2	81.7	0.3	2.0

Sources: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11, 2011–12, and 2012–13: First Look (Provisional Data) (NCES 2014-391). U.S. Department of Education. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013). Provisional Data File: SY2012–13 Four-Year Regulatory Adjusted Cohort Graduation Rates.

*The Average Annual Change in ACGR reflects the annual change from 2013 to 2017 for Kentucky and Oklahoma and from 2014 to 2017 for Idaho.

**The Change in Four-Year Cohort Rate reflects the change from 2013 to 2017 for Kentucky and Oklahoma and from 2014 to 2017 for Idaho.

Appendix B • Adjusted Cohort Graduation Rate, by State and Subgroup, 2017–18

State	Regulatory Adjusted Cohort Graduation Rate, All Students: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Black: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2017–18	Regulatory Adjusted Cohort Graduation Rate, White: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2017–18	Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2017–18
Alabama	90.0%	87.7%	87.6%	91.5%	94.0%	90.0%
Alaska	78.5%	73.0%	76.0%	83.7%	84.0%	69.0%
Arizona	78.7%	73.7%	75.7%	83.4%	89.0%	67.8%
Arkansas	89.2%	85.6%	85.8%	91.2%	88.0%	84.0%
California	83.0%	73.3%	80.6%	87.0%	93.0%	70.5%
Colorado	80.8%	74.4%	73.4%	85.3%	89.0%	68.0%
Connecticut	88.4%	80.6%	78.6%	93.4%	96.0%	85.0%
Delaware	86.9%	83.2%	82.0%	89.9%	95.0%	76.0%
Florida	86.3%	81.2%	85.4%	89.3%	95.5%	80.0%
Georgia	81.6%	79.4%	74.6%	84.9%	90.3%	77.0%
Hawaii	84.5%	82.0%	80.0%	86.0%	84.6%	–
Idaho	80.7%	71.0%	75.9%	82.3%	83.0%	61.0%
Illinois	86.5%	77.6%	82.0%	91.1%	93.9%	80.0%
Indiana	88.1%	79.4%	84.3%	90.0%	95.0%	84.0%
Iowa	91.4%	81.0%	83.9%	93.2%	91.0%	76.0%
Kansas	87.2%	79.0%	81.3%	89.7%	93.0%	79.0%
Kentucky	90.3%	82.0%	83.0%	91.9%	95.0%	89.0%
Louisiana	81.4%	78.1%	68.0%	85.5%	92.0%	89.0%
Maine	86.7%	78.0%	83.0%	87.3%	92.0%	71.0%
Maryland	87.1%	84.8%	72.2%	93.2%	96.2%	90.0%
Massachusetts	87.8%	80.1%	73.8%	92.2%	94.3%	83.0%
Michigan	80.6%	70.0%	74.4%	83.9%	91.0%	70.0%
Minnesota	83.2%	67.4%	66.8%	88.4%	86.5%	51.0%
Mississippi	84.0%	80.7%	79.0%	87.7%	93.0%	86.0%
Missouri	89.2%	80.0%	84.7%	91.6%	92.0%	87.0%
Montana	86.4%	80.0%	79.0%	89.4%	90.0%	68.0%
Nebraska	88.7%	78.0%	80.9%	92.5%	82.0%	71.0%
Nevada	83.2%	71.5%	82.3%	86.0%	92.0%	80.0%
New Hampshire	88.8%	81.0%	76.0%	89.5%	93.0%	85.0%
New Jersey	90.9%	84.2%	84.8%	95.0%	97.0%	87.0%
New Mexico	73.9%	69.0%	73.1%	79.3%	86.0%	66.0%
New York	82.3%	72.9%	71.6%	90.1%	88.9%	69.0%
North Carolina	86.3%	83.2%	80.0%	89.6%	93.4%	84.0%
North Dakota	88.1%	76.0%	75.0%	91.4%	89.0%	72.0%
Ohio	82.1%	68.6%	72.8%	85.6%	90.0%	70.0%
Oklahoma	81.8%	77.2%	78.9%	83.3%	86.0%	81.1%
Oregon	78.7%	68.0%	74.6%	80.1%	88.0%	65.0%
Pennsylvania	85.9%	72.1%	73.7%	90.5%	92.4%	79.0%
Rhode Island	84.0%	83.0%	77.0%	87.3%	91.0%	69.0%
South Carolina	81.0%	76.9%	80.5%	83.6%	93.0%	73.0%
South Dakota	84.1%	75.0%	71.0%	89.9%	87.0%	50.0%
Tennessee	90.0%	83.7%	83.1%	93.0%	95.0%	90.0%
Texas	90.0%	86.5%	88.2%	93.6%	96.1%	85.0%
Utah	87.0%	76.0%	78.1%	89.3%	89.0%	77.0%
Vermont	85.1%	70.0%	79.0%	86.2%	72.0%	–
Virginia	87.5%	83.8%	73.5%	91.8%	94.6%	84.0%
Washington	86.7%	80.1%	83.2%	88.0%	91.6%	71.0%
West Virginia	90.2%	86.0%	92.0%	90.4%	–	87.0%
Wisconsin	89.7%	69.5%	82.4%	93.6%	91.0%	78.0%
Wyoming	81.7%	77.0%	75.0%	83.8%	86.0%	59.0%
United States	85.3%	79.0%	81.0%	89.1%	92.2%	73.5%

Appendix B • Adjusted Cohort Graduation Rate, by State and Subgroup, 2017–18 *(continued)*

State	Regulatory Adjusted Cohort Graduation Rate, Native Hawaiian or Other Pacific Islander: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Low Income: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Children with Disabilities: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Homeless: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Foster Care: 2017–18
Alabama	85.0%	91.0%	84.4%	68.0%	64.0%	78.0%	77.0%
Alaska	74.0%	74.0%	71.9%	57.0%	61.0%	57.0%	55.0%
Arizona	76.0%	75.0%	73.0%	67.7%	47.0%	52.0%	45.0%
Arkansas	73.0%	90.0%	86.8%	84.6%	83.0%	81.0%	74.0%
California	81.0%	73.2%	79.6%	66.3%	67.9%	68.9%	53.1%
Colorado	74.0%	83.0%	70.7%	58.6%	67.0%	55.4%	25.0%
Connecticut	–	88.0%	79.5%	65.0%	67.0%	70.0%	48.0%
Delaware	–	91.0%	78.0%	69.0%	69.0%	83.0%	62.0%
Florida	89.0%	87.3%	82.3%	77.4%	75.2%	73.9%	50.0%
Georgia	–	82.0%	77.1%	61.1%	57.9%	61.0%	37.0%
Hawaii	76.7%	–	79.5%	64.0%	68.0%	66.0%	57.0%
Idaho	72.0%	74.0%	72.3%	59.0%	76.0%	58.0%	47.0%
Illinois	84.0%	85.5%	78.7%	71.6%	72.0%	67.8%	56.0%
Indiana	83.0%	84.9%	84.5%	72.6%	69.0%	82.0%	68.0%
Iowa	75.0%	88.0%	84.4%	76.5%	79.0%	73.0%	76.0%
Kansas	81.0%	86.0%	80.0%	80.0%	80.5%	68.0%	61.0%
Kentucky	85.0%	88.0%	87.8%	74.8%	70.0%	84.0%	–
Louisiana	76.0%	81.0%	75.5%	59.3%	36.0%	60.0%	35.0%
Maine	–	79.0%	77.8%	74.0%	76.0%	57.0%	56.0%
Maryland	84.0%	90.0%	78.8%	66.8%	51.0%	67.0%	59.0%
Massachusetts	90.0%	87.0%	77.4%	72.4%	64.1%	71.0%	61.0%
Michigan	87.0%	74.9%	70.0%	57.5%	71.2%	57.0%	40.0%
Minnesota	76.0%	72.0%	70.2%	62.3%	65.7%	47.0%	–
Mississippi	–	82.0%	80.8%	38.4%	55.0%	71.0%	80.0%
Missouri	–	88.0%	82.1%	75.8%	71.0%	76.0%	69.0%
Montana	76.0%	82.0%	78.0%	77.0%	63.0%	66.0%	75.0%
Nebraska	–	85.0%	81.2%	69.0%	49.0%	59.0%	–
Nevada	84.0%	83.0%	80.5%	66.0%	76.0%	76.0%	46.0%
New Hampshire	75.0%	92.0%	78.1%	74.0%	70.0%	65.0%	44.0%
New Jersey	93.0%	92.0%	84.6%	80.1%	75.8%	73.0%	63.0%
New Mexico	–	–	69.0%	65.6%	71.1%	53.0%	46.0%
New York	77.0%	84.0%	76.4%	56.9%	31.1%	55.9%	61.0%
North Carolina	–	84.1%	80.4%	69.1%	68.4%	67.2%	73.0%
North Dakota	–	–	75.0%	69.0%	68.0%	52.0%	71.0%
Ohio	–	77.1%	70.9%	51.4%	64.5%	50.7%	52.0%
Oklahoma	74.0%	83.9%	74.9%	58.3%	61.0%	67.0%	61.0%
Oregon	75.0%	78.0%	72.4%	60.6%	56.0%	54.1%	–
Pennsylvania	90.0%	78.6%	77.9%	70.2%	65.8%	70.0%	–
Rhode Island	–	78.0%	77.0%	62.0%	72.0%	57.0%	–
South Carolina	–	–	83.2%	52.1%	80.3%	64.0%	48.0%
South Dakota	–	80.0%	69.0%	63.0%	77.0%	60.0%	–
Tennessee	91.0%	–	83.5%	73.0%	71.0%	75.0%	67.0%
Texas	86.0%	91.4%	87.3%	77.9%	77.2%	80.0%	63.0%
Utah	85.0%	87.0%	77.4%	70.0%	70.0%	–	–
Vermont	0.0%	80.0%	76.0%	68.0%	58.0%	60.0%	–
Virginia	93.0%	90.8%	79.6%	61.2%	57.2%	60.0%	63.0%
Washington	81.0%	86.7%	79.9%	69.9%	75.7%	64.5%	70.0%
West Virginia	–	86.0%	88.0%	77.0%	93.0%	87.0%	72.0%
Wisconsin	–	85.0%	80.3%	68.6%	70.0%	70.0%	51.0%
Wyoming	–	78.0%	70.0%	63.0%	61.0%	62.0%	–
United States	–	–	79.5%	67.1%	68.3%	–	–

Source: EDFacts/Consolidated State Performance Report, 2017–18: http://www2.ed.gov/admins/lead/account/consolidated/index.html

Appendix C • Adjusted Cohort Graduation Rate Gaps—Black and White Students, by State, 2017–18

State	Regulatory Adjusted Cohort Graduation Rate, White: 2017-18	Regulatory Adjusted Cohort Graduation Rate, Black: 2017-18	Graduation Rate Gap between White and Black Students, 2017-18
Alabama	91.5%	87.7%	3.8%
Alaska	83.7%	73.0%	10.7%
Arizona	83.4%	73.7%	9.7%
Arkansas	91.2%	85.6%	5.6%
California	87.0%	73.3%	13.7%
Colorado	85.3%	74.4%	10.9%
Connecticut	93.4%	80.6%	12.8%
DC	89.0%	67.0%	22.0%
Delaware	89.9%	83.2%	6.7%
Florida	89.3%	81.2%	8.1%
Georgia	84.9%	79.4%	5.5%
Hawaii	86.0%	82.0%	4.0%
Idaho	82.3%	71.0%	11.3%
Illinois	91.1%	77.6%	13.5%
Indiana	90.0%	79.4%	10.6%
Iowa	93.2%	81.0%	12.2%
Kansas	89.7%	79.0%	10.7%
Kentucky	91.9%	82.0%	9.9%
Louisiana	85.5%	78.1%	7.4%
Maine	87.3%	78.0%	9.3%
Maryland	93.2%	84.8%	8.4%
Massachusetts	92.2%	80.1%	12.1%
Michigan	83.9%	70.0%	13.9%
Minnesota	88.4%	67.4%	21.0%
Mississippi	87.7%	80.7%	7.0%
Missouri	91.6%	80.0%	11.6%
Montana	89.4%	80.0%	9.4%
Nebraska	92.5%	78.0%	14.5%
Nevada	86.0%	71.5%	14.5%
New Hampshire	89.5%	81.0%	8.5%
New Jersey	95.0%	84.2%	10.8%
New Mexico	79.3%	69.0%	10.3%
New York	90.1%	72.9%	17.2%
North Carolina	89.6%	83.2%	6.4%
North Dakota	91.4%	76.0%	15.4%
Ohio	85.6%	68.6%	17.0%
Oklahoma	83.3%	77.2%	6.1%
Oregon	80.1%	68.0%	12.1%
Pennsylvania	90.5%	72.1%	18.4%
Rhode Island	87.3%	83.0%	4.3%
South Carolina	83.6%	76.9%	6.7%
South Dakota	89.9%	75.0%	14.9%
Tennessee	93.0%	83.7%	9.3%
Texas	93.6%	86.5%	7.1%
Utah	89.3%	76.0%	13.3%
Vermont	86.2%	70.0%	16.2%
Virginia	91.8%	83.8%	8.0%
Washington	88.0%	80.1%	7.9%
West Virginia	90.4%	86.0%	4.4%
Wisconsin	93.6%	69.5%	24.1%
Wyoming	83.8%	77.0%	6.8%
United States	89.1%	79.0%	10.1%

Appendix D • Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, by State, 2017–18

State	Regulatory Adjusted Cohort Graduation Rate, White: 2017–18	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2017–18	Graduation Rate Gap between White and Hispanic Students, 2017–18
Alabama	91.5%	87.6%	3.9%
Alaska	83.7%	76.0%	7.7%
Arizona	83.4%	75.7%	7.7%
Arkansas	91.2%	85.8%	5.4%
California	87.0%	80.6%	6.4%
Colorado	85.3%	73.4%	11.9%
Connecticut	93.4%	78.6%	14.8%
DC	89.0%	65.0%	24.0%
Delaware	89.9%	82.0%	7.9%
Florida	89.3%	85.4%	3.9%
Georgia	84.9%	74.6%	10.3%
Hawaii	86.0%	80.0%	6.0%
Idaho	82.3%	75.9%	6.4%
Illinois	91.1%	82.0%	9.1%
Indiana	90.0%	84.3%	5.7%
Iowa	93.2%	83.9%	9.3%
Kansas	89.7%	81.3%	8.4%
Kentucky	91.9%	83.0%	8.9%
Louisiana	85.5%	68.0%	17.5%
Maine	87.3%	83.0%	4.3%
Maryland	93.2%	72.2%	21.0%
Massachusetts	92.2%	73.8%	18.4%
Michigan	83.9%	74.4%	9.5%
Minnesota	88.4%	66.8%	21.6%
Mississippi	87.7%	79.0%	8.7%
Missouri	91.6%	84.7%	6.9%
Montana	89.4%	79.0%	10.4%
Nebraska	92.5%	80.9%	11.6%
Nevada	86.0%	82.3%	3.7%
New Hampshire	89.5%	76.0%	13.5%
New Jersey	95.0%	84.8%	10.2%
New Mexico	79.3%	73.1%	6.2%
New York	90.1%	71.6%	18.5%
North Carolina	89.6%	80.0%	9.6%
North Dakota	91.4%	75.0%	16.4%
Ohio	85.6%	72.8%	12.8%
Oklahoma	83.3%	78.9%	4.4%
Oregon	80.1%	74.6%	5.5%
Pennsylvania	90.5%	73.7%	16.8%
Rhode Island	87.3%	77.0%	10.3%
South Carolina	83.6%	80.5%	3.1%
South Dakota	89.9%	71.0%	18.9%
Tennessee	93.0%	83.1%	9.9%
Texas	93.6%	88.2%	5.4%
Utah	89.3%	78.1%	11.2%
Vermont	86.2%	79.0%	7.2%
Virginia	91.8%	73.5%	18.3%
Washington	88.0%	83.2%	4.8%
West Virginia	90.4%	92.0%	-1.6%
Wisconsin	93.6%	82.4%	11.2%
Wyoming	83.8%	75.0%	8.8%
United States	89.1%	81.0%	8.1%

Appendix E • Adjusted Cohort Graduation Rate (ACGR) by State, Percent Low-Income, ACGR Low-Income, ACGR Estimated Non-Low-Income, Gap between Low-Income and Non-Low-Income, and Gap Change 2011–2018

State	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2018 ACGR (%)	Percent of Low-Income Students in the Cohort, 2018 (%)	Estimated Non-Low-Income 2018 ACGR (%)	Low-Income 2018 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2018	Gap Change between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011–18
Alabama	19.73	90.0%	44.7%	94.5%	84.4%	10.1	9.6
Alaska	18.28	78.5%	45.0%	83.9%	71.9%	12.0	6.3
Arizona	7.94	78.7%	36.0%	81.9%	73.0%	8.9	-1.0
Arkansas	12.14	89.2%	66.6%	94.0%	86.8%	7.2	4.9
California	15.49	83.0%	67.5%	90.1%	79.6%	10.5	5.0
Colorado	19.13	80.8%	47.5%	89.9%	70.7%	19.2	-0.1
Connecticut	27.38	88.4%	38.5%	94.0%	79.5%	14.5	12.9
Delaware	12.40	86.9%	27.4%	90.3%	78.0%	12.3	0.1
Florida	17.86	86.3%	54.0%	91.0%	82.3%	8.7	9.2
Georgia	15.05	81.6%	56.2%	87.4%	77.1%	10.3	4.8
Hawaii	8.43	84.5%	60.1%	92.0%	79.5%	12.5	-4.1
Idaho	†	80.7%	54.4%	90.7%	72.3%	18.4	†
Illinois	14.66	86.5%	44.3%	92.7%	78.7%	14.0	0.6
Indiana	10.55	88.1%	38.6%	90.4%	84.5%	5.9	4.7
Iowa	15.48	91.4%	43.1%	96.7%	84.4%	12.3	3.2
Kansas	19.57	87.2%	51.6%	94.9%	80.0%	14.9	4.7
Kentucky	†	90.3%	52.2%	93.0%	87.8%	5.2	†
Louisiana	14.11	81.4%	61.4%	90.8%	75.5%	15.3	-1.2
Maine	13.41	86.7%	49.0%	95.3%	77.8%	17.5	-4.1
Maryland	12.62	87.1%	33.3%	91.2%	78.8%	12.4	0.2
Massachusetts	21.53	87.8%	37.7%	94.1%	77.4%	16.7	4.8
Michigan	18.65	80.6%	45.5%	89.4%	70.0%	19.4	-0.8
Minnesota	27.81	83.2%	42.8%	92.9%	70.2%	22.7	5.1
Mississippi	12.52	84.0%	64.7%	89.9%	80.8%	9.1	3.4
Missouri	9.83	89.2%	41.6%	94.3%	82.1%	12.2	-2.3
Montana	18.71	86.4%	47.3%	93.9%	78.0%	15.9	2.8
Nebraska	11.89	88.7%	38.8%	93.4%	81.2%	12.2	-0.4
Nevada	17.22	83.2%	66.4%	88.5%	80.5%	8.0	9.2
New Hampshire	20.69	88.8%	30.8%	93.6%	78.1%	15.5	5.2
New Jersey	15.91	90.9%	32.3%	93.9%	84.6%	9.3	6.6
New Mexico	16.36	73.9%	64.2%	82.7%	69.0%	13.7	2.7
New York	13.24	82.3%	49.5%	88.1%	76.4%	11.7	1.6
North Carolina	11.73	86.3%	36.6%	89.7%	80.4%	9.3	2.4
North Dakota	13.38	88.1%	28.0%	93.2%	75.0%	18.2	-4.8
Ohio	23.35	82.1%	41.9%	90.2%	70.9%	19.3	4.1
Oklahoma	†	81.8%	51.7%	89.2%	74.9%	14.3	†
Oregon	13.67	78.7%	57.2%	87.1%	72.4%	14.7	-1.0
Pennsylvania	17.71	85.9%	41.2%	91.5%	77.9%	13.6	4.1
Rhode Island	22.12	84.0%	55.9%	92.9%	77.0%	15.9	6.2
South Carolina	13.26	81.0%	45.9%	79.1%	83.2%	-4.1	17.3
South Dakota	22.25	84.1%	26.4%	89.5%	69.0%	20.5	1.7
Tennessee	14.03	90.0%	36.3%	93.7%	83.5%	10.2	3.8
Texas	3.74	90.0%	53.3%	93.1%	87.3%	5.8	-2.0
Utah	15.46	87.0%			77.4%		
Vermont	16.29	85.1%	43.9%	92.2%	76.0%	16.2	0.1
Virginia	17.06	87.5%	34.9%	91.7%	79.6%	12.1	4.9
Washington	17.38	86.7%	48.7%	93.2%	79.9%	13.3	4.1
West Virginia	19.86	90.2%	74.7%	96.7%	88.0%	8.7	11.2
Wisconsin	18.00	89.7%	34.0%	94.5%	80.3%	14.2	3.8
Wyoming	21.66	81.7%	42.6%	90.4%	70.0%	20.4	1.3

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2010–11 or SY2015–16. Percent of Low-Income Students in the Cohort, 2016 (%) = the number of low-income students divided by the total cohort size within each state. Estimated Non-Low-Income ACGR (%) = the estimated graduates from all students minus low-income graduates divided by the estimated total cohort of all students minus low-income within the cohort (i.e., using state level ACGRs). Gap Change Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011–17 = the gap between the estimated non-low-income and low-income ACGRs from 2010–11 to 2016–17. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2010–11 and SY 2016–17 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates and Cohort Counts. Retrieved on February 7, 2018 from http://eddataexpress.ed.gov/state-tables-main.cfm.

Appendix F • Adjusted Cohort Graduation Rate (ACGR, 2017–18) for Students with Disabilities (SPED) versus Non-SPED Students

State	Percent of Students with Disabilities within the 2018 Cohort (%)	Estimated Non-SPED 2018 ACGR (%)	SPED 2018 ACGR (%)	Gap between Non-SPED and SPED 2018 ACGR (Percentage Points)
Alabama	9.1%	92.2%	68.0%	24.2
Alaska	12.1%	81.5%	57.0%	24.5
Arizona	9.7%	79.9%	67.7%	12.2
Arkansas	11.6%	89.8%	84.6%	5.2
California	11.6%	85.2%	66.3%	18.9
Colorado	10.0%	83.3%	58.6%	24.7
Connecticut	13.7%	92.1%	65.0%	27.1
Delaware	14.3%	89.9%	69.0%	20.9
Florida	10.8%	87.4%	77.4%	10.0
Georgia	10.9%	84.1%	61.1%	23.0
Hawaii	12.1%	87.3%	64.0%	23.3
Idaho	9.8%	83.0%	59.0%	24.0
Illinois	12.5%	88.6%	71.6%	17.0
Indiana	12.3%	90.3%	72.6%	17.7
Iowa	12.8%	93.6%	76.5%	17.1
Kansas	13.0%	88.3%	80.0%	8.3
Kentucky	8.8%	91.8%	74.8%	17.0
Louisiana	8.4%	83.4%	59.3%	24.1
Maine	20.9%	90.1%	74.0%	16.1
Maryland	9.6%	89.2%	66.8%	22.4
Massachusetts	19.5%	91.5%	72.4%	19.1
Michigan	11.5%	83.6%	57.5%	26.1
Minnesota	15.0%	86.9%	62.3%	24.6
Mississippi	10.0%	89.1%	38.4%	50.7
Missouri	11.2%	90.9%	75.8%	15.1
Montana	12.3%	87.7%	77.0%	10.7
Nebraska	11.3%	91.2%	69.0%	22.2
Nevada	10.5%	85.2%	66.0%	19.2
New Hampshire	17.0%	91.8%	74.0%	17.8
New Jersey	14.9%	92.8%	80.1%	12.7
New Mexico	14.0%	75.3%	65.6%	9.7
New York	15.8%	87.1%	56.9%	30.2
North Carolina	12.3%	88.7%	69.1%	19.6
North Dakota	11.7%	90.6%	69.0%	21.6
Ohio	15.9%	87.9%	51.4%	36.5
Oklahoma	8.7%	84.0%	58.3%	25.7
Oregon	14.4%	81.7%	60.6%	21.1
Pennsylvania	16.6%	89.0%	70.2%	18.8
Rhode Island	15.9%	88.2%	62.0%	26.2
South Carolina	12.9%	85.3%	52.1%	33.2
South Dakota	6.5%	85.6%	63.0%	22.6
Tennessee	12.6%	92.5%	73.0%	19.5
Texas	7.9%	91.0%	77.9%	13.1
Utah			70.0%	
Vermont	16.5%	88.5%	68.0%	20.5
Virginia	12.0%	91.1%	61.2%	29.9
Washington	11.7%	88.9%	69.9%	19.0
West Virginia	14.0%	92.4%	77.0%	15.4
Wisconsin	11.2%	92.4%	68.6%	23.8
Wyoming	13.8%	84.7%	63.0%	21.7

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Students with Disabilities within the Cohort (%) = the number of SPED students divided by the total cohort size within each state. Estimated Non-SPED ACGR (%) = the estimated graduates from all students minus SPED graduates divided by the estimated total cohort of all students minus SPED within the cohort (i.e., using state level ACGRs). SPED ACGR (%) = the actual state level ACGR from 2016–17. Gap between Non-SPED and SPED 2017 ACGR (Percentage Points) = the estimated non-SPED ACGR minus the SPED ACGR.

Sources: U.S. Department of Education through provisional data file of SY2016–17 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix G • Adjusted Cohort Graduation Rate (ACGR, 2017–18) for Limited English Proficient (LEP) Students versus Non-LEP Students

State	Percent of Limited English Proficient Students within the 2018 Cohort (%)	Estimated Non-LEP 2018 ACGR (%)	LEP 2018 ACGR (%)	Gap between Non-LEP and LEP 2018 ACGR (Percentage Points)
Alabama	1.3%	90.4%	64.0%	26.4%
Alaska	8.2%	80.1%	61.0%	19.1%
Arizona	1.9%	79.3%	47.0%	32.3%
Arkansas	8.1%	89.7%	83.0%	6.7%
California	14.9%	85.6%	67.9%	17.7%
Colorado	12.8%	82.8%	67.0%	15.8%
Connecticut	4.9%	89.5%	67.0%	22.5%
Delaware	4.9%	87.8%	69.0%	18.8%
Florida	8.9%	87.4%	75.2%	12.2%
Georgia	4.2%	82.6%	57.9%	24.7%
Hawaii	9.5%	86.2%	68.0%	18.2%
Idaho	9.6%	81.2%	76.0%	5.2%
Illinois	5.6%	87.4%	72.0%	15.4%
Indiana	1.7%	88.4%	69.0%	19.4%
Iowa	4.7%	92.0%	79.0%	13.0%
Kansas	11.1%	88.0%	80.5%	7.5%
Kentucky	1.8%	90.7%	70.0%	20.7%
Louisiana	2.1%	82.4%	36.0%	46.4%
Maine	3.8%	87.1%	76.0%	11.1%
Maryland	5.0%	89.0%	51.0%	38.0%
Massachusetts	8.9%	90.1%	64.1%	26.0%
Michigan	3.9%	81.0%	71.2%	9.8%
Minnesota	8.1%	84.7%	65.7%	19.0%
Mississippi	0.8%	84.2%	55.0%	29.2%
Missouri	1.6%	89.5%	71.0%	18.5%
Montana	3.8%	87.3%	63.0%	24.3%
Nebraska	3.8%	90.3%	49.0%	41.3%
Nevada	13.8%	84.3%	76.0%	8.3%
New Hampshire	2.9%	89.4%	70.0%	19.4%
New Jersey	4.7%	91.6%	75.8%	15.8%
New Mexico	30.7%	75.1%	71.1%	4.0%
New York	4.8%	84.9%	31.1%	53.8%
North Carolina	5.7%	87.4%	68.4%	19.0%
North Dakota	2.4%	88.6%	68.0%	20.6%
Ohio	2.4%	82.5%	64.5%	18.0%
Oklahoma	3.3%	82.5%	61.0%	21.5%
Oregon	4.2%	79.7%	56.0%	23.7%
Pennsylvania	3.1%	86.6%	65.8%	20.8%
Rhode Island	9.2%	85.2%	72.0%	13.2%
South Carolina	5.3%	81.0%	80.3%	0.7%
South Dakota	2.0%	84.2%	77.0%	7.2%
Tennessee	3.4%	90.7%	71.0%	19.7%
Texas	9.4%	91.3%	77.2%	14.1%
Utah			70.0%	
Vermont	2.6%	85.8%	58.0%	27.8%
Virginia	7.9%	90.1%	57.2%	32.9%
Washington	6.7%	87.5%	75.7%	11.8%
West Virginia	0.5%	90.2%	93.0%	-2.8%
Wisconsin	2.8%	90.3%	70.0%	20.3%
Wyoming	2.9%	82.3%	61.0%	21.3%

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Limited English Proficient Students within the Cohort (%) = the number of LEP students divided by the total cohort size within each state. Estimated Non-LEP ACGR (%) = the estimated graduates from all students minus LEP graduates divided by the estimated total cohort of all students minus LEP within the cohort (i.e., using state level ACGRs). LEP ACGR (%) = the actual state level ACGR from 2016–17. Gap between Non-LEP and LEP 2017 ACGR (Percentage Points) = the estimated non-LEP ACGR minus the LEP ACGR.

Sources: U.S. Department of Education through provisional data file of SY2016–17 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix H • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graudation Rate (ACGR) by State and Subgroup, 2017–18

State	All Students (N)	American Indian/ Alaska Native (N)	Asian/Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
Alabama	–	–	–	434	77	–	–	1,099	1,380	192
Alaska	1,132	462	59	60	94	299	145	395	801	235
Arizona	9,837	905	27	802	5,462	2,307	323	1,882	5,334	712
Arkansas	282	14	17	323	173	–	–	220	751	201
California	30,430	475	–	4,135	21,379	3,175	2,315	11,966	30,538	14,289
Colorado	6,066	121	23	507	3,606	1,684	159	2,080	6,040	1,942
Connecticut	675	6	–	531	1,041	–	20	1,442	1,706	479
Delaware	312	6	–	213	114	5	–	303	331	104
Florida	7,730	85	–	4,112	2,978	591	162	2,851	8,692	2,753
Georgia	11,024	32	–	5,250	2,674	2,805	302	4,118	9,511	1,775
Hawaii	721		541	29	45	82		412	828	275
Idaho	2,125	77	28	49	557	1,342	86	692	2,199	308
Illinois	5,279	39	–	3,210	2,939	–	188	3,480	7,557	1,530
Indiana	1,464	12	–	962	428	–	158	1,651	1,634	269
Iowa	–	17	–	166	210	–	21	613	855	182
Kansas	1,026	43	–	278	578	73	65	476	1,889	387
Kentucky	–	1	–	434	173	–	24	654	561	179
Louisiana	4,182	3	–	2,558	555	1,022	59	1,251	4,331	539
Maine	431	16	–	59	17	318	27	437	782	69
Maryland	1,888	–	–	1,161	1,799	–	–	1,443	2,424	1,280
Massachusetts	1,645	11	–	697	2,171	–	57	2,571	3,550	1,715
Michigan	11,305	165	–	4,215	1,267	5,052	502	4,493	10,941	873
Minnesota	4,519	393	158	1,573	1,228	746	329	2,760	5,633	1,314
Mississippi	2,105	3	–	1,622	100	367	24	1,811	2,090	95
Missouri	525	8	–	1,027	190	–	35	1,047	2,154	198
Montana	374	243	–	11	47	50	19	166	590	108
Nebraska	301	59	49	184	381	–	35	551	791	365
Nevada	2,397	30	–	724	1,105	479	131	886	2,224	679
New Hampshire	170	2	–	29	100	62	–	385	518	83
New Jersey	–	4	–	967	1,354	–	–	1,569	1,850	708
New Mexico	4,222	702	18	148	2,663	684		897	3,538	1,521
New York	15,932	253	206	6,382	8,975	–	161	10,799	13,924	5,876
North Carolina	4,443	99	–	2,159	1,750	245	257	3,092	4,215	1,476
North Dakota	140	119	2	58	44	–		181	309	38
Ohio	10,807	38	–	4,513	1,077	4,432	715	8,374	10,955	839
Oklahoma	4,046	666	48	579	808	1,698	214	1,363	3,853	479
Oregon	5,160	183	45	248	1,517	2,876	317	1,927	4,594	654
Pennsylvania	5,694	20	–	3,639	2,300	–	357	4,569	6,917	1,057
Rhode Island	632	16	–	64	343	169	37	468	766	174
South Carolina	5,285	63	–	2,847	398	1,995		2,872	1,832	302
South Dakota	557	385	6	38	93	7	22	165	524	24
Tennessee	–	–	–	1,112	403	–		1,541	1,700	471
Texas	–	69	–	1,668	3,357	–	–	3,532	5,322	4,458
Utah										
Vermont	286		23	29	16	197	19	212	358	49
Virginia	2,450	19	–	1,390	2,265	–	–	3,382	3,558	2,524
Washington	2,484	167	–	344	1,016	878	167	1,767	3,704	719
West Virginia	–	1		40	–	–	12	356	291	(3)
Wisconsin	199	89	–	1,280	515	–	85	1,589	2,193	378
Wyoming	572	60	2	13	140	339	18	257	588	58
Totals	174,152	6,725	–	64,012	83,419	16,591		103,112	191,145	55,104

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2016–17. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2016–17 state level ACGR file (i.e., for the state level cohort sizes) and the 2016–17 graduation rates. The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino." (California is the only state currently using the major racial and ethnic group "Filipino.")

Source: U.S. Department of Education (2019). Provisional data file: SY2016–17 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Appendix I • Percentage of Four-Year Non-Graduates, by State and Subgroup, 2017–18

State	Percent of Nongrads, Black, 2017–18	Percent of Nongrads, Hispanic, 2017–18	Percent of Nongrads, White, 2017–18	Percent of Nongrads, Low-Income, 2017–18	Percent of Nongrads, SWD, 2017–18	Percent of Nongrads, Els, 2017–18
Alabama	42.0%	7.3%	47.4%	69.7%	29.0%	4.8%
Alaska	4.5%	7.6%	36.5%	58.8%	24.3%	14.9%
Arizona	7.0%	50.1%	31.3%	45.7%	14.7%	4.7%
Arkansas	27.7%	15.4%	50.9%	81.5%	16.5%	12.8%
California	8.9%	59.7%	18.6%	81.1%	23.0%	28.1%
Colorado	6.6%	45.6%	41.6%	72.4%	21.7%	22.0%
Connecticut	22.4%	39.9%	32.7%	68.0%	41.2%	14.0%
Delaware	39.9%	19.5%	37.6%	46.0%	33.9%	11.7%
Florida	30.7%	33.0%	31.5%	69.8%	17.9%	16.1%
Georgia	42.3%	18.3%	34.4%	69.9%	23.0%	9.6%
Hawaii	3.2%	4.4%	14.1%	79.5%	28.1%	19.6%
Idaho	1.7%	21.6%	69.9%	78.0%	20.7%	12.0%
Illinois	28.5%	32.5%	33.2%	70.0%	26.4%	11.7%
Indiana	20.4%	12.9%	60.5%	50.2%	28.4%	4.3%
Iowa	11.5%	18.2%	62.3%	78.2%	35.0%	11.4%
Kansas	11.3%	26.5%	53.4%	80.6%	20.3%	16.9%
Kentucky	20.6%	8.9%	66.3%	65.7%	22.9%	5.7%
Louisiana	52.0%	8.9%	36.4%	80.9%	18.3%	7.1%
Maine	6.3%	2.3%	85.9%	81.9%	40.9%	6.8%
Maryland	40.4%	33.5%	20.9%	54.7%	24.6%	19.2%
Massachusetts	15.4%	38.5%	40.7%	69.8%	44.2%	26.1%
Michigan	27.1%	8.9%	57.2%	70.3%	25.2%	5.7%
Minnesota	20.3%	15.7%	48.5%	75.9%	33.6%	16.6%
Mississippi	60.0%	3.4%	34.9%	77.7%	38.5%	2.2%
Missouri	29.0%	7.7%	57.3%	68.9%	25.2%	4.3%
Montana	1.5%	6.4%	63.0%	76.4%	20.8%	10.4%
Nebraska	12.9%	30.5%	45.4%	64.5%	31.1%	17.4%
Nevada	18.8%	42.9%	28.3%	77.1%	21.2%	19.7%
New Hampshire	3.8%	10.8%	82.5%	60.1%	39.4%	7.9%
New Jersey	27.3%	41.0%	26.9%	54.6%	32.7%	12.5%
New Mexico	3.2%	61.9%	19.3%	76.3%	18.5%	34.0%
New York	27.6%	37.8%	26.5%	66.0%	38.4%	18.8%
North Carolina	32.4%	21.3%	38.7%	52.3%	27.8%	13.1%
North Dakota	11.3%	8.5%	57.3%	58.8%	30.5%	6.3%
Ohio	27.0%	7.0%	59.2%	68.2%	43.1%	4.8%
Oklahoma	11.5%	17.1%	47.1%	71.3%	20.0%	7.2%
Oregon	3.7%	25.7%	59.4%	74.1%	26.5%	8.7%
Pennsylvania	29.0%	19.0%	46.5%	64.5%	35.1%	7.6%
Rhode Island	9.2%	36.0%	47.2%	80.4%	37.7%	16.1%
South Carolina	45.0%	7.3%	45.8%	40.6%	32.5%	5.5%
South Dakota	4.3%	9.5%	49.2%	51.5%	15.0%	2.8%
Tennessee	40.0%	13.7%	45.3%	60.0%	34.0%	10.0%
Texas	17.4%	59.5%	19.2%	67.7%	17.4%	21.5%
Utah	N/A	N/A	N/A	N/A	N/A	N/A
Vermont	5.0%	3.5%	82.6%	70.7%	35.5%	7.4%
Virginia	29.6%	29.7%	33.8%	57.0%	37.2%	26.9%
Washington	6.9%	25.1%	52.6%	73.6%	26.4%	12.2%
West Virginia	7.3%	1.1%	89.3%	91.5%	32.9%	0.4%
Wisconsin	27.8%	17.4%	45.4%	65.0%	34.0%	8.3%
Wyoming	1.8%	18.5%	70.1%	69.9%	27.9%	6.2%
United States	22.4%	31.2%	36.9%	68.5%	27.0%	14.8%

Appendix J • ESSA High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2017–18

State	Number of Schools with ACGR <=67% & Enrollment>=100	# Regular	# Special Education	# Vocational	# Alternative	% Regular	% Special Education	% Vocational	% Alternative
Alabama	3	2	1	0	0	67%	33%	0%	0%
Alaska	28	22	0	0	6	79%	0%	0%	21%
Arizona	86	78	0	1	7	91%	0%	1%	8%
Arkansas	12	12	0	0	0	100%	0%	0%	0%
California	398	137	38	0	223	34%	10%	0%	56%
Colorado	73	31	1	1	40	42%	1%	1%	55%
Connecticut	10	10	0	0	0	100%	0%	0%	0%
Delaware	7	1	5	0	1	14%	71%	0%	14%
District of Columbia	14	11	0	0	3	79%	0%	0%	21%
Florida	117	8	21	2	86	7%	18%	2%	74%
Georgia	36	31	1	0	4	86%	3%	0%	11%
Hawaii	4	4	0	0	0	100%	0%	0%	0%
Idaho	31	8	0	0	23	26%	0%	0%	74%
Illinois	49	49	0	0	0	100%	0%	0%	0%
Indiana	35	35	0	0	0	100%	0%	0%	0%
Iowa	9	2	1	0	6	22%	11%	0%	67%
Kansas	9	9	0	0	0	100%	0%	0%	0%
Kentucky	10	1	1	0	8	10%	10%	0%	80%
Louisiana	34	33	0	0	1	97%	0%	0%	3%
Maine	6	6	0	0	0	100%	0%	0%	0%
Maryland	27	14	5	2	6	52%	19%	7%	22%
Massachusetts	29	23	0	2	4	79%	0%	7%	14%
Michigan	174	42	34	0	98	24%	20%	0%	56%
Minnesota	56	28	3	1	24	50%	5%	2%	43%
Mississippi	11	11	0	0	0	100%	0%	0%	0%
Missouri	13	12	0	1	0	92%	0%	8%	0%
Montana	7	7	0	0	0	100%	0%	0%	0%
Nebraska	5	5	0	0	0	100%	0%	0%	0%
Nevada	15	5	4	0	6	33%	27%	0%	40%
New Hampshire	1	1	0	0	0	100%	0%	0%	0%
New Jersey	12	12	0	0	0	100%	0%	0%	0%
New Mexico	49	40	1	0	8	82%	2%	0%	16%
New York	180	161	3	2	14	89%	2%	1%	8%
North Carolina	40	21	3	0	16	53%	8%	0%	40%
North Dakota	2	2	0	0	0	100%	0%	0%	0%
Ohio	102	91	10	1	0	89%	10%	1%	0%
Oklahoma	43	43	0	0	0	100%	0%	0%	0%
Oregon	34	21	0	0	13	62%	0%	0%	38%
Pennsylvania	45	43	1	1	0	96%	2%	2%	0%
Rhode Island	3	3	0	0	0	100%	0%	0%	0%
South Carolina	15	12	1	0	2	80%	7%	0%	13%
South Dakota	7	5	0	0	2	71%	0%	0%	29%
Tennessee	16	12	4	0	0	75%	25%	0%	0%
Texas	97	7	1	0	89	7%	1%	0%	92%
Utah									
Vermont	1	1	0	0	0	100%	0%	0%	0%
Virginia	11	6	0	0	5	55%	0%	0%	45%
Washington	63	9	0	0	54	14%	0%	0%	86%
Wisconsin	27	13	0	0	14	48%	0%	0%	52%
Wyoming	6	6	0	0	0	100%	0%	0%	0%
Total	2062	1146	139	14	763	56%	7%	1%	37%

Appendix K • Low-Graduation High Schools (ACGR less than or equal to 67% and enrollment greater than 100) and Number of Non-Graduates, by State and Locale, 2017–18

	All Schools		City		Suburb		Town		Rural	
State	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates
Alabama	3	63	2	44	0	0	1	19	0	0
Alaska	28	756	6	184	2	127	4	111	16	334
Arizona	86	9,156	54	5,266	16	3,366	9	322	7	202
Arkansas	12	255	7	211	2	23	1	4	2	17
California	398	36,813	211	20,791	146	13,250	13	1,036	28	1,736
Colorado	73	5,248	38	2,929	22	1,805	5	184	8	330
Connecticut	10	482	10	482	0	0	0	0	0	0
Delaware	7	185	1	8	5	171	1	6	0	0
District of Columbia	14	937	14	937	0	0	0	0	0	0
Florida	117	8,537	47	3,402	53	4,664	6	140	11	331
Georgia	36	6,506	10	1,504	19	2,769	6	1,541	1	692
Hawaii	4	188	1	65	0	0	1	13	2	110
Idaho	31	2,054	7	706	14	858	7	389	3	101
Illinois	49	3,735	42	3,500	6	224	0	0	1	11
Indiana	35	3,676	25	3,192	6	331	2	104	2	49
Iowa	9	489	7	422	0	0	1	51	1	16
Kansas	9	605	4	243	1	47	0	0	4	315
Kentucky	10	750	8	699	1	37	1	14	0	0
Louisiana	34	2,121	21	1,546	7	360	3	155	3	60
Maine	6	277	2	163	0	0	2	73	2	41
Maryland	27	2,053	17	1,015	9	1,029	0	0	1	9
Massachusetts	29	1,792	15	811	13	927	1	54	0	0
Michigan	174	5,831	45	1,670	74	2,596	23	698	32	867
Minnesota	56	2,645	21	1,242	15	723	11	284	9	396
Mississippi	11	419	3	242	0	0	4	83	4	94
Missouri	13	688	9	597	4	91	0	0	0	0
Montana	7	183	0	0	0	0	2	47	5	136
Nebraska	5	147	1	27	0	0	0	0	4	120
Nevada	15	1,023	8	371	4	478	2	73	1	101
New Hampshire	1	27	0	0	0	0	1	27	0	0
New Jersey	12	936	11	922	1	14	0	0	0	0
New Mexico	49	2,496	27	1,288	7	471	9	464	6	273
New York	180	10,333	167	9,472	9	806	0	0	4	55
North Carolina	40	2,048	19	1,381	6	272	6	134	9	261
North Dakota	2	145	2	145	0	0	0	0	0	0
Ohio	102	9,160	78	6,661	12	1,186	8	1,258	4	55
Oklahoma	43	3,078	14	1,737	7	243	12	579	10	519
Oregon	34	2,266	9	657	9	404	9	540	7	665
Pennsylvania	45	5,512	33	3,038	9	1,433	2	1,023	1	18
Rhode Island	3	201	3	201	0	0	0	0	0	0
South Carolina	15	2,311	10	1,762	4	175	0	0	1	374
South Dakota	7	298	2	139	0	0	0	0	5	159
Tennessee	16	783	16	783	0	0	0	0	0	0
Texas	97	7,536	71	5,945	22	1,329	0	0	4	262
Utah										
Vermont	1	34	0	0	1	34	0	0	0	0
Virginia	11	941	5	356	5	571	0	0	1	14
Washington	63	3,462	28	1,712	23	1,123	9	499	3	128
Wisconsin	27	1,664	23	1,523	2	104	0	0	2	37
Wyoming	6	270	2	124	0	0	1	6	3	140

Appendix L • Low-Performing High Schools, by Type and State, 2017–18

		All Schools		Regular or Vocational Schools that have ACGR<=67% , are not Virtual and have >=100 Students			Regular or Vocational Schools that have ACGR>67% but Promoting Power<=60%, are not Virtual and have >=100 Students		
State	2018 ACGR	Total # of Schools reporting ACGR	Total # of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	90.0%	369	5,453	1	13	0%	3	187	3%
Alaska	78.5%	169	2,004	22	471	24%	14	100	5%
Arizona	78.7%	491	17,664	66	4,833	27%	40	333	2%
Arkansas	89.2%	297	3,776	12	255	7%	7	95	3%
California	83.0%	2,329	74,936	98	16,607	22%	52	1,296	2%
Colorado	80.8%	450	12,119	20	1,052	9%	25	323	3%
Connecticut	88.4%	212	3,092	10	482	16%	7	165	5%
Delaware	86.9%	45	1,299	1	127	10%	7	325	25%
District of Columbia	68.5%	40	1,330	11	730	55%	8	100	8%
Florida	86.3%	831	25,986	5	92	0%	27	511	2%
Georgia	81.6%	468	21,953	27	4,282	20%	44	2,227	10%
Hawaii	84.5%	57	2,007	4	188	9%	10	226	11%
Idaho	80.7%	207	4,444	1	26	1%	7	65	1%
Illinois	86.5%	766	18,300	48	3,720	20%	31	1,724	9%
Indiana	88.1%	402	9,111	29	1,642	18%	7	32	0%
Iowa	91.4%	340	3,102	1	51	2%	2	5	0%
Kansas	87.2%	350	4,620	4	144	3%	2	118	3%
Kentucky	90.3%	308	4,493	1	115	3%	4	104	2%
Louisiana	81.4%	346	7,635	31	1,777	23%	19	450	6%
Maine	86.7%	123	1,811	4	189	10%	2	25	1%
Maryland	87.1%	247	8,190	16	1,430	17%	8	163	2%
Massachusetts	87.8%	388	7,838	23	1,302	17%	14	157	2%
Michigan	80.6%	998	15,993	32	1,105	7%	43	712	4%
Minnesota	83.2%	635	9,988	18	719	7%	2	11	0%
Mississippi	84.0%	245	5,456	11	419	8%	6	214	4%
Missouri	89.2%	540	6,140	13	688	11%	11	138	2%
Montana	86.4%	148	1,502	7	183	12%	3	18	1%
Nebraska	88.7%	261	2,934	4	120	4%	0	0	0%
Nevada	83.2%	155	6,063	3	122	2%	3	42	1%
New Hampshire	88.8%	93	1,584	1	27	2%	7	154	10%
New Jersey	90.9%	419	9,255	12	936	10%	11	303	3%
New Mexico	73.9%	213	6,667	37	2,063	31%	14	998	15%
New York	82.3%	1,222	29,571	163	9,057	31%	79	2,406	8%
North Carolina	86.3%	610	16,874	19	1,132	7%	22	630	4%
North Dakota	88.1%	152	1,024	2	145	17%	4	55	5%
Ohio	82.1%	856	22,198	80	4,669	21%	82	1,358	6%
Oklahoma	81.8%	474	9,107	39	2,211	24%	5	248	3%
Oregon	78.7%	309	8,728	15	526	6%	2	11	0%
Pennsylvania	85.9%	682	17,157	37	3,301	19%	19	365	2%
Rhode Island	84.0%	58	1,282	3	201	16%	1	93	7%
South Carolina	81.0%	244	11,170	7	299	3%	23	888	8%
South Dakota	84.1%	157	1,416	4	67	5%	4	123	9%
Tennessee	90.0%	370	7,001	12	755	11%	7	64	1%
Texas	90.0%	1,698	34,110	6	532	2%	67	1,853	5%
Utah	87.0%								
Vermont	85.1%	60	868	1	34	4%	5	29	3%
Virginia	87.5%	330	12,103	6	393	3%	8	524	4%
Washington	86.7%	531	9,852	9	266	3%	2	5	0%
West Virginia	90.2%	115	1,892	0	0	0%	0	0	0%
Wisconsin	89.7%	542	6,993	11	832	12%	8	260	4%
Wyoming	81.7%	86	1,259	6	270	21%	1	3	0%
US Totals	85.3%	21,438	499,350	993	70,600	14%	779	20,236	4%

Appendix L • Low-Performing High Schools, by Type and State, 2017–18 *(continued)*

State	2018 ACGR	Regular or Vocational Schools that have ACGR>67% and Promoting Power>60% but ACGR<84.1%, are not Virtual and have >=100 Students			Regular or Vocational Schools that have ACGR>=84.1% and Promoting Power>60%, are not Virtual and have >=100 Students		
		# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	90.0%	45	1,593	29%	300	3,364	62%
Alaska	78.5%	46	516	26%	36	416	21%
Arizona	78.7%	48	2,502	24%	201	4,007	23%
Arkansas	89.2%	17	606	26%	200	1,784	47%
California	83.0%	129	5,996	8%	1,093	22,395	30%
Colorado	80.8%	65	2,602	21%	196	2,973	25%
Connecticut	88.4%	14	793	26%	172	1,571	51%
Delaware	86.9%	5	240	18%	24	544	42%
District of Columbia	68.5%	4	133	10%	12	145	11%
Florida	86.3%	66	3,985	15%	436	11,074	43%
Georgia	81.6%	87	5,642	26%	255	6,912	31%
Hawaii	84.5%	10	737	37%	30	841	42%
Idaho	80.7%	29	496	11%	98	1,205	27%
Illinois	86.5%	95	4,797	26%	493	7,284	40%
Indiana	88.1%	28	1,249	14%	322	3,899	43%
Iowa	91.4%	16	481	16%	283	1,897	61%
Kansas	87.2%	30	1,559	34%	233	1,987	43%
Kentucky	90.3%	7	323	7%	211	2,293	51%
Louisiana	81.4%	65	2,193	29%	192	2,285	30%
Maine	86.7%	21	523	29%	79	895	49%
Maryland	87.1%	34	2,185	27%	149	3,385	41%
Massachusetts	87.8%	40	1,961	25%	264	3,302	42%
Michigan	80.6%	67	1,335	8%	473	4,952	31%
Minnesota	83.2%	42	1,503	15%	324	3,253	33%
Mississippi	84.0%	78	2,432	45%	141	2,256	41%
Missouri	89.2%	33	1,101	18%	402	3,780	62%
Montana	86.4%	10	399	27%	60	741	49%
Nebraska	88.7%	21	1,453	50%	164	1,122	38%
Nevada	83.2%	11	411	7%	78	1,988	33%
New Hampshire	88.8%	10	355	22%	62	888	56%
New Jersey	90.9%	40	2,663	29%	339	5,143	56%
New Mexico	73.9%	46	1,960	29%	42	665	10%
New York	82.3%	200	8,264	28%	737	8,123	27%
North Carolina	86.3%	103	5,389	32%	312	7,486	44%
North Dakota	88.1%	10	104	10%	59	330	32%
Ohio	82.1%	92	3,419	15%	535	7,306	33%
Oklahoma	81.8%	80	2,270	25%	179	2,151	24%
Oregon	78.7%	91	3,453	40%	128	2,231	26%
Pennsylvania	85.9%	60	3,532	21%	521	6,860	40%
Rhode Island	84.0%	9	318	25%	40	614	48%
South Carolina	81.0%	67	3,559	32%	112	3,329	30%
South Dakota	84.1%	6	201	14%	58	520	37%
Tennessee	90.0%	33	1,669	24%	282	3,902	56%
Texas	90.0%	124	3,986	12%	1,185	17,731	52%
Utah	87.0%						
Vermont	85.1%	14	368	42%	27	226	26%
Virginia	87.5%	66	4,489	37%	236	6,018	50%
Washington	86.7%	19	423	4%	272	4,182	42%
West Virginia	90.2%	10	453	24%	104	1,436	76%
Wisconsin	89.7%	15	563	8%	377	3,477	50%
Wyoming	81.7%	15	476	38%	36	244	19%
US Totals	85.3%	2,273	97,660	20%	12,564	185,412	37%

Appendix L • Low-Performing High Schools, by Type and State, 2017–18 *(continued)*

		Alternative Schools that are not Virtual and have >=100 Students			Virtual Schools with >=100 Students		
State	2018 ACGR	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	90.0%	0	0	0%	4	37	1%
Alaska	78.5%	8	309	15%	0	0	0%
Arizona	78.7%	7	501	3%	14	3,834	22%
Arkansas	89.2%	1	29	1%	2	28	1%
California	83.0%	341	18,827	25%	75	2,801	4%
Colorado	80.8%	43	3,327	27%	31	1,259	10%
Connecticut	88.4%	0	0	0%	0	0	0%
Delaware	86.9%	2	10	1%	0	0	0%
District of Columbia	68.5%	3	207	16%	0	0	0%
Florida	86.3%	95	8,238	32%	21	276	1%
Georgia	81.6%	5	262	1%	4	1,953	9%
Hawaii	84.5%	0	0	0%	1	2	0%
Idaho	80.7%	19	985	22%	12	1,049	24%
Illinois	86.5%	0	0	0%	1	15	0%
Indiana	88.1%	0	0	0%	6	2,034	22%
Iowa	91.4%	6	407	13%	2	35	1%
Kansas	87.2%	0	0	0%	8	487	11%
Kentucky	90.3%	12	391	9%	4	382	9%
Louisiana	81.4%	1	74	1%	3	277	4%
Maine	86.7%	0	0	0%	2	88	5%
Maryland	87.1%	6	578	7%	0	0	0%
Massachusetts	87.8%	8	216	3%	2	302	4%
Michigan	80.6%	91	3,032	19%	40	1,752	11%
Minnesota	83.2%	26	1,192	12%	11	712	7%
Mississippi	84.0%	0	0	0%	0	0	0%
Missouri	89.2%	1	27	0%	0	0	0%
Montana	86.4%	0	0	0%	0	0	0%
Nebraska	88.7%	0	0	0%	1	27	1%
Nevada	83.2%	10	531	9%	4	416	7%
New Hampshire	88.8%	0	0	0%	1	26	2%
New Jersey	90.9%	0	0	0%	0	0	0%
New Mexico	73.9%	11	231	3%	4	211	3%
New York	82.3%	15	1,260	4%	0	0	0%
North Carolina	86.3%	18	850	5%	4	64	0%
North Dakota	88.1%	0	0	0%	0	0	0%
Ohio	82.1%	0	0	0%	14	4,519	20%
Oklahoma	81.8%	0	0	0%	4	867	10%
Oregon	78.7%	12	892	10%	13	899	10%
Pennsylvania	85.9%	0	0	0%	11	2,364	14%
Rhode Island	84.0%	0	0	0%	1	2	0%
South Carolina	81.0%	2	1,040	9%	5	962	9%
South Dakota	84.1%	2	167	12%	1	64	5%
Tennessee	90.0%	0	0	0%	2	9	0%
Texas	90.0%	142	7,518	22%	3	457	1%
Utah	87.0%						
Vermont	85.1%	0	0	0%	0	0	0%
Virginia	87.5%	5	548	5%	0	0	0%
Washington	86.7%	83	2,668	27%	9	732	7%
West Virginia	90.2%	0	0	0%	0	0	0%
Wisconsin	89.7%	17	810	12%	13	233	3%
Wyoming	81.7%	0	0	0%	0	0	0%
US Totals	85.3%	992	55,127	11%	333	29,175	6%

Appendix L • Low-Performing High Schools, by Type and State, 2017–18 *(continued)*

		Special Education Schools that are not Virtual and have >=100 Students			Schools with <100 students		
State	2018 ACGR	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	90.0%	1	31	1%	5	80	1%
Alaska	78.5%			0%	40	183	9%
Arizona	78.7%			0%	108	1,584	9%
Arkansas	89.2%			0%	13	112	3%
California	83.0%	39	977	1%	478	5,737	8%
Colorado	80.8%	1	10	0%	69	573	5%
Connecticut	88.4%			0%	7	77	2%
Delaware	86.9%	6	53	4%	0	0	0%
District of Columbia	68.5%			0%	1	8	1%
Florida	86.3%	40	332	1%	128	1,429	5%
Georgia	81.6%	1	22	0%	41	580	3%
Hawaii	84.5%			0%	2	13	1%
Idaho	80.7%			0%	33	373	8%
Illinois	86.5%			0%	64	517	3%
Indiana	88.1%			0%	7	57	1%
Iowa	91.4%	1	15	0%	20	94	3%
Kansas	87.2%			0%	73	325	7%
Kentucky	90.3%	1	8	0%	64	451	10%
Louisiana	81.4%	2	6	0%	25	439	6%
Maine	86.7%			0%	8	36	2%
Maryland	87.1%	5	45	1%	26	387	5%
Massachusetts	87.8%			0%	34	388	5%
Michigan	80.6%	40	457	3%	183	1,803	11%
Minnesota	83.2%	3	25	0%	199	2,299	23%
Mississippi	84.0%			0%	4	27	0%
Missouri	89.2%			0%	73	234	4%
Montana	86.4%			0%	68	161	11%
Nebraska	88.7%			0%	71	212	7%
Nevada	83.2%	4	33	1%	32	2,456	41%
New Hampshire	88.8%			0%	10	111	7%
New Jersey	90.9%			0%	9	84	1%
New Mexico	73.9%	1	5	0%	46	304	5%
New York	82.3%	3	22	0%	16	161	1%
North Carolina	86.3%	3	62	0%	48	921	5%
North Dakota	88.1%			0%	75	298	29%
Ohio	82.1%	13	138	1%	38	746	3%
Oklahoma	81.8%			0%	142	533	6%
Oregon	78.7%			0%	48	716	8%
Pennsylvania	85.9%	1	11	0%	12	143	1%
Rhode Island	84.0%			0%	3	49	4%
South Carolina	81.0%	1	10	0%	15	868	8%
South Dakota	84.1%			0%	82	274	19%
Tennessee	90.0%	4	28	0%	25	513	7%
Texas	90.0%	1	39	0%	156	1,477	4%
Utah	87.0%						
Vermont	85.1%			0%	1	7	1%
Virginia	87.5%			0%	6	27	0%
Washington	86.7%	1	3	0%	121	1,250	13%
West Virginia	90.2%			0%	1	3	0%
Wisconsin	89.7%			0%	95	604	9%
Wyoming	81.7%			0%	25	170	14%
US Totals	85.3%	172	2,332	0%	2,850	29,894	6%

Appendix M • Secondary School Improvement Index

State	Total Gain	Index Score	ACGR growth	AP growth	Read Growth	Math Growth	ACGR, 2010–11	ACGR, 2017–18	ACGR gain, 2011–18
California	26	4.0	1.0	1.0	1.0	1.0	76.0	83.0	7.0
District of Columbia	33	4.0	1.0	1.0	1.0	1.0	59.0	68.5	9.5
Florida	30	4.0	1.0	1.0	1.0	1.0	71.0	86.3	15.3
Georgia	28	4.0	1.0	1.0	1.0	1.0	67.0	81.6	14.6
Illinois	14	4.0	1.0	1.0	1.0	1.0	84.0	86.5	2.5
Indiana	17	4.0	1.0	1.0	1.0	1.0	86.0	88.1	2.1
Mississippi	21	4.0	1.0	1.0	1.0	1.0	75.0	84.0	9.0
Tennessee	20	4.0	1.0	1.0	1.0	1.0	86.0	90.0	4.0
Utah	19	4.0	1.0	1.0	1.0	1.0	76.0	87.0	11.0
West Virginia	19	4.0	1.0	1.0	1.0	1.0	78.0	90.2	12.2
Alabama	23	3.0	1.0	1.0	0.0	1.0	72.0	90.0	18.0
Arkansas	12	3.0	1.0	1.0	1.0	0.0	81.0	89.2	8.2
Connecticut	11	3.0	1.0	1.0	0.0	1.0	83.0	88.4	5.4
Hawaii	13	3.0	1.0	1.0	1.0	0.0	80.0	84.5	4.5
Idaho*	9	3.0	1.0	1.0	1.0	0.0	77.3	80.7	3.4
Louisiana	21	3.0	1.0	1.0	1.0	0.0	71.0	81.4	10.4
Nebraska	9	3.0	1.0	1.0	0.0	1.0	86.0	88.7	2.7
Nevada	29	3.0	1.0	1.0	1.0	0.0	62.0	83.2	21.2
New Mexico	13	3.0	1.0	1.0	1.0	0.0	63.0	73.9	10.9
New York	12	3.0	1.0	1.0	0.0	1.0	77.0	82.3	5.3
North Carolina	14	3.0	1.0	1.0	1.0	0.0	78.0	86.3	8.3
Ohio	7	3.0	1.0	1.0	1.0	0.0	80.0	82.1	2.1
Oregon	16	3.0	1.0	1.0	1.0	0.0	68.0	78.7	10.7
Rhode Island	14	3.0	1.0	1.0	1.0	0.0	77.0	84.0	7.0
South Carolina	12	3.0	1.0	1.0	1.0	0.0	74.0	81.0	7.0
Washington	17	3.0	1.0	1.0	1.0	0.0	76.0	86.7	10.7
Wisconsin	14	3.0	1.0	1.0	1.0	0.0	87.0	89.7	2.7
Alaska	0	2.0	1.0	1.0	0.0	0.0	68.0	78.5	10.5
Colorado	5	2.0	1.0	1.0	0.0	0.0	74.0	80.8	6.8
Delaware	9	2.0	1.0	1.0	0.0	0.0	78.0	86.9	8.9
Iowa	6	2.0	1.0	1.0	0.0	0.0	88.0	91.4	3.4
Kansas	-6	2.0	1.0	1.0	0.0	0.0	83.0	87.2	4.2
Kentucky*	6	2.0	1.0	1.0	0.0	0.0	86.1	90.3	4.2
Maryland	-3	2.0	1.0	1.0	0.0	0.0	83.0	87.1	4.1
Massachusetts	9	2.0	1.0	1.0	0.0	0.0	83.0	87.8	4.8
Michigan	12	2.0	1.0	1.0	0.0	0.0	74.0	80.6	6.6
Minnesota	3	2.0	1.0	1.0	0.0	0.0	77.0	83.2	6.2
Missouri	11	2.0	1.0	1.0	0.0	0.0	81.0	89.2	8.2
New Hampshire	0	2.0	1.0	1.0	0.0	0.0	86.0	88.8	2.8
New Jersey	12	2.0	1.0	1.0	0.0	0.0	83.0	90.9	7.9
North Dakota	-1	2.0	1.0	1.0	0.0	0.0	86.0	88.1	2.1
Pennsylvania	6	2.0	1.0	1.0	0.0	0.0	83.0	85.9	2.9
South Dakota	-3	2.0	1.0	1.0	0.0	0.0	83.0	84.1	1.1
Texas	-2	2.0	1.0	1.0	0.0	0.0	86.0	90.0	4.0
Virginia	5	2.0	1.0	1.0	0.0	0.0	82.0	87.5	5.5
Wyoming	2	2.0	1.0	1.0	0.0	0.0	80.0	81.7	1.7
Arizona	6	1.0	0.0	1.0	0.0	0.0	78.0	78.7	0.7
Maine	-5	1.0	1.0	0.0	0.0	0.0	84.0	86.7	2.7
Montana	-12	1.0	1.0	0.0	0.0	0.0	82.0	86.4	4.4
Oklahoma*	-4	1.0	0.0	1.0	0.0	0.0	84.8	81.8	-3.0
Vermont	-8	1.0	0.0	1.0	0.0	0.0	87.0	85.1	-1.9
National Average	11	2.0	1.0	1.0	0.0	0.0	79.0	85.3	6.3

Appendix M • Secondary School Improvement Index *(continued)*

State	Percent of Students Receiving a 3 or Higher on an AP Exam, 2010–11	Percent of Students Receiving a 3 or Higher on an AP Exam, 2017–18	AP Gain, 2011–18	Percent of Students Proficient or Advanced on 8th Grade Reading NAEP, 2010–11	Percent of Students Proficient or Advanced on 8th Grade Reading NAEP, 2011–18	Reading NAEP Growth, 2011–18
California	22.0	31.3	9.3	23.7	29.8	6.1
District of Columbia	9.3	19.6	10.3	16.1	23.0	6.9
Florida	23.6	31.7	8.1	29.8	33.9	4.1
Georgia	17.8	23.2	5.4	27.6	32.1	4.5
Illinois	18.1	27.3	9.2	33.9	35.4	1.5
Indiana	13.3	20.2	6.9	31.8	37.0	5.2
Mississippi	4.2	6.7	2.5	21.0	25.0	4.0
Tennessee	8.5	13.0	4.5	27.0	31.6	4.6
Utah	22.2	25.5	3.3	35.4	37.8	2.4
West Virginia	8.6	11.0	2.4	24.1	25.3	1.2
Alabama	8.4	14.1	5.7	25.6	23.6	-2.0
Arkansas	13.6	18.1	4.5	27.8	29.5	1.7
Connecticut	23.9	32.2	8.3	44.7	41.0	-3.7
Hawaii	9.9	17.2	7.3	26.0	29.2	3.2
Idaho*	11.9	13.5	1.6	33.9	37.1	3.2
Louisiana	4.1	9.1	5.0	22.2	27.2	5.0
Nebraska	7.9	11.6	3.7	34.8	33.8	-0.1
Nevada	16.3	24.8	8.5	26.3	28.6	2.3
New Mexico	10.1	13.6	3.5	22.1	23.3	1.2
New York	22.7	28.7	6.0	35.1	32.5	-2.6
North Carolina	17.3	21.5	4.2	31.1	32.9	1.8
Ohio	12.4	17.8	5.4	36.9	38.1	1.2
Oregon	13.6	18.5	4.9	32.7	34.0	1.3
Rhode Island	12.0	22.1	10.1	33.4	35.0	1.6
South Carolina	14.4	19.9	5.5	26.6	29.3	2.7
Washington	17.9	23.6	5.7	37.0	38.5	1.5
Wisconsin	18.8	26.1	7.3	34.9	38.5	3.6
Alaska	12.5	15.9	3.4	31.0	23.3	-7.7
Colorado	21.3	28.3	7.0	40.3	37.7	-2.6
Delaware	14.6	19.6	5.0	32.7	31.0	-1.7
Iowa	10.0	13.7	3.7	32.7	32.6	-0.1
Kansas	9.4	10.6	1.2	35.5	32.3	-3.2
Kentucky*	12.5	18.5	6.0	36.3	33.4	-2.9
Maryland	26.5	31.6	5.1	39.9	36.0	-3.9
Massachusetts	23.4	32.9	9.5	46.1	44.6	-1.5
Michigan	15.7	21.2	5.5	32.1	31.5	-0.6
Minnesota	17.7	23.0	5.3	39.3	34.2	-5.1
Missouri	7.9	12.2	4.3	35.2	33.3	-1.9
New Hampshire	16.9	20.7	3.8	39.6	37.7	-1.9
New Jersey	20.5	29.0	8.5	44.7	42.9	-1.8
North Dakota	7.8	12.0	4.2	34.1	31.6	-2.5
Pennsylvania	13.5	19.4	5.9	38.0	35.2	-2.8
South Dakota	11.8	13.3	1.5	35.3	31.9	-3.4
Texas	15.9	21.9	6.0	26.5	25.0	-1.5
Virginia	24.8	28.5	3.7	35.8	33.2	-2.6
Wyoming	9.0	12.9	3.9	37.7	33.9	-3.8
Arizona	11.9	17.2	5.3	28.2	28.4	0.2
Maine	20.2	20.2	0.0	38.5	35.6	-2.9
Montana	12.3	12.8	0.5	41.5	34.3	-7.2
Oklahoma*	10.3	12.1	1.8	26.7	25.6	-1.1
Vermont	19.6	25.7	6.1	44.4	40.2	-4.2
National Average	17.1	23.5	6.4	31.6	32.4	0.8

Appendix M • Secondary School Improvement Index *(continued)*

State	Percent of Students Proficient or Advanced on 8th Grade Math NAEP, 2010–11	Percent of Students Proficient or Advanced on 8th Grade Math NAEP, 2017–18	Math NAEP Gain, 2011–18
California	25.3	28.5	3.2
District of Columbia	17.0	23.0	6.0
Florida	27.7	30.6	2.9
Georgia	27.8	31.1	3.3
Illinois	32.8	33.8	1.0
Indiana	34.1	37.4	3.3
Mississippi	19.3	24.3	5.0
Tennessee	23.9	31.2	7.3
Utah	34.9	37.3	2.4
West Virginia	21.3	24.1	2.8
Alabama	20.1	21.3	1.2
Arkansas	29.3	27.3	-2.0
Connecticut	38.1	39.2	1.1
Hawaii	30.0	27.7	-2.3
Idaho*	36.9	37.3	0.4
Louisiana	22.3	23.1	0.8
Nebraska	32.8	36.9	4.1
Nevada	28.6	25.7	-2.9
New Mexico	23.8	20.7	-3.1
New York	30.0	33.5	3.5
North Carolina	37.0	36.5	-0.5
Ohio	38.9	37.5	-1.4
Oregon	32.7	31.4	-1.3
Rhode Island	33.9	29.5	-4.4
South Carolina	31.8	28.9	-2.9
Washington	40.4	40.0	-0.4
Wisconsin	41.0	41.3	0.3
Alaska	35.2	29.0	-6.2
Colorado	43.5	36.9	-6.6
Delaware	31.9	29.2	-2.7
Iowa	33.6	32.5	-1.1
Kansas	40.8	32.9	-7.9
Kentucky*	30.7	29.0	-1.7
Maryland	40.4	32.6	-7.8
Massachusetts	51.2	47.4	-3.8
Michigan	30.8	31.0	0.2
Minnesota	47.6	44.2	-3.4
Missouri	31.5	31.6	0.1
New Hampshire	43.6	38.5	-5.1
New Jersey	46.8	44.1	-2.7
North Dakota	42.6	37.4	-5.2
Pennsylvania	38.9	38.6	-0.3
South Dakota	41.7	39.4	-2.3
Texas	40.0	29.6	-10.4
Virginia	39.7	37.8	-1.9
Wyoming	37.4	37.1	-0.3
Arizona	31.5	31.0	-0.5
Maine	38.8	33.6	-5.2
Montana	45.6	35.7	-9.9
Oklahoma*	27.3	25.5	-1.8
Vermont	46.0	38.3	-7.7
National Average	35.0	32.9	-2.1

*—Initial ACGR scores are taken from 2013 for Kentucky and Oklahoma and from 2014 for Idaho, as those states were not yet reporting Adjusted Cohort Graduation Rates in 2011

Appendix N • State ESSA Plan's Graduation Rate Goals

State	2011 ACGR	2017 ACGR	ACGR Growth 2011–2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Alabama	72%	89.30%	17.30%	Y	93.62% by 2030	Yes (5-year rate)	Yes (95% by 2030)
Alaska	68%	78.20%	10.20%	Y	90% by 2027	Yes (5-year rate)	Yes (93% by 2027
Arizona	78%	78.00%	0.00%	Y	90% by 2030	Yes (5-, 6-, and 7-year rates)	No
Arkansas	81%	88.00%	7.00%	Y	94% by 2028	Yes (5-year rate)	Yes (97% by 2028)
California	76%	82.70%	6.70%	Y	By 2022, all HS and student subgroups will be in the 90–95% grad rate range and maintaining or increasing graduation rate	No (Exploring use of 5-year rates)	No
Colorado	74%	79.10%	5.10%	Y	90.3% by 6 years following baseline	Yes (5-, 6-, and 7-year rates)	Yes (Close the between baseline and 100 percent by 25 percent for 7-year rates within 5 years)
Connecticut	83%	87.90%	4.90%	Y	94% by 2029	Yes (6-year rate)	No (Set target of 94%)
Delaware	78%	86.90%	8.90%	Y	92.1% by 2030	Yes (5- and 6-year rates)	Yes (92.9% 5-year rate by 2030; 93% 6-year rate by 2030)
District of Columbia	59%	73.20%	14.20%	Y	90% by 2039	No	No
Florida	71%	82.30%	11.30%	Y	85% by 2020	No	No
Georgia	67%	80.60%	13.60%	Y	Schools must close the gap between baseline and 100% by 45% over 15 years (average of 3% increase per year); once schools hit 90%, they will be expected to maintain or increase rate	Yes (5-year rate)	Yes (Schools must close gap between baseline and 100%, increasing 5-year rate 3% a year on average)
Hawaii	80%	82.70%	2.70%	Y	90% by 2025	No	No
Idaho	†	79.70%	†	Y	95% by 2023	No (currently developing a 5-year cohort graduation rate calculation)	No
Illinois	84%	87.00%	3.00%	Y	90% by 2032	Yes (5- and 6-year rates)	Yes (92% 5-year rate by 2032; 92.5% 6-year rate by 2032)
Indiana	86%	83.80%	-2.20%	Y	87.9% by 2023	Yes (5-year rate)	No (Will use the 4-year rate, plus the difference between 4- and 5-year rates for grad rate indicator)
Iowa	88%	91.00%	3.00%	Y	95% by 2022	Yes (5-year rate)	Yes (97% by 2022)
Kansas	83%	86.50%	3.50%	Y	95% by 2030	No	No
Kentucky	†	89.70%	†	Y	Between 2019 and 2030, schools must reduce the number of students not graduating in 4 years by 50%. 2019 baseline will be determined by calculated based on graduation rate data from 2014–2016.	Yes (5-year rate)	Yes (Reduce the number of students not graduating within 5 years by 50% by 2030 using same calculation as for 4-year rate goal)
Louisiana	71%	78.10%	7.10%	Y	90% by 2025	No	No
Maine	84%	86.90%	2.90%	Y	90% by 2030	Yes	Yes (92% by 2030)
Maryland	83%	87.70%	4.70%	Y	88.49% by 2020	Yes (5-year rate)	Yes (89.78% by 2020)
Massachusetts	83%	88.30%	5.30%	Y	91% by 2020	Yes (Using "extended engagement rate" to include 5-year graduates + students still enrolled after 5 years as SQSS indicator)	No
Michigan	74%	80.20%	6.20%	Y	94.44% by 2025	Yes (5- and 6-year rates)	Yes (96.49% 5-year rate by 2025; 97% 6-year rate by 2025)
Minnesota	77%	82.70%	5.70%	Y	90% by 2020	No	No
Mississippi	75%	83.00%	8.00%	Y	90% by 2025	No	No

Appendix N • State ESSA Plan's Graduation Rate Goals *(continued)*

State	2011 ACGR	2017 ACGR	ACGR Growth 2011–2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Missouri	81%	88.30%	7.30%	Y	Cut failure to graduate rate (4-years) by half over 10 years; this translates to an annual improvement rate of one-half of one percentage point gain per year.	No	No
Montana	82%	85.80%	3.80%	Y	89.5% by 2022	No	No
Nebraska	86%	89.10%	3.10%	Y	94.4% by 2026	Yes (7-year rate)	Yes (96% 7-year rate by 2026)
Nevada	62%	80.90%	18.90%	Y	84% by 2022	Yes (5-year rate)	Yes (86% by 2022)
New Hampshire	86%	88.90%	2.90%	Y	93.96% by 2025	Yes (5-year rates)	No (Will use the 5-year rate as part of their graduation rate indicator)
New Jersey	83%	90.50%	7.50%	Y	95% by 2030	Yes (5-year rates)	Yes (96% by 2030)
New Mexico	63%	71.10%	8.10%	Y	84.5% by 2022	Yes (5- and 6-year rates)	Yes (88% 5-year rate by 2021; 90% 6-year rate by 2020)
New York	77%	81.80%	4.80%	Y	83.3% by 2022 (Will re-evaluate annually to reach ultimate end goal of 95%)	Yes (5-year rate)	Yes (85.6% by 2022; will re-evaluate annually to reach ultimate end goal of 96%)
North Carolina	78%	86.60%	8.60%	Y	95% by 2027	No (Reports 5-year rates but is not including them in their accountability plan)	No
North Dakota	86%	87.20%	1.20%	Y	90% by 2024	Yes (5- and 6-year rates)	Yes (92% 5-year rate by 2024; 93% 6-year rate by 2024)
Ohio	80%	84.20%	4.20%	Y	93% by 2026	Yes (5-year rate)	95% by 2026
Oklahoma	†	82.60%	†	Y	90% by 2025	Yes (5- and 6-year rates)	No (Will set goals moving forward)
Oregon	68%	76.70%	8.70%	Y	90% by 2025	Yes (5-year rate)	Yes (93% by 2025)
Pennsylvania	83%	86.60%	3.60%	Y	92.4% by 2030	Yes (5-year rate)	Yes (93.5% by 2030)
Rhode Island	77%	84.10%	7.10%	Y	95% by 2025	Yes (5- and 6-year rates)	No (Using an equally-weighted composite of 4-, 5-, and 6-year rates as grad rate indicator)
South Carolina	74%	83.60%	9.60%	Y	90% by 2035	No	No
South Dakota	83%	83.70%	0.70%	Y	100% by 2031	No	No
Tennessee	86%	89.80%	3.80%	Y	95% by 2025	No (will report ER grad rates publicy but not count towards accountability)	No
Texas	86%	89.70%	3.70%	Y	94% by 2032	Yes (5- and 6-year rates)	Yes (96% 5-year rate by 2031; 97% 6-year rate by 2030)
Utah	76%	86.00%	10.00%	Y	90.1% by 2022	No	No
Vermont	87%	89.10%	2.10%	Y	90% by 2025; 100% of schools will have a 90% graduation rate by 2025; grad rate indicator will be based on average of 4- and 6-year rate	Yes (6-year rate)	Yes (By 2025, 100% of schools will have 100% of students meet graduation proficiences within 6 years)
Virginia	82%	86.90%	4.90%	Y	84% by 2025	Yes (5- and 6-year rates)	Yes (85% 5-year rate by 2025; 86% 6-year rate by 2025)
Washington	76%	79.40%	3.40%	Y	90% by 2027	No	No (Will include upward adjustment for schools graduating relatively high percentages of students in extended timeframe; will report 5-, 6-, and 7-year grad rates on state report card)
West Virginia	78%	89.40%	11.40%	Y	95% by 2030	Yes (5-year rate)	No
Wisconsin	87%	88.60%	1.60%	Y	90.4% by 2023	Yes (7-year rate)	93.5% by 2023
Wyoming	80%	86.20%	6.20%	Y	88% within 15 years	No	No

Appendix O • State ESSA Student Subgroup Graduation Rate Goals

State	Baseline Year	Long-Term Goal Year	Baseline Black ACGR	Black Long-Term 4-Year Grad Rate Goal	Baseline Hispanic ACGR	Hispanic Long-Term 4-Year Grad Rate Goal	Baseline White ACGR	White Long-Term 4-Year Grad Rate Goal	Baseline Native American ACGR	Native American Long-Term 4-Year Grad Rate Goal
Alabama	2015–16	2030	84.51%	92.31%	86.52%	93.28%	88.61%	94.33%	86.36%	93.12%
Alaska	2016–17	2026–27	73.90%	90%	77.40%	90%	82.10%	90%	68.90%	90%
Arizona[1]	2015	2030	74%	90%	72%	90%	84%	90%	66%	90%
Arkansas	2015–16	2030	81.53%	94%	85.71%	94%	89.20%	94%	N/A	N/A
California[4]	2014–15	2021–22	81.50%	90%	86.30%	90%	92.00%	0.50	82.90%	90%
Colorado	2015–16	2021–22	71.80%	78.90%	69.90%	77.40%	84.40%	88.30%	62.00%	71.50%
Connecticut	2015–16	2028–29	78.10%	94%	74.80%	94%	92.70%	94%	87.10%	94%
Delaware	2014–15	2030	81.80%	90.60%	79.80%	90%	87%	93.50%	65.80%	82.90%
District of Columbia	2014–15	2038–39	63.90%	90%	65.60%	90%	84.50%	90%	DS	90%
Florida[2]	2014–15	2019–20	14.8	9.8	6	4	-8.1	-5.4	N/A	N/A
Georgia	2017	2031	76.20%	86.85%	73.38%	85.38%	83.05%	90.70%	69.34%	83.14%
Hawaii	2016	2025	77%	90%	74%	90%	82%	90%	79%	90%
Idaho	2016	2022	77.80%	94.50%	73.70%	93.40%	81.30%	95.30%	58.50%	89.60%
Illinois	2016	2032	74.60%	90%	81.30%	90%	90.40%	90%	79.30%	90%
Indiana	2016–17	2023	62.10%	81.10%	71.90%	86%	78.40%	89.20%	68.90%	84.50%
Iowa	2015–16	2021–22	79.70%	95%	84.50%	95%	92.90%	95%	80.60%	95%
Kansas	2016	2030	77.10%	95%	79.90%	95%	88.80%	95%	72.50%	95%
Kentucky	2018–19	2029–30	83.20%	89.10%	85.50%	90.30%	91.90%	93.50%	83.40%	89.20%
Louisiana	2014–15	2025	71.40%	90%	74.90%	90%	82.70%	90%	N/A	N/A
Maine	2016	2030	76.77%	90%	83.46%	90%	87.29%	90%	84.91%	90%
Maryland	2011	2020	74.02	84.51%	73.44%	84.22%	88.27%	91.64%	75.93%	85.47%
Massachusetts	2015	2020	77.50%	84%	72.20%	90%	91.60%	94%	79.50%	85.40%
Michigan	2015–16	2024–25	67.31%	94.44%	72.07%	94.44%	83.48%	94.44%	70.88%	94.44%
Minnesota	2012	2020	51.49%	85%	54.30%	85%	84.58%	85%	45.20%	85%
Mississippi	2015–16	2024–25	78.90%	88.60%	81.80%	89.80%	85.80%	91.50%	87.50%	92.20%
Missouri	2017	2026	83.70%	89.50%	86.90%	91.60%	93.50%	95.80%	89%	93%
Montana	2016	2022	N/A	N/A	N/A	N/A	87.30%	91.00%	65.60%	76.00%
Nebraska	2014–15	2026	75.00%	87.72%	82%	90.80%	93%	96.25%	76%	88.19%
Nevada	2016	2022	56.50%	75%	69.70%	82%	79.90%	89%	64.70%	80%
New Hampshire[5]	2017	2025	80.70%	86.20%	75.73%	81.50%	89.54%	93.96%	75.73%	81.50%
New Jersey	2015–16	2029–30	82.14%	95%	83.35%	95%	94.24%	95%	83.22%	95%
New Mexico	2016	2022	61%	78%	71%	84%	76%	88%	63%	79%
New York[6]	2015–16	2021–22	69.30%	74.40%	68.90%	74.10%	89.20%	90.40%	66.50%	72.20%
North Carolina	2016	2027	82.90%	95.00%	80.10%	95.00%	88.60%	95.00%	82.00%	95.00%
North Dakota	2015–16	2023–24	75.60%	90%	74.70%	90%	90.50%	90%	59.70%	90%
Ohio	2015–16	2025–26	65.00%	82.50%	72.00%	86.00%	87.40%	93.00%	76.40%	88.20%
Oklahoma	2016	2025	77.10%	90.00%	77.80%	90.00%	83.20%	90.00%	81.40%	90.00%
Oregon	2015–16	2024–25	63%	90%	67%	90%	76%	90%	63%	90%
Pennsylvania	2014–15	2029–30	71.80%	85.90%	69.50%	84.80%	89.30%	94.70%	76.20%	88.10%
Rhode Island	2016	2031	81%	95.00%	79.00%	95.00%	88.00%	95.00%	72.00%	95.00%
South Carolina[7]	2017	2035	80.30%	90.00%	79.90%	90.00%	84.10%	90.00%	74.10%	90.00%
South Dakota	2016–17	2030–31	77.69%	100.00%	70.77%	100.00%	89.56%	100.00%	50.00%	100.00%
Tennessee	2015–16	2024–25	82.30%	92.30%	83.70%	92.90%	91.30%	96.20%	86.50%	94.10%
Texas	2015	2032	85.20%	94.00%	86.50%	94.00%	93.40%	94.00%	86.30%	94.00%
Utah	2016	2022	74.10%	82.70%	75.10%	83.40%	87.90%	91.90%	71.40%	80.90%
Vermont	2016	2025	79.80%	90%	80.90%	90%	88.80%	90%	80.40%	90%
Virginia	2015–16	2024–25	82.00%	84.00%	81.00%	84.00%	86.00%	Maintain Progess	N/A	N/A
Washington[3]	2016–17	2027	70.70%	90.00%	72.30%	90.00%	81.50%	90.00%	60.60%	90.00%
West Virginia	2015–16	2029–30	87.74%	95.00%	89.04%	95.00%	89.94%	95.00%	88.00%	95.00%
Wisconsin	2015	2021	64.00%	80.10%	77.50%	86.80%	92.90%	94.50%	78.10%	87.10%
Wyoming	2015–16	2030–31	81.00%	88.00%	74.00%	88.00%	82.00%	88.00%	53.00%	88.00%

Appendix O • State ESSA Student Subgroup Graduation Rate Goals *(continued)*

State	Baseline Low-Income ACGR	Low-Income Long-Term 4-Year Grad Rate Goal	Baseline SWD ACGR	SWD Long-Term 4-Year Grad Rate Goal	Baseline EL ACGR	EL Long-Term 4-Year Grad Rate Goal
Alabama	80.92%	90.41%	54.05%	77.06%	64.41%	82.22%
Alaska	72.10%	90%	58.70%	90%	57.70%	90%
Arizona[1]	73%	90%	66%	90%	25%*	90%
Arkansas	83.79%	94%	84.29%	94%	85.71%	94%
California[4]	85.30%	90%	69.00%	90%	77.70%	90%
Colorado	67.80%	75.90%	57.20%	67.90%	61.40%	71.10%
Connecticut	76%	94%	65.60%	94%	66.70%	94%
Delaware	73.70%	86.80%	63.70%	81.90%	68.70%	84.30%
District of Columbia	65.80%	90%	42.90%	90%	59.60%	90%
Florida[2]	15.3	10.2	23.8	15.9	19.8	13.2
Georgia	75.33%	86.43%	56.59%	76.09%	56.46%	76.11%
Hawaii	78%	90%	59%	90%	69%	90%
Idaho	72%	93%	60.50%	90.10%	73.30%	93.30%
Illinois	76.70%	90%	70.60%	90%	71.90%	90%
Indiana	69.20%	84.60%	43.90%	72%	52.60%	76.30%
Iowa	83.90%	95%	69.50%	95%	80.80%	95%
Kansas	77.70%	95%	77.40%	95%	77.70%	95%
Kentucky	88%	91.50%	71.80%	83.40%	72.40%	83.70%
Louisiana	70.80%	90%	44.30%	90%	50.20%	90%
Maine	77.77%	90%	72.19%	90%	78.14%	90%
Maryland	74.11%	84.55%	54.72%	74.86%	56.98%	75.99%
Massachusetts	78.20%	84.50%	69.90%	78.60%	64%	74.40%
Michigan	67.48%	94.44%	57.12%	94.44%	72.14%	94.44%
Minnesota	61.70%	85%	55.95%	85%	52.46%	85%
Mississippi	78.80%	88.50%	34.70%	70%	55.90%	78.90%
Missouri	86.10%	91.10%	73.50%	78%	75.20%	84%
Montana	76.40%	82.90%	77.80%	85.10%	58.70%	73.30%
Nebraska	82%	90.69%	70%	86%	55%	77%
Nevada	66.70%	81%	29.30%	60%	42.60%	70%
New Hampshire[5]	77.42%	83.10%	73.75%	79.62%	77.72%	83.38%
New Jersey	82.71%	95%	78.80%	95%	74.65%	95%
New Mexico	67%	82%	62%	79%	67%	82%
New York[6]	73.20%	77.60%	55.30%	63.20%	46.60%	56.30%
North Carolina	80.60%	95.00%	68.90%	95.00%	57.20%	95.00%
North Dakota	70%	90%	67.40%	90%	60%	90%
Ohio	71.40%	85.70%	69.20%	84.60%	54.40%	77.20%
Oklahoma	75.90%	90.00%	74.40%	90.00%	57.90%	90.00%
Oregon	66%	90%	53.00%	90%	51%	90%
Pennsylvania	75.90%	88.00%	71.50%	85.80%	62.60%	81.30%
Rhode Island	79.00%	95.00%	67.00%	95.00%	79.00%	95.00%
South Carolina[7]	87.70%	90.00%	52.10%	90.00%	76.00%	90.00%
South Dakota	66.94%	100.00%	60.42%	100.00%	59.50%	100.00%
Tennessee	85.50%	93.70%	71.80%	87.70%	75.60%	89.30%
Texas	85.60%	94.00%	78.20%	94.00%	71.50%	94.00%
Utah	75.60%	83.70%	70.20%	80.10%	65.70%	77.10%
Vermont	78%	90%	71.90%	90%	68.10%	90%
Virginia	77.00%	84.00%	52.00%	84.00%	62.00%	84.00%
Washington[3]	69.40%	90.00%	58.10%	90.00%	57.6	90.00%
West Virginia	83.57%	95.00%	76.87%	95.00%	92.66%	95.00%
Wisconsin	77.30%	87.30%	67.50%	81.20%	62.20%	77.60%
Wyoming	69.00%	88.00%	65.00%	88.00%	70.00%	88.00%

All baseline graduation rates reflect what is reported in the state's approved ESSA plans, as posted by the Department of Education.
DS = Data Suppressed
(1)In 2017, Arizona is changing their methodology for determining EL subgroup graduation from counting only students still considered to be EL in 12th grade to all students who were ever classified as EL during high school. Baseline and interim progress goals will be adjusted accordingly under new methodology.
(2)Florida's graduation rate goal for student subgroups is based on closing defined gaps between White and Hispanic students, White and Black students, White and Asian students, low-income and non-low-income students, students with disabilities and students w/o disabilities, and ELs and non-ELs.
(3) Washington's projected 2017 Graduation Rates are provided in their state plan, which are used here for the baseline subgroup grad rates
(4) California's subgroup goal for white students is based on increasing from the baseline.
(5) While New Hampshire is using the 2016–17 school year as their plans baseline, graduation rates for the 2014–15 and 2015–16 school year are used as graduation rate data are lagged. The 2015–16 baseline numbers from the approved New Hampshire plan are reflected in this appendix.
(6) New York also has an "end goal" of a 95% graduation for all student subgroups but no date by which to reach them
(7) South Carolina has a goal of reducing the number of students who do not graduate within 4-years by 50 percent by 2026.

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
ARIZONA	American Virtual Academy	2,465	13.5%	18	3,748		0.0%
ARIZONA	Phoenix Union High School District	1,076	5.9%	82	27,268	110	10.2%
ARIZONA	Mesa Unified District	973	5.3%	79	18,749	48	4.9%
ARIZONA	Tucson Unified District	465	2.6%	85	13,695	44	9.5%
ARIZONA	GAR LLC dba Student Choice High School	450	2.5%	23	1,406		0.0%
ARIZONA	Ombudsman Educational Services Ltd. a subsidiary of Educ 1	450	2.5%	23	1,053	44	9.8%
ARIZONA	Maricopa County Regional District	394	2.2%	0.5	554	19	4.8%
ARIZONA	Glendale Union High School District	382	2.1%	89	15,029	47	12.3%
ARIZONA	Tempe Union High School District	381	2.1%	88	13,644	49	12.9%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 2	367	2.0%	36	1,859		0.0%
ARIZONA	Educational Options Foundation	365	2.0%	12	812	14	3.8%
ARIZONA	Paradise Valley Unified District	345	1.9%	88	10,076	18	5.2%
ARIZONA	Chandler Unified District #80	286	1.6%	92	14,743	24	8.4%
ARIZONA	Tolleson Union High School District	274	1.5%	90	11,909	19	6.9%
ARIZONA	Gilbert Unified District	272	1.5%	91	11,611	13	4.8%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 1	243	1.3%	32	680	2	0.8%
CALIFORNIA	Los Angeles Unified	7,598	13.9%	77	184,007	715	9.4%
CALIFORNIA	Kern High	1,039	1.9%	89	39,520	71	6.8%
CALIFORNIA	Sweetwater Union High	1,018	1.9%	86	28,745	35	3.4%
CALIFORNIA	Antelope Valley Union High	928	1.7%	82	22,227	204	22.0%
CALIFORNIA	Orange County Department of Education	909	1.7%	31	3,736	26	2.9%
CALIFORNIA	Long Beach Unified	900	1.6%	85	23,381	148	16.4%
CALIFORNIA	San Diego Unified	886	1.6%	87	37,162	82	9.3%
CALIFORNIA	East Side Union High	840	1.5%	86	26,779	30	3.6%
CALIFORNIA	Anaheim Union High	734	1.3%	86	20,579	22	3.0%
CALIFORNIA	Grossmont Union High	703	1.3%	82	21,212	47	6.7%
CALIFORNIA	Oakland Unified	679	1.2%	73	13,885	179	26.4%
CALIFORNIA	Chaffey Joint Union High	658	1.2%	89	23,840	42	6.4%
CALIFORNIA	San Francisco Unified	616	1.1%	85	21,064	63	10.2%
CALIFORNIA	Fresno Unified	607	1.1%	86	19,720	69	11.4%
CALIFORNIA	Oxnard Union High	595	1.1%	85	16,760	10	1.7%
CALIFORNIA	San Diego County Office of Education	553	1.0%	19	1,465	47	8.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
ARIZONA	American Virtual Academy	979	39.7%	277	11.2%	171	6.9%
ARIZONA	Phoenix Union High School District	821	76.3%	215	20.0%	4507	418.9%
ARIZONA	Mesa Unified District	487	50.1%	202	20.8%	1605	165.0%
ARIZONA	Tucson Unified District	266	57.2%	94	20.2%	1263	271.6%
ARIZONA	GAR LLC dba Student Choice High School	275	61.1%	22	4.9%		0.0%
ARIZONA	Ombudsman Educational Services Ltd. a subsidiary of Educ 1	274	60.9%	30	6.7%		0.0%
ARIZONA	Maricopa County Regional District	344	87.3%	20	5.1%	2	0.5%
ARIZONA	Glendale Union High School District	172	45.0%	119	31.2%	2	0.5%
ARIZONA	Tempe Union High School District	158	41.5%	73	19.2%		0.0%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 2	70	19.1%	54	14.7%	70	19.1%
ARIZONA	Educational Options Foundation		0.0%	22	6.0%		0.0%
ARIZONA	Paradise Valley Unified District	152	44.1%	57	16.5%	513	148.7%
ARIZONA	Chandler Unified District #80	112	39.2%	71	24.8%	576	201.4%
ARIZONA	Tolleson Union High School District	211	77.0%	52	19.0%	1194	435.8%
ARIZONA	Gilbert Unified District	73	26.8%	64	23.5%	458	168.4%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 1	196	80.7%	26	10.7%	94	38.7%
CALIFORNIA	Los Angeles Unified	6123	80.6%	1811	23.8%	23465	308.8%
CALIFORNIA	Kern High	667	64.2%	271	26.1%	6465	622.2%
CALIFORNIA	Sweetwater Union High	830	81.5%	271	26.6%	4295	421.9%
CALIFORNIA	Antelope Valley Union High	612	65.9%	307	33.1%	3412	367.7%
CALIFORNIA	Orange County Department of Education	651	71.6%	201	22.1%	298	32.8%
CALIFORNIA	Long Beach Unified	571	63.4%	232	25.8%	3747	416.3%
CALIFORNIA	San Diego Unified	561	63.3%	332	37.5%	3761	424.5%
CALIFORNIA	East Side Union High	541	64.4%	199	23.7%	3236	385.2%
CALIFORNIA	Anaheim Union High	541	73.7%	206	28.1%	3513	478.6%
CALIFORNIA	Grossmont Union High	283	40.3%	209	29.7%	1992	283.4%
CALIFORNIA	Oakland Unified	380	56.0%	162	23.9%	1633	240.5%
CALIFORNIA	Chaffey Joint Union High	453	68.8%	197	29.9%	3706	563.2%
CALIFORNIA	San Francisco Unified	279	45.3%	131	21.3%	2636	427.9%
CALIFORNIA	Fresno Unified	426	70.2%	177	29.2%	3281	540.5%
CALIFORNIA	Oxnard Union High	528	88.7%	135	22.7%	2580	433.6%
CALIFORNIA	San Diego County Office of Education	397	71.8%	131	23.7%	127	23.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
ARIZONA	American Virtual Academy	10	0.4%	1	2465	100.0%
ARIZONA	Phoenix Union High School District	179	16.6%	2	177	16.4%
ARIZONA	Mesa Unified District	64	6.6%	2	175	18.0%
ARIZONA	Tucson Unified District	34	7.3%	2	137	29.5%
ARIZONA	GAR LLC dba Student Choice High School	7	1.6%	2	450	100.0%
ARIZONA	Ombudsman Educational Services Ltd. a subsidiary of Educ 1	19	4.2%	4	333	74.0%
ARIZONA	Maricopa County Regional District	94	23.9%	1	291	73.9%
ARIZONA	Glendale Union High School District	37	9.7%	1	52	13.6%
ARIZONA	Tempe Union High School District	18	4.7%	1	105	27.6%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 2		0.0%	2	364	99.2%
ARIZONA	Educational Options Foundation	4	1.1%	2	368	100.8%
ARIZONA	Paradise Valley Unified District	22	6.4%	1	101	29.3%
ARIZONA	Chandler Unified District #80	3	1.0%	1	27	9.4%
ARIZONA	Tolleson Union High School District	21	7.7%	0	0	0.0%
ARIZONA	Gilbert Unified District	8	2.9%	0	0	0.0%
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 1	24	9.9%	4	168	69.1%
CALIFORNIA	Los Angeles Unified	2967	39.0%	32	2352	31.0%
CALIFORNIA	Kern High	264	25.4%	4	328	31.6%
CALIFORNIA	Sweetwater Union High	371	36.4%	1	128	12.6%
CALIFORNIA	Antelope Valley Union High	259	27.9%	3	684	73.7%
CALIFORNIA	Orange County Department of Education	318	35.0%	5	958	105.4%
CALIFORNIA	Long Beach Unified	283	31.4%	3	356	39.6%
CALIFORNIA	San Diego Unified	328	37.0%	8	958	108.1%
CALIFORNIA	East Side Union High	326	38.8%	3	889	105.8%
CALIFORNIA	Anaheim Union High	309	42.1%	3	305	41.6%
CALIFORNIA	Grossmont Union High	186	26.5%	0	0	0.0%
CALIFORNIA	Oakland Unified	303	44.6%	7	426	62.7%
CALIFORNIA	Chaffey Joint Union High	203	30.9%	1	161	24.5%
CALIFORNIA	San Francisco Unified	300	48.7%	6	1002	162.7%
CALIFORNIA	Fresno Unified	196	32.3%	6	414	68.2%
CALIFORNIA	Oxnard Union High	261	43.9%	2	224	37.6%
CALIFORNIA	San Diego County Office of Education		0.0%	2	520	94.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
ARIZONA	American Virtual Academy	1	0	0	0	1
ARIZONA	Phoenix Union High School District	1	0	0	1	0
ARIZONA	Mesa Unified District	2	0	0	0	1
ARIZONA	Tucson Unified District	2	0	0	0	1
ARIZONA	GAR LLC dba Student Choice High School	2	0	0	0	0
ARIZONA	Ombudsman Educational Services Ltd. a subsidiary of Educ 1	4	0	0	0	0
ARIZONA	Maricopa County Regional District	1	0	0	0	0
ARIZONA	Glendale Union High School District	0	0	0	1	0
ARIZONA	Tempe Union High School District	1	0	0	0	0
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 2	2	0	0	0	2
ARIZONA	Educational Options Foundation	2	0	0	0	1
ARIZONA	Paradise Valley Unified District	1	0	0	0	0
ARIZONA	Chandler Unified District #80	1	0	0	0	1
ARIZONA	Tolleson Union High School District	0	0	0	0	0
ARIZONA	Gilbert Unified District	0	0	0	0	0
ARIZONA	Portable Practical Educational Preparation Inc. (PPEP In 1	4	0	0	0	0
CALIFORNIA	Los Angeles Unified	10	9	0	13	0
CALIFORNIA	Kern High	1	0	0	3	0
CALIFORNIA	Sweetwater Union High	1	0	0	0	0
CALIFORNIA	Antelope Valley Union High	1	0	0	2	0
CALIFORNIA	Orange County Department of Education	2	1	0	2	1
CALIFORNIA	Long Beach Unified	0	0	0	3	0
CALIFORNIA	San Diego Unified	4	2	0	2	1
CALIFORNIA	East Side Union High	2	0	0	1	0
CALIFORNIA	Anaheim Union High	0	1	0	2	0
CALIFORNIA	Grossmont Union High	0	0	0	0	0
CALIFORNIA	Oakland Unified	2	0	0	5	0
CALIFORNIA	Chaffey Joint Union High	0	0	0	1	0
CALIFORNIA	San Francisco Unified	2	0	0	4	0
CALIFORNIA	Fresno Unified	3	0	0	3	0
CALIFORNIA	Oxnard Union High	0	0	0	2	0
CALIFORNIA	San Diego County Office of Education	0	0	0	2	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
CALIFORNIA	Stockton Unified	539	1.0%	76	10,721	71	13.2%
CALIFORNIA	Los Angeles County Office of Education	516	0.9%	45	4,858	139	26.9%
CALIFORNIA	West Contra Costa Unified	472	0.9%	79	9,264	103	21.8%
CALIFORNIA	Modesto City High	466	0.8%	87	15,263	22	4.7%
CALIFORNIA	Santa Ana Unified	431	0.8%	88	16,590	4	0.9%
CALIFORNIA	Sacramento City Unified	429	0.8%	84	12,686	100	23.3%
CALIFORNIA	Kern County Office of Education	379	0.7%	29	1,732	50	13.2%
CALIFORNIA	Elk Grove Unified	376	0.7%	92	19,783	102	27.1%
CALIFORNIA	Montebello Unified	375	0.7%	84	8,990	2	0.5%
CALIFORNIA	Huntington Beach Union High	373	0.7%	91	16,004	13	3.5%
CALIFORNIA	San Bernardino City Unified	372	0.7%	89	14,911	73	19.6%
CALIFORNIA	Garden Grove Unified	369	0.7%	90	14,265	3	0.8%
CALIFORNIA	San Joaquin County Office of Education	368	0.7%	31	2,651	69	18.8%
CALIFORNIA	Salinas Union High	353	0.6%	86	10,748	3	0.8%
CALIFORNIA	Victor Valley Union High	351	0.6%	81	9,619	100	28.5%
CALIFORNIA	San Juan Unified	350	0.6%	88	16,496	51	14.6%
CALIFORNIA	El Monte Union High	345	0.6%	85	8,786	3	0.9%
CALIFORNIA	Santa Rosa High	344	0.6%	83	7,922	7	2.0%
CALIFORNIA	San Bernardino County Office of Education	326	0.6%	23	1,065	68	20.9%
CALIFORNIA	Escondido Union High	323	0.6%	83	9,405	6	1.9%
CALIFORNIA	Fairfield-Suisun Unified	323	0.6%	80	6,277	60	18.6%
COLORADO	School District No. 1 in the county of Denver and State of C	1,739	13.6%	70	24,599	280	16.1%
COLORADO	Falcon, School District No. 49, in the county of El Paso and	1,090	8.5%	56	8,536	36	3.3%
COLORADO	Jefferson County School District No. R-1	975	7.6%	85	26,417	18	1.8%
COLORADO	State Charter School Institute	644	5.0%	53	5,378	37	5.7%
COLORADO	Colorado Springs, School District No. 11, in the county of E	633	4.9%	70	8,149	68	10.7%
COLORADO	Aurora, Joint District No. 28 of the counties of Adams and A	607	4.7%	77	10,962	120	19.8%
COLORADO	Cherry Creek, School District No. 5, in the county of Arapah	445	3.5%	89	17,055	61	13.7%
COLORADO	Adams 12 Five Star Schools	440	3.4%	84	11,587	18	4.1%
FLORIDA	DADE	3,894	13.7%	86	109,637	1146	29.4%
FLORIDA	BROWARD	3,221	11.3%	84	82,298	1729	53.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
CALIFORNIA	Stockton Unified	359	66.6%	158	29.3%	1603	297.4%
CALIFORNIA	Los Angeles County Office of Education	320	62.0%	201	39.0%	243	47.1%
CALIFORNIA	West Contra Costa Unified	296	62.7%	124	26.3%	1391	294.7%
CALIFORNIA	Modesto City High	273	58.6%	153	32.8%	2276	488.4%
CALIFORNIA	Santa Ana Unified	411	95.4%	127	29.5%	3064	710.9%
CALIFORNIA	Sacramento City Unified	175	40.8%	127	29.6%	1804	420.5%
CALIFORNIA	Kern County Office of Education	258	68.1%	69	18.2%	154	40.6%
CALIFORNIA	Elk Grove Unified	121	32.2%	151	40.2%	2622	697.3%
CALIFORNIA	Montebello Unified	353	94.1%	88	23.5%	1849	493.1%
CALIFORNIA	Huntington Beach Union High	170	45.6%	122	32.7%	1695	454.4%
CALIFORNIA	San Bernardino City Unified	253	68.0%	138	37.1%	2887	776.1%
CALIFORNIA	Garden Grove Unified	193	52.3%	97	26.3%	2697	730.9%
CALIFORNIA	San Joaquin County Office of Education	200	54.3%	72	19.6%	157	42.7%
CALIFORNIA	Salinas Union High	317	89.8%	53	15.0%	1762	499.2%
CALIFORNIA	Victor Valley Union High	186	53.0%	112	31.9%	1392	396.6%
CALIFORNIA	San Juan Unified	82	23.4%	109	31.1%	1370	391.4%
CALIFORNIA	El Monte Union High	270	78.3%	84	24.3%	1869	541.7%
CALIFORNIA	Santa Rosa High	189	54.9%	107	31.1%	1024	297.7%
CALIFORNIA	San Bernardino County Office of Education	182	55.8%		0.0%	96	29.4%
CALIFORNIA	Escondido Union High	271	83.9%	68	21.1%	1214	375.9%
CALIFORNIA	Fairfield-Suisun Unified	167	51.7%	94	29.1%	791	244.9%
COLORADO	School District No. 1 in the county of Denver and State of C	1070	61.5%	450	25.9%	2930	168.5%
COLORADO	Falcon, School District No. 49, in the county of El Paso and	516	47.3%	189	17.3%	676	62.0%
COLORADO	Jefferson County School District No. R-1	396	40.6%	200	20.5%	1712	175.6%
COLORADO	State Charter School Institute	327	50.8%	52	8.1%	301	46.7%
COLORADO	Colorado Springs, School District No. 11, in the county of E	204	32.2%	113	17.9%	806	127.3%
COLORADO	Aurora, Joint District No. 28 of the counties of Adams and A	348	57.3%	114	18.8%	1558	256.7%
COLORADO	Cherry Creek, School District No. 5, in the county of Arapah	141	31.7%	122	27.4%	1199	269.4%
COLORADO	Adams 12 Five Star Schools	203	46.1%	89	20.2%	902	205.0%
FLORIDA	DADE	2712	69.6%	488	12.5%	17029	437.3%
FLORIDA	BROWARD	858	26.6%	478	14.8%	9382	291.3%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
CALIFORNIA	Stockton Unified	180	33.4%	2	225	41.7%
CALIFORNIA	Los Angeles County Office of Education	131	25.4%	2	328	63.6%
CALIFORNIA	West Contra Costa Unified	224	47.5%	1	152	32.2%
CALIFORNIA	Modesto City High	116	24.9%	1	206	44.2%
CALIFORNIA	Santa Ana Unified	258	59.9%	2	181	42.0%
CALIFORNIA	Sacramento City Unified	110	25.6%	2	149	34.7%
CALIFORNIA	Kern County Office of Education	96	25.3%	3	379	100.0%
CALIFORNIA	Elk Grove Unified	78	20.7%	4	181	48.1%
CALIFORNIA	Montebello Unified	112	29.9%	1	144	38.4%
CALIFORNIA	Huntington Beach Union High	124	33.2%	2	123	33.0%
CALIFORNIA	San Bernardino City Unified	123	33.1%	4	408	109.7%
CALIFORNIA	Garden Grove Unified	196	53.1%	0	0	0.0%
CALIFORNIA	San Joaquin County Office of Education	80	21.7%	4	526	142.9%
CALIFORNIA	Salinas Union High	174	49.3%	0	0	0.0%
CALIFORNIA	Victor Valley Union High	62	17.7%	2	392	111.7%
CALIFORNIA	San Juan Unified	68	19.4%	4	544	155.4%
CALIFORNIA	El Monte Union High	181	52.5%	1	118	34.2%
CALIFORNIA	Santa Rosa High	104	30.2%	1	67	19.5%
CALIFORNIA	San Bernardino County Office of Education	51	15.6%	2	242	74.2%
CALIFORNIA	Escondido Union High	171	52.9%	1	126	39.0%
CALIFORNIA	Fairfield-Suisun Unified	54	16.7%	1	155	48.0%
COLORADO	School District No. 1 in the county of Denver and State of C	648	37.3%	17	1011	58.1%
COLORADO	Falcon, School District No. 49, in the county of El Paso and	156	14.3%	3	943	86.5%
COLORADO	Jefferson County School District No. R-1	144	14.8%	5	430	44.1%
COLORADO	State Charter School Institute	252	39.1%	4	399	62.0%
COLORADO	Colorado Springs, School District No. 11, in the county of E	71	11.2%	4	168	26.5%
COLORADO	Aurora, Joint District No. 28 of the counties of Adams and A	293	48.3%	0	0	0.0%
COLORADO	Cherry Creek, School District No. 5, in the county of Arapah	67	15.1%	1	74	16.6%
COLORADO	Adams 12 Five Star Schools	109	24.8%	2	206	46.8%
FLORIDA	DADE	1177	30.2%	11	1371	35.2%
FLORIDA	BROWARD	516	16.0%	15	1834	56.9%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
CALIFORNIA	Stockton Unified	1	0	0	1	0
CALIFORNIA	Los Angeles County Office of Education	0	0	0	2	0
CALIFORNIA	West Contra Costa Unified	0	0	0	1	0
CALIFORNIA	Modesto City High	0	0	0	1	0
CALIFORNIA	Santa Ana Unified	0	0	0	2	0
CALIFORNIA	Sacramento City Unified	0	0	0	2	0
CALIFORNIA	Kern County Office of Education	0	1	0	2	0
CALIFORNIA	Elk Grove Unified	0	0	0	4	1
CALIFORNIA	Montebello Unified	0	0	0	1	0
CALIFORNIA	Huntington Beach Union High	0	0	0	2	0
CALIFORNIA	San Bernardino City Unified	3	0	0	1	0
CALIFORNIA	Garden Grove Unified	0	0	0	0	0
CALIFORNIA	San Joaquin County Office of Education	0	1	0	3	0
CALIFORNIA	Salinas Union High	0	0	0	0	0
CALIFORNIA	Victor Valley Union High	1	0	0	1	0
CALIFORNIA	San Juan Unified	3	0	0	1	1
CALIFORNIA	El Monte Union High	0	0	0	1	0
CALIFORNIA	Santa Rosa High	0	0	0	1	0
CALIFORNIA	San Bernardino County Office of Education	0	1	0	1	0
CALIFORNIA	Escondido Union High	0	0	0	1	0
CALIFORNIA	Fairfield-Suisun Unified	0	0	0	1	0
COLORADO	School District No. 1 in the county of Denver and State of C	7	0	0	10	0
COLORADO	Falcon, School District No. 49, in the county of El Paso and	1	0	0	2	0
COLORADO	Jefferson County School District No. R-1	3	0	0	2	1
COLORADO	State Charter School Institute	3	0	0	1	0
COLORADO	Colorado Springs, School District No. 11, in the county of E	0	0	0	4	0
COLORADO	Aurora, Joint District No. 28 of the counties of Adams and A	0	0	0	0	0
COLORADO	Cherry Creek, School District No. 5, in the county of Arapah	1	0	0	0	0
COLORADO	Adams 12 Five Star Schools	0	0	0	2	0
FLORIDA	DADE	1	2	0	8	0
FLORIDA	BROWARD	1	1	0	13	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
FLORIDA	HILLSBOROUGH	1,990	7.0%	87	62,783	622	31.3%
FLORIDA	PALM BEACH	1,787	6.3%	88	58,723	697	39.0%
FLORIDA	ORANGE	1,605	5.6%	89	61,725	645	40.2%
FLORIDA	POLK	1,499	5.3%	80	29,582	343	22.9%
FLORIDA	DUVAL	1,278	4.5%	85	34,905	657	51.4%
GEORGIA	Gwinnett County	2,477	10.9%	82	56,851	881	35.6%
GEORGIA	DeKalb County	1,770	7.8%	75	27,757	1173	66.3%
GEORGIA	Cobb County	1,356	6.0%	85	35,497	472	34.8%
GEORGIA	State Charter Schools—Mountain Education Center School	1,116	4.9%	13	2,237	45	4.0%
GEORGIA	Clayton County	1,025	4.5%	72	15,055	725	70.7%
GEORGIA	Fulton County	1,005	4.4%	87	30,189	667	66.4%
GEORGIA	State Charter Schools—Provost Academy Georgia	934	4.1%	18	1,594	564	60.4%
GEORGIA	State Charter Schools—Foothills Charter High School (Madiso	692	3.0%	8	1,258		0.0%
GEORGIA	Atlanta Public Schools	610	2.7%	80	12,244	559	91.6%
GEORGIA	State Charter Schools—Georgia Cyber Academy	606	2.7%	53	5,551	186	30.7%
ILLINOIS	City of Chicago SD 299	6,136	32.2%	77	107,752	2753	44.9%
ILLINOIS	Rockford SD 205	709	3.7%	65	7,651	283	39.9%
ILLINOIS	J S Morton HSD 201	455	2.4%	78	8,287	24	5.3%
ILLINOIS	SD U-46	414	2.2%	86	11,945	37	8.9%
ILLINOIS	Joliet Twp HSD 204	357	1.9%	78	6,712	98	27.5%
ILLINOIS	Waukegan CUSD 60	326	1.7%	72	4,714	57	17.5%
ILLINOIS	Aurora East USD 131	288	1.5%	71	3,962	24	8.3%
ILLINOIS	Peoria SD 150	282	1.5%	72	3,706	162	57.4%
ILLINOIS	Springfield SD 186	272	1.4%	75	4,009	124	45.6%
ILLINOIS	Proviso Twp HSD 209	247	1.3%	77	4,259	102	41.3%
ILLINOIS	Thornton Twp HSD 205	243	1.3%	78	4,982	220	90.5%
INDIANA	Indiana Virtual Pathways Academy	992	10.9%	2	2,958	143	14.4%
INDIANA	Indiana Connections Academy	446	4.9%	51	2,640	22	4.9%
INDIANA	Evansville Vanderburgh School Corp	300	3.3%	81	6,661	64	21.3%
INDIANA	Indianapolis Public Schools	265	2.9%	77	5,589	128	48.3%
INDIANA	Fort Wayne Community Schools	259	2.8%	87	8,374	78	30.1%
INDIANA	M S D Wayne Township	253	2.8%	80	5,023	67	26.5%
INDIANA	Excel Center for Adult Learners	250	2.7%	16	5,192	153	61.2%
INDIANA	South Bend Community School Corp	250	2.7%	80		128	51.2%
INDIANA	Indiana Virtual School	226	2.5%	27	2,570	26	11.5%
INDIANA	Hoosier Acad Virtual Charter	195	2.1%	38	684	11	5.6%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
FLORIDA	HILLSBOROUGH	794	39.9%	388	19.5%	7130	358.3%
FLORIDA	PALM BEACH	682	38.2%	386	21.6%	6906	386.5%
FLORIDA	ORANGE	603	37.6%	277	17.3%	7131	444.3%
FLORIDA	POLK	462	30.8%	267	17.8%	3092	206.3%
FLORIDA	DUVAL	127	9.9%	216	16.9%	2700	211.3%
GEORGIA	Gwinnett County	1031	41.6%	671	27.1%	4859	196.2%
GEORGIA	DeKalb County	362	20.5%	361	20.4%	3373	190.6%
GEORGIA	Cobb County	502	37.0%	296	21.8%	2564	189.1%
GEORGIA	State Charter Schools—Mountain Education Center School		0.0%	179	16.0%	165	14.8%
GEORGIA	Clayton County	232	22.6%	249	24.3%	2634	257.0%
GEORGIA	Fulton County	207	20.6%	253	25.2%	2292	228.1%
GEORGIA	State Charter Schools—Provost Academy Georgia		0.0%	127	13.6%	105	11.2%
GEORGIA	State Charter Schools—Foothills Charter High School (Madiso	67	9.7%	120	17.3%	35	5.1%
GEORGIA	Atlanta Public Schools	41	6.7%	151	24.8%	1960	321.3%
GEORGIA	State Charter Schools—Georgia Cyber Academy	50	8.3%	103	17.0%	362	59.7%
ILLINOIS	City of Chicago SD 299	2694	43.9%	1194	19.5%	16899	275.4%
ILLINOIS	Rockford SD 205	162	22.8%	133	18.8%	794	112.0%
ILLINOIS	J S Morton HSD 201	412	90.5%	95	20.9%	1382	303.7%
ILLINOIS	SD U-46	296	71.5%	76	18.4%	1218	294.2%
ILLINOIS	Joliet Twp HSD 204	175	49.0%	69	19.3%	719	201.4%
ILLINOIS	Waukegan CUSD 60	252	77.3%	50	15.3%	460	141.1%
ILLINOIS	Aurora East USD 131	252	87.5%	44	15.3%	430	149.3%
ILLINOIS	Peoria SD 150	37	13.1%	71	25.2%	447	158.5%
ILLINOIS	Springfield SD 186	11	4.0%	81	29.8%	446	164.0%
ILLINOIS	Proviso Twp HSD 209	133	53.8%	26	10.5%	347	140.5%
ILLINOIS	Thornton Twp HSD 205	8	3.3%	36	14.8%	477	196.3%
INDIANA	Indiana Virtual Pathways Academy	108	10.9%	97	9.8%	10	1.0%
INDIANA	Indiana Connections Academy	37	8.3%	44	9.9%	147	33.0%
INDIANA	Evansville Vanderburgh School Corp	12	4.0%	66	22.0%	568	189.3%
INDIANA	Indianapolis Public Schools	69	26.0%	65	24.5%	638	240.8%
INDIANA	Fort Wayne Community Schools	38	14.7%	82	31.7%	998	385.3%
INDIANA	M S D Wayne Township	68	26.9%	36	14.2%	676	267.2%
INDIANA	Excel Center for Adult Learners	31	12.4%	45	18.0%	29	11.6%
INDIANA	South Bend Community School Corp	52	20.8%	85	34.0%	575	230.0%
INDIANA	Indiana Virtual School	22	9.7%	10	4.4%	28	12.4%
INDIANA	Hoosier Acad Virtual Charter	14	7.2%	9	4.6%	95	48.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
FLORIDA	HILLSBOROUGH	437	22.0%	7	508	25.5%
FLORIDA	PALM BEACH	496	27.8%	9	643	36.0%
FLORIDA	ORANGE	384	23.9%	7	597	37.2%
FLORIDA	POLK	203	13.5%	6	464	31.0%
FLORIDA	DUVAL	70	5.5%	5	550	43.0%
GEORGIA	Gwinnett County	532	21.5%	4	240	9.7%
GEORGIA	DeKalb County	441	24.9%	5	584	33.0%
GEORGIA	Cobb County	322	23.7%	1	192	14.2%
GEORGIA	State Charter Schools—Mountain Education Center School	56	5.0%	1	1116	100.0%
GEORGIA	Clayton County	85	8.3%	1	367	35.8%
GEORGIA	Fulton County	100	10.0%	3	319	31.7%
GEORGIA	State Charter Schools—Provost Academy Georgia	22	2.4%	1	934	100.0%
GEORGIA	State Charter Schools—Foothills Charter High School (Madiso	15	2.2%	1	692	100.0%
GEORGIA	Atlanta Public Schools	24	3.9%	2	94	15.4%
GEORGIA	State Charter Schools—Georgia Cyber Academy		0.0%	1	606	100.0%
ILLINOIS	City of Chicago SD 299	821	13.4%	36	3084	50.3%
ILLINOIS	Rockford SD 205	70	9.9%	1	245	34.6%
ILLINOIS	J S Morton HSD 201	105	23.1%	0	0	0.0%
ILLINOIS	SD U-46	150	36.2%	0	0	0.0%
ILLINOIS	Joliet Twp HSD 204	46	12.9%	0	0	0.0%
ILLINOIS	Waukegan CUSD 60	101	31.0%	0	0	0.0%
ILLINOIS	Aurora East USD 131	106	36.8%	0	0	0.0%
ILLINOIS	Peoria SD 150	15	5.3%	2	108	38.3%
ILLINOIS	Springfield SD 186	2	0.7%	2	30	11.0%
ILLINOIS	Proviso Twp HSD 209	71	28.7%	0	0	0.0%
ILLINOIS	Thornton Twp HSD 205	7	2.9%	1	79	32.5%
INDIANA	Indiana Virtual Pathways Academy	25	2.5%	1	992	100.0%
INDIANA	Indiana Connections Academy		0.0%	1	446	100.0%
INDIANA	Evansville Vanderburgh School Corp	2	0.7%	1	194	64.7%
INDIANA	Indianapolis Public Schools	23	8.7%	2	86	32.5%
INDIANA	Fort Wayne Community Schools	18	6.9%	0	0	0.0%
INDIANA	M S D Wayne Township	20	7.9%	2	53	20.9%
INDIANA	Excel Center for Adult Learners	11	4.4%	1	250	100.0%
INDIANA	South Bend Community School Corp	20	8.0%	1	110	44.0%
INDIANA	Indiana Virtual School		0.0%	1	226	100.0%
INDIANA	Hoosier Acad Virtual Charter		0.0%	1	195	100.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
FLORIDA	HILLSBOROUGH	0	1	0	6	0
FLORIDA	PALM BEACH	0	3	0	6	0
FLORIDA	ORANGE	0	2	0	5	0
FLORIDA	POLK	0	1	2	3	0
FLORIDA	DUVAL	1	0	0	4	1
GEORGIA	Gwinnett County	3	0	0	1	1
GEORGIA	DeKalb County	5	0	0	0	0
GEORGIA	Cobb County	1	0	0	0	0
GEORGIA	State Charter Schools—Mountain Education Center School	1	0	0	0	0
GEORGIA	Clayton County	1	0	0	0	0
GEORGIA	Fulton County	1	0	0	2	0
GEORGIA	State Charter Schools—Provost Academy Georgia	1	0	0	0	1
GEORGIA	State Charter Schools—Foothills Charter High School (Madiso	1	0	0	0	0
GEORGIA	Atlanta Public Schools	1	0	0	1	0
GEORGIA	State Charter Schools—Georgia Cyber Academy	1	0	0	0	1
ILLINOIS	City of Chicago SD 299	36	0	0	0	1
ILLINOIS	Rockford SD 205	1	0	0	0	0
ILLINOIS	J S Morton HSD 201	0	0	0	0	0
ILLINOIS	SD U-46	0	0	0	0	0
ILLINOIS	Joliet Twp HSD 204	0	0	0	0	0
ILLINOIS	Waukegan CUSD 60	0	0	0	0	0
ILLINOIS	Aurora East USD 131	0	0	0	0	0
ILLINOIS	Peoria SD 150	2	0	0	0	0
ILLINOIS	Springfield SD 186	2	0	0	0	0
ILLINOIS	Proviso Twp HSD 209	0	0	0	0	0
ILLINOIS	Thornton Twp HSD 205	1	0	0	0	0
INDIANA	Indiana Virtual Pathways Academy	1	0	0	0	1
INDIANA	Indiana Connections Academy	1	0	0	0	1
INDIANA	Evansville Vanderburgh School Corp	1	0	0	0	0
INDIANA	Indianapolis Public Schools	2	0	0	0	0
INDIANA	Fort Wayne Community Schools	0	0	0	0	0
INDIANA	M S D Wayne Township	2	0	0	0	1
INDIANA	Excel Center for Adult Learners	1	0	0	0	0
INDIANA	South Bend Community School Corp	1	0	0	0	0
INDIANA	Indiana Virtual School	1	0	0	0	1
INDIANA	Hoosier Acad Virtual Charter	1	0	0	0	1

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
INDIANA	School City of Hammond	160	1.8%	82	3,867	54	33.8%
INDIANA	M S D Warren Township	159	1.7%	82	3,829	96	60.4%
INDIANA	Vigo County School Corp	153	1.7%	84	4,234	13	8.5%
INDIANA	Insight School of Indiana	126	1.4%	22	581	9	7.1%
INDIANA	M S D Washington Township	102	1.1%	89	3,758	54	52.9%
INDIANA	Excel Center—Lafayette	96	1.1%	32		21	21.9%
INDIANA	M S D Lawrence Township	92	1.0%	92	4,910	39	42.4%
INDIANA	East Allen County Schools	90	1.0%	89	3,427	18	20.0%
INDIANA	School City of East Chicago	89	1.0%	69	1,131	52	58.4%
INDIANA	Bartholomew Con School Corp	87	1.0%	90	3,541	2	2.3%
LOUISIANA	Jefferson Parish	793	9.3%	73	13,038	272	34.3%
LOUISIANA	East Baton Rouge Parish	736	8.7%	72	11,248	566	76.9%
LOUISIANA	Orleans Parish	575	6.8%	79	1,951	496	86.3%
LOUISIANA	Caddo Parish	505	5.9%	81	11,613	337	66.7%
LOUISIANA	Lafayette Parish	503	5.9%	77	9,024	294	58.4%
LOUISIANA	St. Tammany Parish	428	5.0%	84	11,177	115	26.9%
LOUISIANA	Tangipahoa Parish	306	3.6%	76	5,353	138	45.1%
LOUISIANA	Rapides Parish	257	3.0%	82	6,672	117	45.5%
LOUISIANA	Calcasieu Parish	247	2.9%	88	9,108	91	36.8%
MASSACHUSETTS	Boston	1,045	11.7%	75	15,771	381	36.5%
MASSACHUSETTS	Springfield	423	4.7%	77	7,021	82	19.4%
MASSACHUSETTS	Brockton	352	3.9%	74	4,509	219	62.2%
MASSACHUSETTS	Lynn	322	3.6%	74	4,418	31	9.6%
MASSACHUSETTS	Worcester	315	3.5%	84	7,143	48	15.2%
MASSACHUSETTS	Lawrence	283	3.2%	72	3,638	6	2.1%
MASSACHUSETTS	TEC Connections Academy Commonwealth Virtual School District	248	2.8%	31	910	7	2.8%
MASSACHUSETTS	Fall River	199	2.2%	71	2,264	24	12.1%
MASSACHUSETTS	Chelsea	189	2.1%	59	1,537	3	1.6%
MASSACHUSETTS	New Bedford	173	1.9%	59	2,095	21	12.1%
MASSACHUSETTS	Lowell	168	1.9%	80	3,271	22	13.1%
MASSACHUSETTS	Holyoke	122	1.4%	72	1,515	2	1.6%
MASSACHUSETTS	Chicopee	118	1.3%	81	2,353	7	5.9%
MASSACHUSETTS	Everett	116	1.3%	79	2,004	22	19.0%
MASSACHUSETTS	Revere	112	1.3%	80	2,066	5	4.5%
MASSACHUSETTS	Malden	105	1.2%	80	1,810	33	31.4%
MASSACHUSETTS	Fitchburg	101	1.1%	76	2,177	8	7.9%
MASSACHUSETTS	Framingham	101	1.1%	82	1,329	9	8.9%
MICHIGAN	Detroit Public Schools Community District	880	4.1%	77	15,383	714	81.1%
MICHIGAN	Berrien Springs Public Schools	585	2.8%	32	2,330	71	12.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
INDIANA	School City of Hammond	76	47.5%	32	20.0%	549	343.1%
INDIANA	M S D Warren Township	14	8.8%	53	33.3%	476	299.4%
INDIANA	Vigo County School Corp	8	5.2%	59	38.6%	265	173.2%
INDIANA	Insight School of Indiana	7	5.6%	9	7.1%	31	24.6%
INDIANA	M S D Washington Township	24	23.5%	38	37.3%	359	352.0%
INDIANA	Excel Center—Lafayette	21	21.9%	18	18.8%	28	29.2%
INDIANA	M S D Lawrence Township	25	27.2%	37	40.2%	582	632.6%
INDIANA	East Allen County Schools	5	5.6%	38	42.2%	267	296.7%
INDIANA	School City of East Chicago	40	44.9%	23	25.8%	170	191.0%
INDIANA	Bartholomew Con School Corp	9	10.3%	21	24.1%	186	213.8%
LOUISIANA	Jefferson Parish	305	38.5%	147	18.5%	1576	198.7%
LOUISIANA	East Baton Rouge Parish	79	10.7%	114	15.5%	1188	161.4%
LOUISIANA	Orleans Parish	58	10.1%	91	15.8%	1651	287.1%
LOUISIANA	Caddo Parish	17	3.4%	77	15.2%	1230	243.6%
LOUISIANA	Lafayette Parish	42	8.3%	76	15.1%	841	167.2%
LOUISIANA	St. Tammany Parish	34	7.9%	103	24.1%	896	209.3%
LOUISIANA	Tangipahoa Parish	20	6.5%	78	25.5%	528	172.5%
LOUISIANA	Rapides Parish	6	2.3%	32	12.5%	680	264.6%
LOUISIANA	Calcasieu Parish	15	6.1%	43	17.4%	790	319.8%
MASSACHUSETTS	Boston	511	48.9%	339	32.4%	1944	186.0%
MASSACHUSETTS	Springfield	282	66.7%	192	45.4%	1105	261.2%
MASSACHUSETTS	Brockton	68	19.3%	81	23.0%	604	171.6%
MASSACHUSETTS	Lynn	248	77.0%	79	24.5%	576	178.9%
MASSACHUSETTS	Worcester	182	57.8%	145	46.0%	1078	342.2%
MASSACHUSETTS	Lawrence	272	96.1%	110	38.9%	530	187.3%
MASSACHUSETTS	TEC Connections Academy Commonwealth Virtual School District	24	9.7%		0.0%	29	11.7%
MASSACHUSETTS	Fall River	58	29.1%	103	51.8%	332	166.8%
MASSACHUSETTS	Chelsea	176	93.1%	39	20.6%	189	100.0%
MASSACHUSETTS	New Bedford	90	52.0%	66	38.2%	184	106.4%
MASSACHUSETTS	Lowell	73	43.5%	66	39.3%	337	200.6%
MASSACHUSETTS	Holyoke	106	86.9%	55	45.1%	222	182.0%
MASSACHUSETTS	Chicopee	52	44.1%	46	39.0%	275	233.1%
MASSACHUSETTS	Everett	77	66.4%	40	34.5%	264	227.6%
MASSACHUSETTS	Revere	82	73.2%	36	32.1%	249	222.3%
MASSACHUSETTS	Malden	31	29.5%	32	30.5%	224	213.3%
MASSACHUSETTS	Fitchburg	52	51.5%	46	45.5%	209	206.9%
MASSACHUSETTS	Framingham	45	44.6%	46	45.5%	152	150.5%
MICHIGAN	Detroit Public Schools Community District	128	14.5%	322	36.6%	2266	257.5%
MICHIGAN	Berrien Springs Public Schools	79	13.5%	52	8.9%	161	27.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
INDIANA	School City of Hammond	17	10.6%	0	0	0.0%
INDIANA	M S D Warren Township	8	5.0%	0	0	0.0%
INDIANA	Vigo County School Corp		0.0%	0	0	0.0%
INDIANA	Insight School of Indiana		0.0%	1	126	100.0%
INDIANA	M S D Washington Township	17	16.7%	0	0	0.0%
INDIANA	Excel Center—Lafayette	5	5.2%	1	96	100.0%
INDIANA	M S D Lawrence Township	10	10.9%	0	0	0.0%
INDIANA	East Allen County Schools	2	2.2%	0	0	0.0%
INDIANA	School City of East Chicago	11	12.4%	0	0	0.0%
INDIANA	Bartholomew Con School Corp	5	5.7%	0	0	0.0%
LOUISIANA	Jefferson Parish	246	31.0%	4	421	53.1%
LOUISIANA	East Baton Rouge Parish	90	12.2%	5	380	51.6%
LOUISIANA	Orleans Parish	59	10.3%	0	0	0.0%
LOUISIANA	Caddo Parish	10	2.0%	2	107	21.2%
LOUISIANA	Lafayette Parish	31	6.2%	4	246	48.9%
LOUISIANA	St. Tammany Parish	24	5.6%	0	0	0.0%
LOUISIANA	Tangipahoa Parish	16	5.2%	1	26	8.5%
LOUISIANA	Rapides Parish	1	0.4%	1	15	5.8%
LOUISIANA	Calcasieu Parish	11	4.5%	0	0	0.0%
MASSACHUSETTS	Boston	458	43.8%	12	634	60.7%
MASSACHUSETTS	Springfield	106	25.1%	1	123	29.1%
MASSACHUSETTS	Brockton	187	53.1%	2	198	56.3%
MASSACHUSETTS	Lynn	154	47.8%	1	29	9.0%
MASSACHUSETTS	Worcester	161	51.1%	0	0	0.0%
MASSACHUSETTS	Lawrence	151	53.4%	3	115	40.6%
MASSACHUSETTS	TEC Connections Academy Commonwealth Virtual School District		0.0%	1	248	100.0%
MASSACHUSETTS	Fall River	27	13.6%	1	43	21.6%
MASSACHUSETTS	Chelsea	126	66.7%	1	179	94.7%
MASSACHUSETTS	New Bedford	74	42.8%	0	0	0.0%
MASSACHUSETTS	Lowell	71	42.3%	1	14	8.3%
MASSACHUSETTS	Holyoke	45	36.9%	1	34	27.9%
MASSACHUSETTS	Chicopee	7	5.9%	0	0	0.0%
MASSACHUSETTS	Everett	68	58.6%	0	0	0.0%
MASSACHUSETTS	Revere	48	42.9%	0	0	0.0%
MASSACHUSETTS	Malden	39	37.1%	0	0	0.0%
MASSACHUSETTS	Fitchburg	16	15.8%	1	53	52.5%
MASSACHUSETTS	Framingham	37	36.6%	0	0	0.0%
MICHIGAN	Detroit Public Schools Community District	105	11.9%	6	195	22.2%
MICHIGAN	Berrien Springs Public Schools	22	3.8%	8	281	48.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
INDIANA	School City of Hammond	0	0	0	0	0
INDIANA	M S D Warren Township	0	0	0	0	0
INDIANA	Vigo County School Corp	0	0	0	0	0
INDIANA	Insight School of Indiana	1	0	0	0	1
INDIANA	M S D Washington Township	0	0	0	0	0
INDIANA	Excel Center—Lafayette	1	0	0	0	0
INDIANA	M S D Lawrence Township	0	0	0	0	0
INDIANA	East Allen County Schools	0	0	0	0	0
INDIANA	School City of East Chicago	0	0	0	0	0
INDIANA	Bartholomew Con School Corp	0	0	0	0	0
LOUISIANA	Jefferson Parish	4	0	0	0	0
LOUISIANA	East Baton Rouge Parish	5	0	0	0	0
LOUISIANA	Orleans Parish	0	0	0	0	0
LOUISIANA	Caddo Parish	2	0	0	0	0
LOUISIANA	Lafayette Parish	4	0	0	0	0
LOUISIANA	St. Tammany Parish	0	0	0	0	0
LOUISIANA	Tangipahoa Parish	1	0	0	0	0
LOUISIANA	Rapides Parish	1	0	0	0	0
LOUISIANA	Calcasieu Parish	0	0	0	0	0
MASSACHUSETTS	Boston	9	0	1	2	0
MASSACHUSETTS	Springfield	1	0	0	0	0
MASSACHUSETTS	Brockton	2	0	0	0	0
MASSACHUSETTS	Lynn	1	0	0	0	0
MASSACHUSETTS	Worcester	0	0	0	0	0
MASSACHUSETTS	Lawrence	2	0	0	1	0
MASSACHUSETTS	TEC Connections Academy Commonwealth Virtual School District	1	0	0	0	1
MASSACHUSETTS	Fall River	0	0	0	1	0
MASSACHUSETTS	Chelsea	1	0	0	0	0
MASSACHUSETTS	New Bedford	0	0	0	0	0
MASSACHUSETTS	Lowell	1	0	0	0	0
MASSACHUSETTS	Holyoke	0	0	1	0	0
MASSACHUSETTS	Chicopee	0	0	0	0	0
MASSACHUSETTS	Everett	0	0	0	0	0
MASSACHUSETTS	Revere	0	0	0	0	0
MASSACHUSETTS	Malden	0	0	0	0	0
MASSACHUSETTS	Fitchburg	1	0	0	0	0
MASSACHUSETTS	Framingham	0	0	0	0	0
MICHIGAN	Detroit Public Schools Community District	4	1	0	1	0
MICHIGAN	Berrien Springs Public Schools	0	0	0	8	8

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
MICHIGAN	Clintondale Community Schools	442	2.1%	34	1,625	292	66.1%
MICHIGAN	Oak Park School District of the City of	320	1.5%	61	2,693	303	94.7%
MICHIGAN	Michigan Virtual Charter Academy	294	1.4%	34	1,475	50	17.0%
MICHIGAN	Lansing Public School District	290	1.4%	64	3,119	127	43.8%
MICHIGAN	Michigan Great Lakes Virtual Academy	242	1.1%	37	1,341	26	10.7%
MICHIGAN	Grand Rapids Public Schools	234	1.1%	71	3,702	95	40.6%
MICHIGAN	Hazel Park School District of the City of	227	1.1%	47	1,673	103	45.4%
MICHIGAN	Warren Consolidated Schools	215	1.0%	82	4,800	40	18.6%
MICHIGAN	Taylor School District	212	1.0%	66	3,544	61	28.8%
MICHIGAN	Wayne-Westland Community School District	212	1.0%	77	1,928	76	35.8%
MICHIGAN	Covenant House Academy Detroit	207	1.0%	13	474		0.0%
MICHIGAN	Kalamazoo Public Schools	205	1.0%	75	3,594	97	47.3%
MICHIGAN	Regents Academy	171	0.8%	2.5	481	70	40.9%
MICHIGAN	Garden City Public Schools	167	0.8%	65	1,608	53	31.7%
MICHIGAN	Insight School of Michigan	165	0.8%	30	650	31	18.8%
MICHIGAN	Utica Community Schools	162	0.8%	93	9,279	18	11.1%
MICHIGAN	Kentwood Public Schools	162	0.8%	78	2,918	55	34.0%
MICHIGAN	Great Lakes Cyber Academy	159	0.7%	52	825	21	13.2%
MICHIGAN	Jackson Public Schools	158	0.7%	59	1,522	53	33.5%
MICHIGAN	Plymouth-Canton Community Schools	157	0.7%	90	6,334	32	20.4%
MICHIGAN	Westwood Heights Schools	153	0.7%	46	852	111	72.5%
MICHIGAN	Marshall Public Schools	152	0.7%	62	5,809	41	27.0%
MICHIGAN	Ann Arbor Public Schools	152	0.7%	89	1,098	46	30.3%
MICHIGAN	Orchard View Schools	144	0.7%	48	1,123	19	13.2%
MICHIGAN	Harper Woods The School District of the City of	143	0.7%	54	898	120	83.9%
MICHIGAN	Ypsilanti Community Schools	143	0.7%	60	1,382	74	51.7%
MICHIGAN	L'Anse Creuse Public Schools	132	0.6%	86	3,248	24	18.2%
MICHIGAN	Traverse City Area Public Schools	132	0.6%	83	3,647		0.0%
MICHIGAN	Covenant House Academy Grand Rapids	131	0.6%	27	344	69	52.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
MICHIGAN	Clintondale Community Schools	8	1.8%	26	5.9%	170	38.5%
MICHIGAN	Oak Park School District of the City of		0.0%	27	8.4%	447	139.7%
MICHIGAN	Michigan Virtual Charter Academy	28	9.5%	62	21.1%	82	27.9%
MICHIGAN	Lansing Public School District	60	20.7%	66	22.8%	348	120.0%
MICHIGAN	Michigan Great Lakes Virtual Academy	25	10.3%	51	21.1%	89	36.8%
MICHIGAN	Grand Rapids Public Schools	59	25.2%	86	36.8%	434	185.5%
MICHIGAN	Hazel Park School District of the City of	18	7.9%	18	7.9%	118	52.0%
MICHIGAN	Warren Consolidated Schools	2	0.9%	46	21.4%	522	242.8%
MICHIGAN	Taylor School District	14	6.6%	44	20.8%	280	132.1%
MICHIGAN	Wayne-Westland Community School District	20	9.4%	67	31.6%	317	149.5%
MICHIGAN	Covenant House Academy Detroit	17	8.2%	47	22.7%		0.0%
MICHIGAN	Kalamazoo Public Schools	38	18.5%	48	23.4%	360	175.6%
MICHIGAN	Regents Academy	22	12.9%	4	2.3%	3	1.8%
MICHIGAN	Garden City Public Schools	4	2.4%	54	32.3%	195	116.8%
MICHIGAN	Insight School of Michigan	10	6.1%	33	20.0%	55	33.3%
MICHIGAN	Utica Community Schools	8	4.9%	46	28.4%	601	371.0%
MICHIGAN	Kentwood Public Schools	34	21.0%	44	27.2%	334	206.2%
MICHIGAN	Great Lakes Cyber Academy	15	9.4%	32	20.1%	85	53.5%
MICHIGAN	Jackson Public Schools	10	6.3%	39	24.7%	131	82.9%
MICHIGAN	Plymouth-Canton Community Schools	9	5.7%	37	23.6%	203	129.3%
MICHIGAN	Westwood Heights Schools	10	6.5%	13	8.5%	118	77.1%
MICHIGAN	Marshall Public Schools	12	7.9%	37	24.3%	81	53.3%
MICHIGAN	Ann Arbor Public Schools	17	11.2%	62	40.8%	229	150.7%
MICHIGAN	Orchard View Schools	18	12.5%	13	9.0%	79	54.9%
MICHIGAN	Harper Woods The School District of the City of		0.0%	9	6.3%	123	86.0%
MICHIGAN	Ypsilanti Community Schools	9	6.3%	39	27.3%	134	93.7%
MICHIGAN	L'Anse Creuse Public Schools	3	2.3%	24	18.2%	274	207.6%
MICHIGAN	Traverse City Area Public Schools	8	6.1%	43	32.6%	196	148.5%
MICHIGAN	Covenant House Academy Grand Rapids		0.0%	16	12.2%	48	36.6%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
MICHIGAN	Clintondale Community Schools	21	4.8%	4	227	51.4%
MICHIGAN	Oak Park School District of the City of	3	0.9%	1	208	65.0%
MICHIGAN	Michigan Virtual Charter Academy	8	2.7%	1	224	76.2%
MICHIGAN	Lansing Public School District	33	11.4%	2	53	18.3%
MICHIGAN	Michigan Great Lakes Virtual Academy	6	2.5%	1	172	71.1%
MICHIGAN	Grand Rapids Public Schools	62	26.5%	2	39	16.7%
MICHIGAN	Hazel Park School District of the City of	38	16.7%	3	70	30.8%
MICHIGAN	Warren Consolidated Schools	81	37.7%	1	49	22.8%
MICHIGAN	Taylor School District	4	1.9%	1	81	38.2%
MICHIGAN	Wayne-Westland Community School District	7	3.3%	1	48	22.6%
MICHIGAN	Covenant House Academy Detroit		0.0%	3	101	48.8%
MICHIGAN	Kalamazoo Public Schools	23	11.2%	1	26	12.7%
MICHIGAN	Regents Academy	5	2.9%	1	98	57.3%
MICHIGAN	Garden City Public Schools	8	4.8%	2	106	63.5%
MICHIGAN	Insight School of Michigan		0.0%	1	114	69.1%
MICHIGAN	Utica Community Schools	28	17.3%	1	58	35.8%
MICHIGAN	Kentwood Public Schools	30	18.5%	1	51	31.5%
MICHIGAN	Great Lakes Cyber Academy		0.0%	1	118	74.2%
MICHIGAN	Jackson Public Schools	7	4.4%	1	33	20.9%
MICHIGAN	Plymouth-Canton Community Schools	9	5.7%	1	55	35.0%
MICHIGAN	Westwood Heights Schools		0.0%	1	92	60.1%
MICHIGAN	Marshall Public Schools		0.0%	1	15	9.9%
MICHIGAN	Ann Arbor Public Schools	14	9.2%	1	29	19.1%
MICHIGAN	Orchard View Schools		0.0%	1	103	71.5%
MICHIGAN	Harper Woods The School District of the City of		0.0%	1	59	41.3%
MICHIGAN	Ypsilanti Community Schools	3	2.1%	1	24	16.8%
MICHIGAN	L'Anse Creuse Public Schools	2	1.5%	1	49	37.1%
MICHIGAN	Traverse City Area Public Schools	3	2.3%	1	61	46.2%
MICHIGAN	Covenant House Academy Grand Rapids	51	38.9%	1	74	56.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
MICHIGAN	Clintondale Community Schools	0	0	0	4	1
MICHIGAN	Oak Park School District of the City of	0	0	0	1	0
MICHIGAN	Michigan Virtual Charter Academy	1	0	0	0	1
MICHIGAN	Lansing Public School District	0	1	0	1	0
MICHIGAN	Michigan Great Lakes Virtual Academy	1	0	0	0	1
MICHIGAN	Grand Rapids Public Schools	0	2	0	0	0
MICHIGAN	Hazel Park School District of the City of	0	0	0	3	1
MICHIGAN	Warren Consolidated Schools	0	0	0	1	0
MICHIGAN	Taylor School District	0	0	0	1	1
MICHIGAN	Wayne-Westland Community School District	0	0	0	1	0
MICHIGAN	Covenant House Academy Detroit	0	0	0	3	0
MICHIGAN	Kalamazoo Public Schools	0	0	0	1	0
MICHIGAN	Regents Academy	1	0	0	0	1
MICHIGAN	Garden City Public Schools	1	1	0	0	0
MICHIGAN	Insight School of Michigan	0	0	0	1	1
MICHIGAN	Utica Community Schools	0	0	0	1	0
MICHIGAN	Kentwood Public Schools	0	0	0	1	1
MICHIGAN	Great Lakes Cyber Academy	1	0	0	0	1
MICHIGAN	Jackson Public Schools	0	0	0	1	0
MICHIGAN	Plymouth-Canton Community Schools	0	0	0	1	0
MICHIGAN	Westwood Heights Schools	0	0	0	1	0
MICHIGAN	Marshall Public Schools	0	0	0	1	0
MICHIGAN	Ann Arbor Public Schools	0	0	0	1	0
MICHIGAN	Orchard View Schools	1	0	0	0	0
MICHIGAN	Harper Woods The School District of the City of	0	0	0	1	0
MICHIGAN	Ypsilanti Community Schools	0	0	0	1	0
MICHIGAN	L'Anse Creuse Public Schools	0	0	0	1	0
MICHIGAN	Traverse City Area Public Schools	1	0	0	0	0
MICHIGAN	Covenant House Academy Grand Rapids	0	0	0	1	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
MICHIGAN	Port Huron Area School District	130	0.6%	78	2,748	20	15.4%
MICHIGAN	Waterford School District	125	0.6%	85	3,183	19	15.2%
MICHIGAN	Redford Union Schools District No. 1	119	0.6%	59	1,132	74	62.2%
MICHIGAN	Blue Water Middle College	118	0.6%	48	438		0.0%
MICHIGAN	Bay City School District	117	0.6%	82	2,510	6	5.1%
MICHIGAN	Pontiac City School District	116	0.5%	60	1,089	70	60.3%
MICHIGAN	Chippewa Valley Schools	115	0.5%	92	5,710	23	20.0%
MICHIGAN	Grand Haven Area Public Schools	113	0.5%	79	2,155	2	1.8%
MICHIGAN	Michigan Online School	112	0.5%	2.5	0	26	23.2%
MICHIGAN	Troy School District	111	0.5%	90	4,415	13	11.7%
MICHIGAN	Southgate Community School District	110	0.5%	72	1,465	12	10.9%
MICHIGAN	Ferndale Public Schools	109	0.5%	73	1,497	99	90.8%
MICHIGAN	Flint School District of the City of	107	0.5%	67	950	91	85.0%
MICHIGAN	Mt. Pleasant City School District	105	0.5%	70	1,240	3	2.9%
MICHIGAN	Westwood Community School District	104	0.5%	47	633	60	57.7%
MICHIGAN	Woodhaven-Brownstown School District	103	0.5%	76	1,758	14	13.6%
MICHIGAN	Clio Area School District	98	0.5%	65	1,034		0.0%
MICHIGAN	Niles Community Schools	97	0.5%	69	1,132	13	13.4%
MICHIGAN	Walled Lake Consolidated Schools	95	0.4%	92	4,644	15	15.8%
MICHIGAN	Comstock Public Schools	93	0.4%	52	613	13	14.0%
MICHIGAN	Saginaw Township Community Schools	90	0.4%	80	1,731	25	27.8%
MICHIGAN	Allegan Public Schools	87	0.4%	64	910	3	3.4%
MICHIGAN	W-A-Y Academy	87	0.4%	32	333	37	42.5%
MICHIGAN	Mt. Morris Consolidated Schools	86	0.4%	59	755	27	31.4%
MICHIGAN	Saginaw School District of the City of	84	0.4%	79	1,649	64	76.2%
MICHIGAN	Livonia Public Schools School District	81	0.4%	93	4,741	18	22.2%
MICHIGAN	Farmington Public School District	80	0.4%	91	3,367	19	23.8%
MICHIGAN	Wyandotte School District of the City of	80	0.4%	78	1,034	7	8.8%
MICHIGAN	East Detroit Public Schools	80	0.4%	70	1,546	49	61.3%
MICHIGAN	Alpena Public Schools	79	0.4%	78	1,350		0.0%
MICHIGAN	Carman-Ainsworth Community Schools	78	0.4%	82	2,053	46	59.0%
MICHIGAN	Wyoming Public Schools	78	0.4%	76	1,255	9	11.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
MICHIGAN	Port Huron Area School District	7	5.4%	36	27.7%	201	154.6%
MICHIGAN	Waterford School District	15	12.0%	33	26.4%	326	260.8%
MICHIGAN	Redford Union Schools District No. 1	2	1.7%	29	24.4%	102	85.7%
MICHIGAN	Blue Water Middle College		0.0%		0.0%	15	12.7%
MICHIGAN	Bay City School District	8	6.8%	35	29.9%	186	159.0%
MICHIGAN	Pontiac City School District	28	24.1%	33	28.4%	149	128.4%
MICHIGAN	Chippewa Valley Schools	3	2.6%	30	26.1%	318	276.5%
MICHIGAN	Grand Haven Area Public Schools	8	7.1%	27	23.9%	110	97.3%
MICHIGAN	Michigan Online School		0.0%		0.0%	2	1.8%
MICHIGAN	Troy School District	9	8.1%	26	23.4%	162	145.9%
MICHIGAN	Southgate Community School District	11	10.0%	31	28.2%	116	105.5%
MICHIGAN	Ferndale Public Schools	2	1.8%	2	1.8%	184	168.8%
MICHIGAN	Flint School District of the City of	2	1.9%	17	15.9%	182	170.1%
MICHIGAN	Mt. Pleasant City School District	10	9.5%	25	23.8%	87	82.9%
MICHIGAN	Westwood Community School District	4	3.8%	21	20.2%	70	67.3%
MICHIGAN	Woodhaven-Brownstown School District	9	8.7%	33	32.0%	106	102.9%
MICHIGAN	Clio Area School District		0.0%	5	5.1%	67	68.4%
MICHIGAN	Niles Community Schools	3	3.1%	12	12.4%	107	110.3%
MICHIGAN	Walled Lake Consolidated Schools	14	14.7%	41	43.2%	226	237.9%
MICHIGAN	Comstock Public Schools	10	10.8%	10	10.8%	60	64.5%
MICHIGAN	Saginaw Township Community Schools	14	15.6%	26	28.9%	102	113.3%
MICHIGAN	Allegan Public Schools	3	3.4%	4	4.6%	61	70.1%
MICHIGAN	W-A-Y Academy		0.0%	13	14.9%	30	34.5%
MICHIGAN	Mt. Morris Consolidated Schools	3	3.5%	9	10.5%	89	103.5%
MICHIGAN	Saginaw School District of the City of	7	8.3%	12	14.3%	229	272.6%
MICHIGAN	Livonia Public Schools School District	3	3.7%	43	53.1%	269	332.1%
MICHIGAN	Farmington Public School District	3	3.8%	33	41.3%	213	266.3%
MICHIGAN	Wyandotte School District of the City of	9	11.3%	52	65.0%	147	183.8%
MICHIGAN	East Detroit Public Schools		0.0%	20	25.0%	145	181.3%
MICHIGAN	Alpena Public Schools		0.0%	12	15.2%	127	160.8%
MICHIGAN	Carman-Ainsworth Community Schools	5	6.4%	17	21.8%	229	293.6%
MICHIGAN	Wyoming Public Schools	31	39.7%	15	19.2%	152	194.9%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
MICHIGAN	Port Huron Area School District	2	1.5%	0	0	0.0%
MICHIGAN	Waterford School District	15	12.0%	2	40	32.0%
MICHIGAN	Redford Union Schools District No. 1		0.0%	1	11	9.2%
MICHIGAN	Blue Water Middle College		0.0%	1	118	100.0%
MICHIGAN	Bay City School District	15	12.8%	0	0	0.0%
MICHIGAN	Pontiac City School District	13	11.2%	0	0	0.0%
MICHIGAN	Chippewa Valley Schools	6	5.2%	1	37	32.2%
MICHIGAN	Grand Haven Area Public Schools		0.0%	0	0	0.0%
MICHIGAN	Michigan Online School		0.0%	0	0	0.0%
MICHIGAN	Troy School District	19	17.1%	1	50	45.0%
MICHIGAN	Southgate Community School District		0.0%	2	42	38.2%
MICHIGAN	Ferndale Public Schools	2	1.8%	1	58	53.2%
MICHIGAN	Flint School District of the City of		0.0%	1	36	33.6%
MICHIGAN	Mt. Pleasant City School District	6	5.7%	1	33	31.4%
MICHIGAN	Westwood Community School District	11	10.6%	2	67	64.4%
MICHIGAN	Woodhaven-Brownstown School District	1	1.0%	0	0	0.0%
MICHIGAN	Clio Area School District		0.0%	0	0	0.0%
MICHIGAN	Niles Community Schools	2	2.1%	1	21	21.6%
MICHIGAN	Walled Lake Consolidated Schools	12	12.6%	0	0	0.0%
MICHIGAN	Comstock Public Schools		0.0%	1	46	49.5%
MICHIGAN	Saginaw Township Community Schools	2	2.2%	1	32	35.6%
MICHIGAN	Allegan Public Schools	1	1.1%	1	54	62.1%
MICHIGAN	W-A-Y Academy		0.0%	2	63	72.4%
MICHIGAN	Mt. Morris Consolidated Schools		0.0%	1	32	37.2%
MICHIGAN	Saginaw School District of the City of	3	3.6%	1	26	31.0%
MICHIGAN	Livonia Public Schools School District	2	2.5%	0	0	0.0%
MICHIGAN	Farmington Public School District	6	7.5%	1	24	30.0%
MICHIGAN	Wyandotte School District of the City of		0.0%	3	30	37.5%
MICHIGAN	East Detroit Public Schools		0.0%	1	17	21.3%
MICHIGAN	Alpena Public Schools		0.0%	0	0	0.0%
MICHIGAN	Carman-Ainsworth Community Schools	2	2.6%	1	29	37.2%
MICHIGAN	Wyoming Public Schools	20	25.6%	0	0	0.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
MICHIGAN	Port Huron Area School District	0	0	0	0	0
MICHIGAN	Waterford School District	0	1	0	1	0
MICHIGAN	Redford Union Schools District No. 1	0	1	0	0	0
MICHIGAN	Blue Water Middle College	1	0	0	0	0
MICHIGAN	Bay City School District	0	0	0	0	0
MICHIGAN	Pontiac City School District	0	0	0	0	0
MICHIGAN	Chippewa Valley Schools	0	0	0	1	0
MICHIGAN	Grand Haven Area Public Schools	0	0	0	0	0
MICHIGAN	Michigan Online School	0	0	0	0	0
MICHIGAN	Troy School District	1	0	0	0	0
MICHIGAN	Southgate Community School District	0	1	0	1	0
MICHIGAN	Ferndale Public Schools	0	0	0	1	0
MICHIGAN	Flint School District of the City of	0	0	0	1	0
MICHIGAN	Mt. Pleasant City School District	1	0	0	0	0
MICHIGAN	Westwood Community School District	0	0	0	2	1
MICHIGAN	Woodhaven-Brownstown School District	0	0	0	0	0
MICHIGAN	Clio Area School District	0	0	0	0	0
MICHIGAN	Niles Community Schools	0	0	0	1	0
MICHIGAN	Walled Lake Consolidated Schools	0	0	0	0	0
MICHIGAN	Comstock Public Schools	0	0	0	1	0
MICHIGAN	Saginaw Township Community Schools	0	0	0	1	0
MICHIGAN	Allegan Public Schools	0	0	0	1	0
MICHIGAN	W-A-Y Academy	0	0	0	2	0
MICHIGAN	Mt. Morris Consolidated Schools	0	0	0	1	0
MICHIGAN	Saginaw School District of the City of	0	0	0	1	0
MICHIGAN	Livonia Public Schools School District	0	0	0	0	0
MICHIGAN	Farmington Public School District	0	0	0	1	0
MICHIGAN	Wyandotte School District of the City of	0	3	0	0	0
MICHIGAN	East Detroit Public Schools	1	0	0	0	0
MICHIGAN	Alpena Public Schools	0	0	0	0	0
MICHIGAN	Carman-Ainsworth Community Schools	0	0	0	1	0
MICHIGAN	Wyoming Public Schools	0	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
MICHIGAN	Lake Shore Public Schools (Macomb)	77	0.4%	79	1,474	14	18.2%
MICHIGAN	Battle Creek Public Schools	76	0.4%	73	1,193	32	42.1%
MICHIGAN	Romulus Community Schools	76	0.4%	69	919	58	76.3%
MICHIGAN	Monroe Public Schools	76	0.4%	85	1,886	15	19.7%
MINNESOTA	Minneapolis Public School District	822	7.7%	69	10,498	410	49.9%
MINNESOTA	ST. PAUL PUBLIC SCHOOL DISTRICT	657	6.1%	75	10,991	217	33.0%
MINNESOTA	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	397	3.7%	87	12,620	84	21.2%
MINNESOTA	MINNESOTA TRANSITIONS CHARTER SCH	263	2.5%	51	1,728	29	11.0%
MINNESOTA	ST. CLOUD PUBLIC SCHOOL DISTRICT	262	2.4%	71	3,370	114	43.5%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 287	238	2.2%	18	921		0.0%
MINNESOTA	OSSEO PUBLIC SCHOOL DISTRICT	230	2.1%	85	6,616	86	37.4%
MINNESOTA	NORTHEAST METRO 916	215	2.0%	25	589	58	27.0%
MINNESOTA	ROSEMOUNT-APPLE VALLEY-EAGAN	195	1.8%	91	8,977	36	18.5%
MINNESOTA	ROBBINSDALE PUBLIC SCHOOL DISTRICT	181	1.7%	80	3,833	73	40.3%
MINNESOTA	MINNESOTA INTERNSHIP CENTER	172	1.6%	18	499	149	86.6%
MINNESOTA	ROCHESTER PUBLIC SCHOOL DISTRICT	171	1.6%	87	5,406	33	19.3%
MINNESOTA	DULUTH PUBLIC SCHOOL DISTRICT	166	1.6%	78	2,896	16	9.6%
MINNESOTA	BLOOMINGTON PUBLIC SCHOOL DISTRICT	165	1.5%	81	3,440	43	26.1%
MINNESOTA	BURNSVILLE PUBLIC SCHOOL DISTRICT	148	1.4%	78	2,738	38	25.7%
MINNESOTA	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	121	1.1%	85	3,585	22	18.2%
MINNESOTA	HOUSTON PUBLIC SCHOOL DISTRICT	116	1.1%	59	937	3	2.6%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 917	113	1.1%	54	504	15	13.3%
MINNESOTA	FARIBAULT PUBLIC SCHOOL DISTRICT	112	1.0%	68	1,345	32	28.6%
MINNESOTA	SOUTH WASHINGTON COUNTY SCHOOL DIST	110	1.0%	92	5,760	14	12.7%
MINNESOTA	SHAKOPEE PUBLIC SCHOOL DISTRICT	108	1.0%	83	2,608	14	13.0%
MINNESOTA	MOORHEAD PUBLIC SCHOOL DISTRICT	105	1.0%	76	1,890	15	14.3%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
MICHIGAN	Lake Shore Public Schools (Macomb)		0.0%	26	33.8%	105	136.4%
MICHIGAN	Battle Creek Public Schools	8	10.5%	17	22.4%	135	177.6%
MICHIGAN	Romulus Community Schools	3	3.9%	20	26.3%	120	157.9%
MICHIGAN	Monroe Public Schools	8	10.5%	20	26.3%	194	255.3%
MINNESOTA	Minneapolis Public School District	204	24.8%	276	33.6%	1161	141.2%
MINNESOTA	ST. PAUL PUBLIC SCHOOL DISTRICT	100	15.2%	214	32.6%	1509	229.7%
MINNESOTA	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	35	8.8%	152	38.3%	911	229.5%
MINNESOTA	MINNESOTA TRANSITIONS CHARTER SCH	35	13.3%	60	22.8%	144	54.8%
MINNESOTA	ST. CLOUD PUBLIC SCHOOL DISTRICT	20	7.6%	72	27.5%	371	141.6%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 287		0.0%		0.0%	38	16.0%
MINNESOTA	OSSEO PUBLIC SCHOOL DISTRICT	41	17.8%	78	33.9%	580	252.2%
MINNESOTA	NORTHEAST METRO 916	55	25.6%	69	32.1%	49	22.8%
MINNESOTA	ROSEMOUNT-APPLE VALLEY-EAGAN	32	16.4%	96	49.2%	417	213.8%
MINNESOTA	ROBBINSDALE PUBLIC SCHOOL DISTRICT	30	16.6%	56	30.9%	396	218.8%
MINNESOTA	MINNESOTA INTERNSHIP CENTER	6	3.5%	45	26.2%	34	19.8%
MINNESOTA	ROCHESTER PUBLIC SCHOOL DISTRICT	21	12.3%	68	39.8%	407	238.0%
MINNESOTA	DULUTH PUBLIC SCHOOL DISTRICT	6	3.6%	46	27.7%	221	133.1%
MINNESOTA	BLOOMINGTON PUBLIC SCHOOL DISTRICT	36	21.8%	57	34.5%	301	182.4%
MINNESOTA	BURNSVILLE PUBLIC SCHOOL DISTRICT	45	30.4%	32	21.6%	215	145.3%
MINNESOTA	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	30	24.8%	56	46.3%	332	274.4%
MINNESOTA	HOUSTON PUBLIC SCHOOL DISTRICT	9	7.8%	24	20.7%	67	57.8%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 917	37	32.7%	27	23.9%	76	67.3%
MINNESOTA	FARIBAULT PUBLIC SCHOOL DISTRICT	32	28.6%	22	19.6%	108	96.4%
MINNESOTA	SOUTH WASHINGTON COUNTY SCHOOL DIST	14	12.7%	63	57.3%	303	275.5%
MINNESOTA	SHAKOPEE PUBLIC SCHOOL DISTRICT	27	25.0%	34	31.5%	171	158.3%
MINNESOTA	MOORHEAD PUBLIC SCHOOL DISTRICT	15	14.3%	32	30.5%	123	117.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
MICHIGAN	Lake Shore Public Schools (Macomb)		0.0%	1	42	54.5%
MICHIGAN	Battle Creek Public Schools	3	3.9%	1	34	44.7%
MICHIGAN	Romulus Community Schools		0.0%	0	0	0.0%
MICHIGAN	Monroe Public Schools	1	1.3%	1	32	42.1%
MINNESOTA	Minneapolis Public School District	281	34.2%	5	296	36.0%
MINNESOTA	ST. PAUL PUBLIC SCHOOL DISTRICT	340	51.8%	2	119	18.1%
MINNESOTA	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	56	14.1%	3	91	22.9%
MINNESOTA	MINNESOTA TRANSITIONS CHARTER SCH	15	5.7%	3	256	97.3%
MINNESOTA	ST. CLOUD PUBLIC SCHOOL DISTRICT	98	37.4%	1	109	41.6%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 287	30	12.6%	0	0	0.0%
MINNESOTA	OSSEO PUBLIC SCHOOL DISTRICT	48	20.9%	0	0	0.0%
MINNESOTA	NORTHEAST METRO 916	31	14.4%	2	130	60.5%
MINNESOTA	ROSEMOUNT-APPLE VALLEY-EAGAN	20	10.3%	0	0	0.0%
MINNESOTA	ROBBINSDALE PUBLIC SCHOOL DISTRICT	21	11.6%	1	76	42.0%
MINNESOTA	MINNESOTA INTERNSHIP CENTER	15	8.7%	2	103	59.9%
MINNESOTA	ROCHESTER PUBLIC SCHOOL DISTRICT	25	14.6%	1	72	42.1%
MINNESOTA	DULUTH PUBLIC SCHOOL DISTRICT		0.0%	1	81	48.8%
MINNESOTA	BLOOMINGTON PUBLIC SCHOOL DISTRICT	27	16.4%	0	0	0.0%
MINNESOTA	BURNSVILLE PUBLIC SCHOOL DISTRICT	39	26.4%	1	57	38.5%
MINNESOTA	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	34	28.1%	0	0	0.0%
MINNESOTA	HOUSTON PUBLIC SCHOOL DISTRICT		0.0%	1	118	101.7%
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 917	15	13.3%	2	76	67.3%
MINNESOTA	FARIBAULT PUBLIC SCHOOL DISTRICT	47	42.0%	1	45	40.2%
MINNESOTA	SOUTH WASHINGTON COUNTY SCHOOL DIST	3	2.7%	0	0	0.0%
MINNESOTA	SHAKOPEE PUBLIC SCHOOL DISTRICT	25	23.1%	0	0	0.0%
MINNESOTA	MOORHEAD PUBLIC SCHOOL DISTRICT	21	20.0%	1	36	34.3%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
MICHIGAN	Lake Shore Public Schools (Macomb)	0	0	0	1	0
MICHIGAN	Battle Creek Public Schools	0	0	0	1	0
MICHIGAN	Romulus Community Schools	0	0	0	0	0
MICHIGAN	Monroe Public Schools	0	0	0	1	0
MINNESOTA	Minneapolis Public School District	4	0	0	1	0
MINNESOTA	ST. PAUL PUBLIC SCHOOL DISTRICT	0	0	0	2	0
MINNESOTA	ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	0	1	1	1	0
MINNESOTA	MINNESOTA TRANSITIONS CHARTER SCH	3	0	0	0	2
MINNESOTA	ST. CLOUD PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 287	0	0	0	0	0
MINNESOTA	OSSEO PUBLIC SCHOOL DISTRICT	0	0	0	0	0
MINNESOTA	NORTHEAST METRO 916	0	0	0	2	0
MINNESOTA	ROSEMOUNT-APPLE VALLEY-EAGAN	0	0	0	0	0
MINNESOTA	ROBBINSDALE PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	MINNESOTA INTERNSHIP CENTER	2	0	0	0	0
MINNESOTA	ROCHESTER PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	DULUTH PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	BLOOMINGTON PUBLIC SCHOOL DISTRICT	0	0	0	0	0
MINNESOTA	BURNSVILLE PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	NORTH ST PAUL-MAPLEWOOD OAKDALE DIS	0	0	0	0	0
MINNESOTA	HOUSTON PUBLIC SCHOOL DISTRICT	1	0	0	0	1
MINNESOTA	INTERMEDIATE SCHOOL DISTRICT 917	0	1	0	1	0
MINNESOTA	FARIBAULT PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MINNESOTA	SOUTH WASHINGTON COUNTY SCHOOL DIST	0	0	0	0	0
MINNESOTA	SHAKOPEE PUBLIC SCHOOL DISTRICT	0	0	0	0	0
MINNESOTA	MOORHEAD PUBLIC SCHOOL DISTRICT	0	0	0	1	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
MINNESOTA	BLUESKY CHARTER SCHOOL	103	1.0%	42	418	5	4.9%
MINNESOTA	BROOKLYN CENTER SCHOOL DISTRICT	101	0.9%	61	943	22	21.8%
MINNESOTA	WILLMAR PUBLIC SCHOOL DISTRICT	93	0.9%	72	1,451	30	32.3%
MISSISSIPPI	JACKSON PUBLIC SCHOOL DISTRICT	483	8.7%	74	6,967	454	94.0%
MISSISSIPPI	DESOTO CO SCHOOL DIST	301	5.4%	88	10,075	129	42.9%
MISSISSIPPI	VICKSBURG WARREN SCHOOL DIST	196	3.5%	72	2,255	140	71.4%
MISSISSIPPI	RANKIN CO SCHOOL DIST	142	2.5%	90	5,605	33	23.2%
MISSISSIPPI	HARRISON CO SCHOOL DIST	130	2.3%	87	4,039	49	37.7%
MISSISSIPPI	LEE COUNTY SCHOOL DISTRICT	100	1.8%	81	1,969	28	28.0%
MISSISSIPPI	GREENVILLE PUBLIC SCHOOLS	95	1.7%	71	1,194	93	97.9%
MISSISSIPPI	MERIDIAN PUBLIC SCHOOLS	94	1.7%	73	1,408	83	88.3%
MISSISSIPPI	MADISON CO SCHOOL DIST	92	1.6%	91	4,066	56	60.9%
MISSISSIPPI	LAUDERDALE CO SCHOOL DIST	82	1.5%	84	2,750	31	37.8%
MISSISSIPPI	JACKSON CO SCHOOL DIST	82	1.5%	89	1,899	11	13.4%
MISSISSIPPI	SUNFLOWER CONS SCHOOL DIST	81	1.5%	74	1,044	76	93.8%
MISSISSIPPI	HATTIESBURG PUBLIC SCHOOL DIST	78	1.4%	72	984	74	94.9%
MISSISSIPPI	JONES CO SCHOOL DIST	75	1.3%	88	2,442	14	18.7%
MISSISSIPPI	HINDS CO SCHOOL DIST	71	1.3%	85	1,806	48	67.6%
MISSISSIPPI	CANTON PUBLIC SCHOOL DIST	67	1.2%	72	821	39	58.2%
MISSISSIPPI	PASCAGOULA-GAUTIER SCHOOL DISTRICT	66	1.2%	87	666	29	43.9%
MISSISSIPPI	MCCOMB SCHOOL DISTRICT	66	1.2%	67	1,937	59	89.4%
MISSISSIPPI	BILOXI PUBLIC SCHOOL DIST	63	1.1%	85	1,675	29	46.0%
MISSISSIPPI	OCEAN SPRINGS SCHOOL DIST	62	1.1%	87	1,841	9	14.5%
MISSISSIPPI	PICAYUNE SCHOOL DISTRICT	62	1.1%	77	923	20	32.3%
MISSISSIPPI	TUPELO PUBLIC SCHOOL DIST	59	1.1%	88	1,974	40	67.8%
MISSISSIPPI	HANCOCK CO SCHOOL DIST	58	1.0%	84	1,316	9	15.5%
MISSISSIPPI	WAYNE CO SCHOOL DIST	58	1.0%	77	917	35	60.3%
MISSISSIPPI	PONTOTOC CO SCHOOL DIST	57	1.0%	79	1,025	13	22.8%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
MINNESOTA	BLUESKY CHARTER SCHOOL	13	12.6%	24	23.3%	35	34.0%
MINNESOTA	BROOKLYN CENTER SCHOOL DISTRICT	9	8.9%	23	22.8%	123	121.8%
MINNESOTA	WILLMAR PUBLIC SCHOOL DISTRICT	49	52.7%	16	17.2%	125	134.4%
MISSISSIPPI	JACKSON PUBLIC SCHOOL DISTRICT	11	2.3%	150	31.1%	1366	282.8%
MISSISSIPPI	DESOTO CO SCHOOL DIST	23	7.6%	134	44.5%	873	290.0%
MISSISSIPPI	VICKSBURG WARREN SCHOOL DIST		0.0%	43	21.9%	497	253.6%
MISSISSIPPI	RANKIN CO SCHOOL DIST	5	3.5%	55	38.7%	410	288.7%
MISSISSIPPI	HARRISON CO SCHOOL DIST	8	6.2%	48	36.9%	447	343.8%
MISSISSIPPI	LEE COUNTY SCHOOL DISTRICT		0.0%	44	44.0%	202	202.0%
MISSISSIPPI	GREENVILLE PUBLIC SCHOOLS		0.0%	25	26.3%	226	237.9%
MISSISSIPPI	MERIDIAN PUBLIC SCHOOLS	6	6.4%	29	30.9%	254	270.2%
MISSISSIPPI	MADISON CO SCHOOL DIST	2	2.2%	59	64.1%	311	338.0%
MISSISSIPPI	LAUDERDALE CO SCHOOL DIST	2	2.4%	29	35.4%	159	193.9%
MISSISSIPPI	JACKSON CO SCHOOL DIST	2	2.4%	32	39.0%	296	361.0%
MISSISSIPPI	SUNFLOWER CONS SCHOOL DIST		0.0%	22	27.2%	230	284.0%
MISSISSIPPI	HATTIESBURG PUBLIC SCHOOL DIST	1	1.3%	30	38.5%	191	244.9%
MISSISSIPPI	JONES CO SCHOOL DIST	2	2.7%	41	54.7%	241	321.3%
MISSISSIPPI	HINDS CO SCHOOL DIST		0.0%	32	45.1%	287	404.2%
MISSISSIPPI	CANTON PUBLIC SCHOOL DIST	19	28.4%	11	16.4%	173	258.2%
MISSISSIPPI	PASCAGOULA-GAUTIER SCHOOL DISTRICT	15	22.7%	33	50.0%	426	645.5%
MISSISSIPPI	MCCOMB SCHOOL DISTRICT		0.0%	8	12.1%	131	198.5%
MISSISSIPPI	BILOXI PUBLIC SCHOOL DIST	8	12.7%	11	17.5%	164	260.3%
MISSISSIPPI	OCEAN SPRINGS SCHOOL DIST	2	3.2%	20	32.3%	142	229.0%
MISSISSIPPI	PICAYUNE SCHOOL DISTRICT		0.0%	29	46.8%	211	340.3%
MISSISSIPPI	TUPELO PUBLIC SCHOOL DIST	2	3.4%	13	22.0%	165	279.7%
MISSISSIPPI	HANCOCK CO SCHOOL DIST	2	3.4%	27	46.6%	167	287.9%
MISSISSIPPI	WAYNE CO SCHOOL DIST		0.0%	17	29.3%	189	325.9%
MISSISSIPPI	PONTOTOC CO SCHOOL DIST	6	10.5%	29	50.9%	80	140.4%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
MINNESOTA	BLUESKY CHARTER SCHOOL	6	5.8%	1	103	100.0%
MINNESOTA	BROOKLYN CENTER SCHOOL DISTRICT	9	8.9%	1	72	71.3%
MINNESOTA	WILLMAR PUBLIC SCHOOL DISTRICT	48	51.6%	1	37	39.8%
MISSISSIPPI	JACKSON PUBLIC SCHOOL DISTRICT	3	0.6%	3	242	50.1%
MISSISSIPPI	DESOTO CO SCHOOL DIST	15	5.0%	0	0	0.0%
MISSISSIPPI	VICKSBURG WARREN SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	RANKIN CO SCHOOL DIST	4	2.8%	0	0	0.0%
MISSISSIPPI	HARRISON CO SCHOOL DIST	2	1.5%	0	0	0.0%
MISSISSIPPI	LEE COUNTY SCHOOL DISTRICT		0.0%	0	0	0.0%
MISSISSIPPI	GREENVILLE PUBLIC SCHOOLS		0.0%	0	0	0.0%
MISSISSIPPI	MERIDIAN PUBLIC SCHOOLS		0.0%	0	0	0.0%
MISSISSIPPI	MADISON CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	LAUDERDALE CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	JACKSON CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	SUNFLOWER CONS SCHOOL DIST		0.0%	1	4	4.9%
MISSISSIPPI	HATTIESBURG PUBLIC SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	JONES CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	HINDS CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	CANTON PUBLIC SCHOOL DIST	10	14.9%	0	0	0.0%
MISSISSIPPI	PASCAGOULA-GAUTIER SCHOOL DISTRICT	16	24.2%	0	0	0.0%
MISSISSIPPI	MCCOMB SCHOOL DISTRICT		0.0%	1	66	100.0%
MISSISSIPPI	BILOXI PUBLIC SCHOOL DIST	7	11.1%	0	0	0.0%
MISSISSIPPI	OCEAN SPRINGS SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	PICAYUNE SCHOOL DISTRICT		0.0%	0	0	0.0%
MISSISSIPPI	TUPELO PUBLIC SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	HANCOCK CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	WAYNE CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	PONTOTOC CO SCHOOL DIST	1	1.8%	0	0	0.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
MINNESOTA	BLUESKY CHARTER SCHOOL	1	0	0	0	1
MINNESOTA	BROOKLYN CENTER SCHOOL DISTRICT	1	0	0	0	1
MINNESOTA	WILLMAR PUBLIC SCHOOL DISTRICT	0	0	0	1	0
MISSISSIPPI	JACKSON PUBLIC SCHOOL DISTRICT	3	0	0	0	0
MISSISSIPPI	DESOTO CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	VICKSBURG WARREN SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	RANKIN CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	HARRISON CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	LEE COUNTY SCHOOL DISTRICT	0	0	0	0	0
MISSISSIPPI	GREENVILLE PUBLIC SCHOOLS	0	0	0	0	0
MISSISSIPPI	MERIDIAN PUBLIC SCHOOLS	0	0	0	0	0
MISSISSIPPI	MADISON CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	LAUDERDALE CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	JACKSON CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	SUNFLOWER CONS SCHOOL DIST	1	0	0	0	0
MISSISSIPPI	HATTIESBURG PUBLIC SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	JONES CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	HINDS CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	CANTON PUBLIC SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	PASCAGOULA-GAUTIER SCHOOL DISTRICT	0	0	0	0	0
MISSISSIPPI	MCCOMB SCHOOL DISTRICT	1	0	0	0	0
MISSISSIPPI	BILOXI PUBLIC SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	OCEAN SPRINGS SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	PICAYUNE SCHOOL DISTRICT	0	0	0	0	0
MISSISSIPPI	TUPELO PUBLIC SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	HANCOCK CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	WAYNE CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	PONTOTOC CO SCHOOL DIST	0	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
MISSISSIPPI	GEORGE CO SCHOOL DIST	57	1.0%	83	1,142	19	33.3%
MISSISSIPPI	HOLMES CO SCHOOL DIST	54	1.0%	72	744	64	118.5%
NEVADA	CLARK COUNTY SCHOOL DISTRICT	4,004	68.7%	84	100,288	928	23.2%
NEW MEXICO	ALBUQUERQUE PUBLIC SCHOOLS	2,186	32.1%	70	26,210	105	4.8%
NEW MEXICO	GALLUP-MCKINLEY CTY SCHOOLS	274	4.0%	73	3,588	2	0.7%
NEW MEXICO	SANTA FE PUBLIC SCHOOLS	251	3.7%	73	7,085	3	1.2%
NEW MEXICO	LAS CRUCES PUBLIC SCHOOLS	251	3.7%	86	3,411	8	3.2%
NEW MEXICO	ROSWELL INDEPENDENT SCHOOLS	232	3.4%	68	2,652	2	0.9%
NEW MEXICO	FARMINGTON MUNICIPAL SCHOOLS	198	2.9%	75	3,466	3	1.5%
NEW MEXICO	RIO RANCHO PUBLIC SCHOOLS	193	2.8%	85	5,234	9	4.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 2	2,084	5.7%	76	35,322	569	27.3%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #10	1,041	2.9%	73	15,720	192	18.4%
NEW YORK	ROCHESTER CITY SCHOOL DISTRICT	940	2.6%	57	7,794	543	57.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #31	926	2.5%	80	18,106	231	24.9%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 8	859	2.4%	56	7,174	237	27.6%
NEW YORK	BUFFALO CITY SCHOOL DISTRICT	854	2.3%	65	9,400	419	49.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #24	849	2.3%	77	14,227	140	16.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #25	812	2.2%	69	10,130	169	20.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #20	788	2.2%	75	12,696	52	6.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 7	749	2.1%	60	6,939	200	26.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #27	745	2.0%	70	10,086	258	34.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #12	689	1.9%	57	6,032	217	31.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
MISSISSIPPI	GEORGE CO SCHOOL DIST	2	3.5%	27	47.4%	147	257.9%
MISSISSIPPI	HOLMES CO SCHOOL DIST		0.0%	11	20.4%	135	250.0%
NEVADA	CLARK COUNTY SCHOOL DISTRICT	1756	43.9%	772	19.3%	15037	375.5%
NEW MEXICO	ALBUQUERQUE PUBLIC SCHOOLS	1524	69.7%	430	19.7%	2668	122.0%
NEW MEXICO	GALLUP-MCKINLEY CTY SCHOOLS	30	10.9%	36	13.1%	743	271.2%
NEW MEXICO	SANTA FE PUBLIC SCHOOLS	218	86.9%	71	28.3%	487	194.0%
NEW MEXICO	LAS CRUCES PUBLIC SCHOOLS	195	77.7%	58	23.1%	707	281.7%
NEW MEXICO	ROSWELL INDEPENDENT SCHOOLS	173	74.6%	27	11.6%	251	108.2%
NEW MEXICO	FARMINGTON MUNICIPAL SCHOOLS	69	34.8%	34	17.2%	239	120.7%
NEW MEXICO	RIO RANCHO PUBLIC SCHOOLS	116	60.1%	42	21.8%	344	178.2%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 2	1107	53.1%	591	28.4%	4241	203.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #10	723	69.5%	367	35.3%	1978	190.0%
NEW YORK	ROCHESTER CITY SCHOOL DISTRICT	255	27.1%	283	30.1%	974	103.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #31	347	37.5%	444	47.9%	1828	197.4%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 8	534	62.2%	348	40.5%	788	91.7%
NEW YORK	BUFFALO CITY SCHOOL DISTRICT	193	22.6%	287	33.6%	1014	118.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #24	525	61.8%	268	31.6%	1876	221.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #25	406	50.0%	205	25.2%	1336	164.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #20	314	39.8%	273	34.6%	1863	236.4%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 7	528	70.5%	279	37.2%	955	127.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #27	277	37.2%	250	33.6%	1353	181.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #12	438	63.6%	231	33.5%	772	112.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
MISSISSIPPI	GEORGE CO SCHOOL DIST		0.0%	0	0	0.0%
MISSISSIPPI	HOLMES CO SCHOOL DIST		0.0%	0	0	0.0%
NEVADA	CLARK COUNTY SCHOOL DISTRICT	857	21.4%	6	327	8.2%
NEW MEXICO	ALBUQUERQUE PUBLIC SCHOOLS	833	38.1%	14	968	44.3%
NEW MEXICO	GALLUP-MCKINLEY CTY SCHOOLS	153	55.8%	4	105	38.3%
NEW MEXICO	SANTA FE PUBLIC SCHOOLS	101	40.2%	0	0	0.0%
NEW MEXICO	LAS CRUCES PUBLIC SCHOOLS	75	29.9%	1	28	11.2%
NEW MEXICO	ROSWELL INDEPENDENT SCHOOLS	64	27.6%	2	146	62.9%
NEW MEXICO	FARMINGTON MUNICIPAL SCHOOLS	67	33.8%	2	76	38.4%
NEW MEXICO	RIO RANCHO PUBLIC SCHOOLS	24	12.4%	1	28	14.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 2	491	23.6%	16	1085	52.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #10	389	37.4%	8	504	48.4%
NEW YORK	ROCHESTER CITY SCHOOL DISTRICT	185	19.7%	8	795	84.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #31	64	6.9%	2	193	20.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 8	178	20.7%	14	555	64.6%
NEW YORK	BUFFALO CITY SCHOOL DISTRICT	194	22.7%	8	433	50.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #24	234	27.6%	2	179	21.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #25	259	31.9%	2	201	24.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #20	325	41.2%	0	0	0.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 7	151	20.2%	7	379	50.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #27	184	24.7%	4	206	27.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #12	179	26.0%	9	396	57.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
MISSISSIPPI	GEORGE CO SCHOOL DIST	0	0	0	0	0
MISSISSIPPI	HOLMES CO SCHOOL DIST	0	0	0	0	0
NEVADA	CLARK COUNTY SCHOOL DISTRICT	1	3	0	2	0
NEW MEXICO	ALBUQUERQUE PUBLIC SCHOOLS	12	0	0	2	1
NEW MEXICO	GALLUP-MCKINLEY CTY SCHOOLS	3	0	0	1	0
NEW MEXICO	SANTA FE PUBLIC SCHOOLS	0	0	0	0	0
NEW MEXICO	LAS CRUCES PUBLIC SCHOOLS	0	0	0	1	0
NEW MEXICO	ROSWELL INDEPENDENT SCHOOLS	1	0	0	1	0
NEW MEXICO	FARMINGTON MUNICIPAL SCHOOLS	1	0	0	1	1
NEW MEXICO	RIO RANCHO PUBLIC SCHOOLS	0	0	0	1	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 2	12	0	0	4	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #10	8	0	0	0	0
NEW YORK	ROCHESTER CITY SCHOOL DISTRICT	8	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #31	1	0	0	1	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 8	14	0	0	0	0
NEW YORK	BUFFALO CITY SCHOOL DISTRICT	6	1	1	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #24	2	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #25	2	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #20	0	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 7	7	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #27	4	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #12	9	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #21	674	1.8%	75	11,443	195	28.9%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #11	666	1.8%	71	8,855	270	40.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #28	664	1.8%	82	14,950	204	30.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 9	642	1.8%	70	8,333	179	27.9%
NEW YORK	SYRACUSE CITY SCHOOL DISTRICT	509	1.4%	64	10,134	246	48.3%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #30	509	1.4%	79	6,030	75	14.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 3	508	1.4%	78	8,853	150	29.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #17	482	1.3%	74	7,418	352	73.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #15	453	1.2%	69	6,168	141	31.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 6	431	1.2%	66	5,480	64	14.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #19	418	1.1%	67	5,178	230	55.0%
NEW YORK	BRENTWOOD UNION FREE SCHOOL DISTRICT	418	1.1%	73	5,933	35	8.4%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #18	409	1.1%	66	4,166	343	83.9%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 1	406	1.1%	61	3,291	96	23.6%
OHIO	Electronic Classroom Of Tomorrow	1,964	8.8%	7	7,903	231	11.8%
OHIO	Columbus City School District	825	3.7%	73	13,259	466	56.5%
OHIO	Cleveland Municipal	702	3.2%	75	12,407	426	60.7%
OHIO	Ohio Virtual Academy	594	2.7%	56	3,467	61	10.3%
OHIO	Cincinnati City	574	2.6%	74	9,068	422	73.5%
OHIO	TRECA Digital Academy	536	2.4%	21	1,257	43	8.0%
OHIO	Toledo City	436	2.0%	68	6,540	227	52.1%
OHIO	Townsend North Community School	394	1.8%	21	1,050		0.0%
OHIO	Insight School of Ohio	366	1.6%	32	1,140	47	12.8%
OHIO	Dayton City	346	1.6%	67	3,867	206	59.5%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #21	219	32.5%	250	37.1%	1519	225.4%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #11	342	51.4%	351	52.7%	1105	165.9%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #28	228	34.3%	231	34.8%	2198	331.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 9	442	68.8%	300	46.7%	1257	195.8%
NEW YORK	SYRACUSE CITY SCHOOL DISTRICT	92	18.1%	157	30.8%	638	125.3%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #30	287	56.4%	152	29.9%	1433	281.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 3	287	56.5%	187	36.8%	943	185.6%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #17	89	18.5%	168	34.9%	1114	231.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #15	236	52.1%	184	40.6%	737	162.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 6	358	83.1%	154	35.7%	704	163.3%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #19	158	37.8%	193	46.2%	676	161.7%
NEW YORK	BRENTWOOD UNION FREE SCHOOL DISTRICT	369	88.3%	51	12.2%	887	212.2%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #18	54	13.2%	156	38.1%	649	158.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 1	198	48.8%	124	30.5%	388	95.6%
OHIO	Electronic Classroom Of Tomorrow	139	7.1%	434	22.1%	84	4.3%
OHIO	Columbus City School District	124	15.0%	406	49.2%	2200	266.7%
OHIO	Cleveland Municipal	141	20.1%	266	37.9%	2075	295.6%
OHIO	Ohio Virtual Academy	39	6.6%	159	26.8%	249	41.9%
OHIO	Cincinnati City	28	4.9%	256	44.6%	1118	194.8%
OHIO	TRECA Digital Academy	20	3.7%	144	26.9%	62	11.6%
OHIO	Toledo City	48	11.0%	248	56.9%	720	165.1%
OHIO	Townsend North Community School	29	7.4%		0.0%	76	19.3%
OHIO	Insight School of Ohio	24	6.6%	82	22.4%	87	23.8%
OHIO	Dayton City	21	6.1%	160	46.2%	684	197.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #21	173	25.7%	4	156	23.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #11	96	14.4%	7	249	37.4%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #28	112	16.9%	1	67	10.1%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 9	202	31.5%	8	277	43.1%
NEW YORK	SYRACUSE CITY SCHOOL DISTRICT	99	19.4%	2	268	52.7%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #30	154	30.3%	1	135	26.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 3	47	9.3%	2	189	37.2%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #17	87	18.0%	5	142	29.5%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #15	61	13.5%	4	86	19.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 6	202	46.9%	4	176	40.8%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #19	74	17.7%	7	218	52.2%
NEW YORK	BRENTWOOD UNION FREE SCHOOL DISTRICT	249	59.6%	0	0	0.0%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #18	30	7.3%	5	241	58.9%
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 1	128	31.5%	4	317	78.1%
OHIO	Electronic Classroom Of Tomorrow	38	1.9%	1	1964	100.0%
OHIO	Columbus City School District	230	27.9%	10	441	53.5%
OHIO	Cleveland Municipal	88	12.5%	10	397	56.6%
OHIO	Ohio Virtual Academy	2	0.3%	1	594	100.0%
OHIO	Cincinnati City	38	6.6%	6	354	61.7%
OHIO	TRECA Digital Academy	11	2.1%	1	536	100.0%
OHIO	Toledo City	10	2.3%	5	268	61.5%
OHIO	Townsend North Community School	4	1.0%	1	394	100.0%
OHIO	Insight School of Ohio		0.0%	1	366	100.0%
OHIO	Dayton City	33	9.5%	4	284	82.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #21	4	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #11	7	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #28	1	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 9	8	0	0	0	0
NEW YORK	SYRACUSE CITY SCHOOL DISTRICT	2	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #30	1	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 3	1	0	0	1	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #17	4	0	0	1	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #15	4	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 6	4	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #19	6	0	1	0	0
NEW YORK	BRENTWOOD UNION FREE SCHOOL DISTRICT	0	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT #18	5	0	0	0	0
NEW YORK	NEW YORK CITY GEOGRAPHIC DISTRICT # 1	2	0	0	2	0
OHIO	Electronic Classroom Of Tomorrow	1	0	0	0	1
OHIO	Columbus City School District	8	2	0	0	0
OHIO	Cleveland Municipal	10	0	0	0	0
OHIO	Ohio Virtual Academy	1	0	0	0	1
OHIO	Cincinnati City	6	0	0	0	0
OHIO	TRECA Digital Academy	1	0	0	0	1
OHIO	Toledo City	4	1	0	0	0
OHIO	Townsend North Community School	1	0	0	0	0
OHIO	Insight School of Ohio	1	0	0	0	1
OHIO	Dayton City	4	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
OHIO	Akron City	341	1.5%	78	6,555	170	49.9%
OHIO	Alternative Education Academy	222	1.0%	24	444		0.0%
OHIO	South-Western City	209	0.9%	87	6,889	35	16.7%
OHIO	Greater Ohio Virtual School	194	0.9%	34	417	14	7.2%
OHIO	Dohn Community	193	0.9%	31	566	180	93.3%
OHIO	Lorain City	191	0.9%	65	2,166	60	31.4%
OHIO	Springfield City School District	169	0.8%	66	1,962	39	23.1%
OHIO	Westerville City	161	0.7%	87	4,877	61	37.9%
OHIO	Invictus High School	154	0.7%	17	419	124	80.5%
OHIO	Canton City	147	0.7%	78	2,503	47	32.0%
OHIO	Hilliard City	137	0.6%	89	4,955	12	8.8%
OHIO	Ohio Connections Academy, Inc	136	0.6%	72	2,032	10	7.4%
OHIO	Hamilton City	130	0.6%	78	2,700	23	17.7%
OHIO	Quaker Digital Academy	129	0.6%	38	383		0.0%
OHIO	Euclid City	126	0.6%	70	1,757	107	84.9%
OHIO	Phoenix Academy Community School	122	0.5%	27	223	69	56.6%
OHIO	Parma City	111	0.5%	88	3,643	10	9.0%
OHIO	Focus Learning Academy of Southwest Columbus	108	0.5%	22	285	27	25.0%
OHIO	Goal Digital Academy	107	0.5%	32	411	9	8.4%
OHIO	Lima City	104	0.5%	65	1,048	58	55.8%
OHIO	Northwest Local	101	0.5%	86	2,725	34	33.7%
OHIO	River Gate High School	98	0.4%	2.5	149	11	11.2%
OHIO	Barberton City	90	0.4%	69	1,399	14	15.6%
OHIO	Regent High School	89	0.4%	2.5	194	80	89.9%
OHIO	Groveport Madison Local	86	0.4%	79	1,690	38	44.2%
OHIO	Glass City Academy	85	0.4%	27		41	48.2%
OHIO	Willoughby-Eastlake City	84	0.4%	87	2,713	15	17.9%
OHIO	Dublin City	84	0.4%	93	4,931	12	14.3%
OHIO	East Cleveland City School District	83	0.4%	66	813	80	96.4%
OHIO	West Clermont Local	82	0.4%	87	2,418	3	3.7%
OHIO	Oak Hills Local	81	0.4%	88	2,291	4	4.9%
OHIO	Fairfield City	80	0.4%	90	3,062	18	22.5%
OHIO	Xenia Community City	78	0.4%	75	1,105	16	20.5%
OHIO	Capital High School	76	0.3%	2.5	188	20	26.3%
OHIO	Life Skills Ctr Of Cincinnati	76	0.3%	17	133		0.0%
OKLAHOMA	OKLAHOMA CITY	733	8.1%	67	8,091	216	29.5%
OKLAHOMA	EPIC ONE ON ONE CHARTER SCHOOL	633	7.0%	46	3,966	37	5.8%
OKLAHOMA	TULSA	549	6.1%	75	8,781	167	30.4%
OKLAHOMA	MOORE	264	2.9%	85	6,964	15	5.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
OHIO	Akron City	17	5.0%	101	29.6%	1208	354.3%
OHIO	Alternative Education Academy	15	6.8%		0.0%	47	21.2%
OHIO	South-Western City	46	22.0%	74	35.4%	644	308.1%
OHIO	Greater Ohio Virtual School	22	11.3%	48	24.7%	20	10.3%
OHIO	Dohn Community		0.0%	67	34.7%	70	36.3%
OHIO	Lorain City	69	36.1%	99	51.8%	356	186.4%
OHIO	Springfield City School District	8	4.7%	75	44.4%	326	192.9%
OHIO	Westerville City	17	10.6%	95	59.0%	285	177.0%
OHIO	Invictus High School		0.0%	55	35.7%	31	20.1%
OHIO	Canton City	23	15.6%	45	30.6%	522	355.1%
OHIO	Hilliard City	16	11.7%	93	67.9%	179	130.7%
OHIO	Ohio Connections Academy, Inc	6	4.4%	23	16.9%	108	79.4%
OHIO	Hamilton City	13	10.0%	46	35.4%	253	194.6%
OHIO	Quaker Digital Academy	4	3.1%	19	14.7%	40	31.0%
OHIO	Euclid City		0.0%	41	32.5%	288	228.6%
OHIO	Phoenix Academy Community School	7	5.7%		0.0%	25	20.5%
OHIO	Parma City	9	8.1%	44	39.6%	317	285.6%
OHIO	Focus Learning Academy of Southwest Columbus	4	3.7%	33	30.6%	30	27.8%
OHIO	Goal Digital Academy		0.0%		0.0%	26	24.3%
OHIO	Lima City	3	2.9%	48	46.2%	199	191.3%
OHIO	Northwest Local	2	2.0%	71	70.3%	232	229.7%
OHIO	River Gate High School		0.0%	14	14.3%	3	3.1%
OHIO	Barberton City	2	2.2%	48	53.3%	130	144.4%
OHIO	Regent High School		0.0%	15	16.9%		0.0%
OHIO	Groveport Madison Local	8	9.3%	30	34.9%	135	157.0%
OHIO	Glass City Academy	15	17.6%	22	25.9%	25	29.4%
OHIO	Willoughby-Eastlake City	2	2.4%	53	63.1%	147	175.0%
OHIO	Dublin City	9	10.7%	71	84.5%	97	115.5%
OHIO	East Cleveland City School District		0.0%	39	47.0%	159	191.6%
OHIO	West Clermont Local	3	3.7%	41	50.0%	130	158.5%
OHIO	Oak Hills Local		0.0%	62	76.5%	36	44.4%
OHIO	Fairfield City	8	10.0%	35	43.8%	205	256.3%
OHIO	Xenia Community City		0.0%	39	50.0%	105	134.6%
OHIO	Capital High School		0.0%	19	25.0%	2	2.6%
OHIO	Life Skills Ctr Of Cincinnati		0.0%	31	40.8%	16	21.1%
OKLAHOMA	OKLAHOMA CITY	296	40.4%	126	17.2%	996	135.9%
OKLAHOMA	EPIC ONE ON ONE CHARTER SCHOOL	53	8.4%	45	7.1%	306	48.3%
OKLAHOMA	TULSA	155	28.2%	127	23.1%	1127	205.3%
OKLAHOMA	MOORE	33	12.5%	70	26.5%	457	173.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
OHIO	Akron City	40	11.7%	1	89	26.1%
OHIO	Alternative Education Academy	4	1.8%	1	222	100.0%
OHIO	South-Western City	55	26.3%	0	0	0.0%
OHIO	Greater Ohio Virtual School	17	8.8%	1	194	100.0%
OHIO	Dohn Community		0.0%	1	193	100.0%
OHIO	Lorain City	17	8.9%	1	31	16.2%
OHIO	Springfield City School District	3	1.8%	0	0	0.0%
OHIO	Westerville City	34	21.1%	0	0	0.0%
OHIO	Invictus High School		0.0%	1	154	100.0%
OHIO	Canton City	23	15.6%	0	0	0.0%
OHIO	Hilliard City	18	13.1%	0	0	0.0%
OHIO	Ohio Connections Academy, Inc		0.0%	0	0	0.0%
OHIO	Hamilton City	7	5.4%	0	0	0.0%
OHIO	Quaker Digital Academy		0.0%	1	129	100.0%
OHIO	Euclid City		0.0%	0	0	0.0%
OHIO	Phoenix Academy Community School		0.0%	1	122	100.0%
OHIO	Parma City	2	1.8%	0	0	0.0%
OHIO	Focus Learning Academy of Southwest Columbus	5	4.6%	1	108	100.0%
OHIO	Goal Digital Academy		0.0%	1	107	100.0%
OHIO	Lima City		0.0%	1	104	100.0%
OHIO	Northwest Local	3	3.0%	0	0	0.0%
OHIO	River Gate High School		0.0%	1	98	100.0%
OHIO	Barberton City		0.0%	0	0	0.0%
OHIO	Regent High School		0.0%	1	89	100.0%
OHIO	Groveport Madison Local	6	7.0%	1	45	52.3%
OHIO	Glass City Academy		0.0%	1	85	100.0%
OHIO	Willoughby-Eastlake City	2	2.4%	0	0	0.0%
OHIO	Dublin City	20	23.8%	0	0	0.0%
OHIO	East Cleveland City School District		0.0%	1	84	101.2%
OHIO	West Clermont Local		0.0%	0	0	0.0%
OHIO	Oak Hills Local	1	1.2%	0	0	0.0%
OHIO	Fairfield City	7	8.8%	0	0	0.0%
OHIO	Xenia Community City		0.0%	0	0	0.0%
OHIO	Capital High School		0.0%	1	76	100.0%
OHIO	Life Skills Ctr Of Cincinnati		0.0%	1	76	100.0%
OKLAHOMA	OKLAHOMA CITY	173	23.6%	6	579	79.0%
OKLAHOMA	EPIC ONE ON ONE CHARTER SCHOOL		0.0%	1	633	100.0%
OKLAHOMA	TULSA	91	16.6%	4	352	64.1%
OKLAHOMA	MOORE	3	1.1%	0	0	0.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
OHIO	Akron City	1	0	0	0	0
OHIO	Alternative Education Academy	1	0	0	0	1
OHIO	South-Western City	0	0	0	0	0
OHIO	Greater Ohio Virtual School	1	0	0	0	1
OHIO	Dohn Community	1	0	0	0	0
OHIO	Lorain City	1	0	0	0	0
OHIO	Springfield City School District	0	0	0	0	0
OHIO	Westerville City	0	0	0	0	0
OHIO	Invictus High School	1	0	0	0	0
OHIO	Canton City	0	0	0	0	0
OHIO	Hilliard City	0	0	0	0	0
OHIO	Ohio Connections Academy, Inc	0	0	0	0	0
OHIO	Hamilton City	0	0	0	0	0
OHIO	Quaker Digital Academy	1	0	0	0	1
OHIO	Euclid City	0	0	0	0	0
OHIO	Phoenix Academy Community School	1	0	0	0	0
OHIO	Parma City	0	0	0	0	0
OHIO	Focus Learning Academy of Southwest Columbus	1	0	0	0	0
OHIO	Goal Digital Academy	1	0	0	0	1
OHIO	Lima City	1	0	0	0	0
OHIO	Northwest Local	0	0	0	0	0
OHIO	River Gate High School	1	0	0	0	0
OHIO	Barberton City	0	0	0	0	0
OHIO	Regent High School	1	0	0	0	0
OHIO	Groveport Madison Local	1	0	0	0	0
OHIO	Glass City Academy	1	0	0	0	0
OHIO	Willoughby-Eastlake City	0	0	0	0	0
OHIO	Dublin City	0	0	0	0	0
OHIO	East Cleveland City School District	1	0	0	0	0
OHIO	West Clermont Local	0	0	0	0	0
OHIO	Oak Hills Local	0	0	0	0	0
OHIO	Fairfield City	0	0	0	0	0
OHIO	Xenia Community City	0	0	0	0	0
OHIO	Capital High School	1	0	0	0	0
OHIO	Life Skills Ctr Of Cincinnati	1	0	0	0	0
OKLAHOMA	OKLAHOMA CITY	6	0	0	0	0
OKLAHOMA	EPIC ONE ON ONE CHARTER SCHOOL	1	0	0	0	1
OKLAHOMA	TULSA	4	0	0	0	0
OKLAHOMA	MOORE	0	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
OKLAHOMA	PUTNAM CITY	262	2.9%	81	5,412	58	22.1%
OKLAHOMA	ARDMORE	211	2.3%	6	803	34	16.1%
OKLAHOMA	LAWTON	198	2.2%	81	3,842	53	26.8%
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	186	2.1%	58	1,998	34	18.3%
OKLAHOMA	BROKEN ARROW	135	1.5%	89	5,189	9	6.7%
OKLAHOMA	BARTLESVILLE	133	1.5%	73	1,684	8	6.0%
OKLAHOMA	EDMOND	125	1.4%	93	4,714	19	15.2%
OKLAHOMA	UNION	125	1.4%	89	7,141	22	17.6%
OKLAHOMA	NORMAN	122	1.4%	88	4,722	12	9.8%
OKLAHOMA	FORT GIBSON	114	1.3%	51	565		0.0%
OKLAHOMA	SEEWORTH ACADEMY (CHARTER)	113	1.3%	27	303	55	48.7%
OKLAHOMA	GUYMON	112	1.2%	60	854		0.0%
OKLAHOMA	MUSKOGEE	111	1.2%	76	1,561	17	15.3%
OKLAHOMA	SAND SPRINGS	101	1.1%	80	1,791	2	2.0%
OKLAHOMA	ALTUS	97	1.1%	67	882	13	13.4%
OKLAHOMA	JENKS	91	1.0%	89	3,404	5	5.5%
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD	90	1.0%	58	862	11	12.2%
OKLAHOMA	SHAWNEE	89	1.0%	77	1,393	6	6.7%
OREGON	Salem-Keizer SD 24J	735	7.8%	77	12,490	20	2.7%
OREGON	Portland SD 1J	661	7.0%	80	13,400	115	17.4%
OREGON	Beaverton SD 48J	419	4.4%	86	12,575	17	4.1%
OREGON	Eugene SD 4J	360	3.8%	74	5,531	9	2.5%
OREGON	Gresham-Barlow SD 10J	283	3.0%	73	3,931	15	5.3%
OREGON	Santiam Canyon SD 129J	272	2.9%	59	2,171	1	0.4%
OREGON	Bend-LaPine Administrative SD 1	263	2.8%	82	5,692	5	1.9%
OREGON	Hillsboro SD 1J	250	2.7%	84	6,320	5	2.0%
OREGON	Reynolds SD 7	233	2.5%	68	3,023	23	9.9%
OREGON	Springfield SD 19	218	2.3%	73	3,421	3	1.4%
OREGON	North Clackamas SD 12	215	2.3%	85	5,794	2	0.9%
OREGON	North Bend SD 13	209	2.2%	55	1,589		0.0%
OREGON	Medford SD 549C	206	2.2%	81	4,100	3	1.5%
OREGON	Estacada SD 108	193	2.0%	62	1,212		0.0%
OREGON	Douglas County SD 4	192	2.0%	62	1,905		0.0%
OREGON	David Douglas SD 40	191	2.0%	76	3,258	22	11.5%
PENNSYLVANIA	Philadelphia City SD	3,858	20.2%	63	37,075	2258	58.5%
PENNSYLVANIA	Pennsylvania Cyber CS	996	5.2%	50	5,350	102	10.2%
PENNSYLVANIA	Agora Cyber CS	637	3.3%	49	3,140	177	27.8%
PENNSYLVANIA	Chester-Upland SD	454	2.4%	36	1,482	388	85.5%
PENNSYLVANIA	Commonwealth Charter Academy CS	419	2.2%	66	4,262	74	17.7%
PENNSYLVANIA	Allentown City SD	394	2.1%	72	5,143	76	19.3%
PENNSYLVANIA	Reading SD	368	1.9%	67	4,522	36	9.8%
PENNSYLVANIA	Pittsburgh SD	340	1.8%	79	6,583	198	58.2%
PENNSYLVANIA	Bethlehem Area SD	229	1.2%	81	4,666	37	16.2%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
OKLAHOMA	PUTNAM CITY	89	34.0%	60	22.9%	594	226.7%
OKLAHOMA	ARDMORE	33	15.6%	16	7.6%		0.0%
OKLAHOMA	LAWTON	22	11.1%	57	28.8%	440	222.2%
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	26	14.0%	27	14.5%	134	72.0%
OKLAHOMA	BROKEN ARROW	26	19.3%	23	17.0%	323	239.3%
OKLAHOMA	BARTLESVILLE	11	8.3%	34	25.6%	116	87.2%
OKLAHOMA	EDMOND	24	19.2%	18	14.4%	286	228.8%
OKLAHOMA	UNION	45	36.0%	22	17.6%	502	401.6%
OKLAHOMA	NORMAN	17	13.9%	40	32.8%	229	187.7%
OKLAHOMA	FORT GIBSON	3	2.6%	11	9.6%	29	25.4%
OKLAHOMA	SEEWORTH ACADEMY (CHARTER)		0.0%	38	33.6%	41	36.3%
OKLAHOMA	GUYMON	73	65.2%	11	9.8%	93	83.0%
OKLAHOMA	MUSKOGEE	15	13.5%	18	16.2%	253	227.9%
OKLAHOMA	SAND SPRINGS	7	6.9%	22	21.8%	169	167.3%
OKLAHOMA	ALTUS	47	48.5%	15	15.5%	80	82.5%
OKLAHOMA	JENKS	21	23.1%	24	26.4%	175	192.3%
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD	2	2.2%	13	14.4%	62	68.9%
OKLAHOMA	SHAWNEE	3	3.4%		0.0%	179	201.1%
OREGON	Salem-Keizer SD 24J	321	43.7%	200	27.2%	1543	209.9%
OREGON	Portland SD 1J	159	24.1%	212	32.1%	1309	198.0%
OREGON	Beaverton SD 48J	162	38.7%	140	33.4%	915	218.4%
OREGON	Eugene SD 4J	62	17.2%	100	27.8%	438	121.7%
OREGON	Gresham-Barlow SD 10J	88	31.1%	52	18.4%	370	130.7%
OREGON	Santiam Canyon SD 129J	35	12.9%	56	20.6%	196	72.1%
OREGON	Bend-LaPine Administrative SD 1	59	22.4%	74	28.1%	486	184.8%
OREGON	Hillsboro SD 1J	107	42.8%	63	25.2%	757	302.8%
OREGON	Reynolds SD 7	93	39.9%	52	22.3%	359	154.1%
OREGON	Springfield SD 19	61	28.0%	54	24.8%	346	158.7%
OREGON	North Clackamas SD 12	54	25.1%	64	29.8%	521	242.3%
OREGON	North Bend SD 13	29	13.9%	52	24.9%	132	63.2%
OREGON	Medford SD 549C	72	35.0%	33	16.0%	500	242.7%
OREGON	Estacada SD 108	80	41.5%	34	17.6%	131	67.9%
OREGON	Douglas County SD 4	20	10.4%	50	26.0%	147	76.6%
OREGON	David Douglas SD 40	45	23.6%	49	25.7%	482	252.4%
PENNSYLVANIA	Philadelphia City SD	884	22.9%	1009	26.2%	6099	158.1%
PENNSYLVANIA	Pennsylvania Cyber CS	50	5.0%	306	30.7%	194	19.5%
PENNSYLVANIA	Agora Cyber CS	60	9.4%	172	27.0%	367	57.6%
PENNSYLVANIA	Chester-Upland SD	58	12.8%	124	27.3%	245	54.0%
PENNSYLVANIA	Commonwealth Charter Academy CS	43	10.3%	113	27.0%	131	31.3%
PENNSYLVANIA	Allentown City SD	275	69.8%	115	29.2%	746	189.3%
PENNSYLVANIA	Reading SD	310	84.2%	109	29.6%	735	199.7%
PENNSYLVANIA	Pittsburgh SD	15	4.4%	117	34.4%	677	199.1%
PENNSYLVANIA	Bethlehem Area SD	124	54.1%	87	38.0%	501	218.8%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
OKLAHOMA	PUTNAM CITY	39	14.9%	0	0	0.0%
OKLAHOMA	ARDMORE	7	3.3%	1	211	100.0%
OKLAHOMA	LAWTON	8	4.0%	0	0	0.0%
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	7	3.8%	2	189	101.6%
OKLAHOMA	BROKEN ARROW	4	3.0%	1	10	7.4%
OKLAHOMA	BARTLESVILLE	9	6.8%	0	0	0.0%
OKLAHOMA	EDMOND	6	4.8%	0	0	0.0%
OKLAHOMA	UNION	18	14.4%	1	29	23.2%
OKLAHOMA	NORMAN	2	1.6%	1	22	18.0%
OKLAHOMA	FORT GIBSON		0.0%	1	114	100.0%
OKLAHOMA	SEEWORTH ACADEMY (CHARTER)	17	15.0%	1	113	100.0%
OKLAHOMA	GUYMON	65	58.0%	1	112	100.0%
OKLAHOMA	MUSKOGEE		0.0%	0	0	0.0%
OKLAHOMA	SAND SPRINGS		0.0%	1	4	4.0%
OKLAHOMA	ALTUS	9	9.3%	1	97	100.0%
OKLAHOMA	JENKS	33	36.3%	0	0	0.0%
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD		0.0%	1	90	100.0%
OKLAHOMA	SHAWNEE		0.0%	0	0	0.0%
OREGON	Salem-Keizer SD 24J	133	18.1%	1	295	40.1%
OREGON	Portland SD 1J	86	13.0%	3	111	16.8%
OREGON	Beaverton SD 48J	68	16.2%	1	26	6.2%
OREGON	Eugene SD 4J	4	1.1%	2	167	46.4%
OREGON	Gresham-Barlow SD 10J	20	7.1%	1	113	39.9%
OREGON	Santiam Canyon SD 129J		0.0%	1	271	99.6%
OREGON	Bend-LaPine Administrative SD 1	18	6.8%	1	39	14.8%
OREGON	Hillsboro SD 1J	41	16.4%	0	0	0.0%
OREGON	Reynolds SD 7	53	22.7%	1	56	24.0%
OREGON	Springfield SD 19	17	7.8%	1	21	9.6%
OREGON	North Clackamas SD 12	25	11.6%	2	64	29.8%
OREGON	North Bend SD 13	1	0.5%	1	187	89.5%
OREGON	Medford SD 549C	20	9.7%	1	95	46.1%
OREGON	Estacada SD 108	14	7.3%	1	159	82.4%
OREGON	Douglas County SD 4		0.0%	1	50	26.0%
OREGON	David Douglas SD 40	56	29.3%	0	0	0.0%
PENNSYLVANIA	Philadelphia City SD	425	11.0%	19	1561	40.5%
PENNSYLVANIA	Pennsylvania Cyber CS		0.0%	1	996	100.0%
PENNSYLVANIA	Agora Cyber CS		0.0%	1	637	100.0%
PENNSYLVANIA	Chester-Upland SD	29	6.4%	2	442	97.4%
PENNSYLVANIA	Commonwealth Charter Academy CS		0.0%	1	419	100.0%
PENNSYLVANIA	Allentown City SD	90	22.8%	0	0	0.0%
PENNSYLVANIA	Reading SD	120	32.6%	1	367	99.7%
PENNSYLVANIA	Pittsburgh SD	27	7.9%	2	39	11.5%
PENNSYLVANIA	Bethlehem Area SD	14	6.1%	0	0	0.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
OKLAHOMA	PUTNAM CITY	0	0	0	0	0
OKLAHOMA	ARDMORE	1	0	0	0	0
OKLAHOMA	LAWTON	0	0	0	0	0
OKLAHOMA	EPIC BLENDED LEARNING CHARTER	2	0	0	0	0
OKLAHOMA	BROKEN ARROW	1	0	0	0	0
OKLAHOMA	BARTLESVILLE	0	0	0	0	0
OKLAHOMA	EDMOND	0	0	0	0	0
OKLAHOMA	UNION	1	0	0	0	0
OKLAHOMA	NORMAN	1	0	0	0	0
OKLAHOMA	FORT GIBSON	1	0	0	0	0
OKLAHOMA	SEEWORTH ACADEMY (CHARTER)	1	0	0	0	0
OKLAHOMA	GUYMON	1	0	0	0	0
OKLAHOMA	MUSKOGEE	0	0	0	0	0
OKLAHOMA	SAND SPRINGS	1	0	0	0	0
OKLAHOMA	ALTUS	1	0	0	0	0
OKLAHOMA	JENKS	0	0	0	0	0
OKLAHOMA	OKLAHOMA VIRTUAL CHARTER ACAD	1	0	0	0	1
OKLAHOMA	SHAWNEE	0	0	0	0	0
OREGON	Salem-Keizer SD 24J	0	0	0	1	0
OREGON	Portland SD 1J	1	0	0	2	0
OREGON	Beaverton SD 48J	0	0	0	1	0
OREGON	Eugene SD 4J	1	0	0	1	0
OREGON	Gresham-Barlow SD 10J	1	0	0	0	1
OREGON	Santiam Canyon SD 129J	1	0	0	0	1
OREGON	Bend-LaPine Administrative SD 1	0	0	0	1	0
OREGON	Hillsboro SD 1J	0	0	0	0	0
OREGON	Reynolds SD 7	0	0	0	1	0
OREGON	Springfield SD 19	1	0	0	0	0
OREGON	North Clackamas SD 12	2	0	0	0	1
OREGON	North Bend SD 13	1	0	0	0	1
OREGON	Medford SD 549C	0	0	0	1	0
OREGON	Estacada SD 108	1	0	0	0	0
OREGON	Douglas County SD 4	1	0	0	0	0
OREGON	David Douglas SD 40	0	0	0	0	0
PENNSYLVANIA	Philadelphia City SD	18	0	1	0	0
PENNSYLVANIA	Pennsylvania Cyber CS	1	0	0	0	1
PENNSYLVANIA	Agora Cyber CS	1	0	0	0	1
PENNSYLVANIA	Chester-Upland SD	2	0	0	0	0
PENNSYLVANIA	Commonwealth Charter Academy CS	1	0	0	0	1
PENNSYLVANIA	Allentown City SD	0	0	0	0	0
PENNSYLVANIA	Reading SD	1	0	0	0	0
PENNSYLVANIA	Pittsburgh SD	1	1	0	0	0
PENNSYLVANIA	Bethlehem Area SD	0	0	0	0	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
PENNSYLVANIA	Erie City SD	217	1.1%	74	3,314	97	44.7%
PENNSYLVANIA	Hazleton Area SD	211	1.1%	77	3,441	6	2.8%
PENNSYLVANIA	Lancaster SD	201	1.1%	77	3,060	38	18.9%
PENNSYLVANIA	Olney Charter High School	184	1.0%	69	1,984	67	36.4%
PENNSYLVANIA	Upper Darby SD	164	0.9%	83	3,795	100	61.0%
PENNSYLVANIA	Scranton SD	154	0.8%	79	2,835	34	22.1%
PENNSYLVANIA	York City SD	140	0.7%	59	1,083	62	44.3%
PENNSYLVANIA	Harrisburg City SD	131	0.7%	65	1,530	74	56.5%
PENNSYLVANIA	Chambersburg Area SD	120	0.6%	84	737	14	11.7%
PENNSYLVANIA	21st Century Cyber CS	120	0.6%	54	2,785	12	10.0%
PENNSYLVANIA	East Stroudsburg Area SD	114	0.6%	83	2,331	29	25.4%
PENNSYLVANIA	Central Dauphin SD	107	0.6%	86	3,270	38	35.5%
SOUTH CAROLINA	Dept Of Correction N04	1,180	10.6%	0.5		819	69.4%
SOUTH CAROLINA	SC Public Charter School District	1,088	9.8%	64	10,640	168	15.4%
SOUTH CAROLINA	Greenville 01	876	7.9%	84	20,730	326	37.2%
SOUTH CAROLINA	Dept of Juvenile Justice	666	6.0%	0.5	396	383	57.5%
SOUTH CAROLINA	Horry 01	593	5.3%	82	12,960	192	32.4%
SOUTH CAROLINA	Charleston 01	431	3.9%	84	12,686	259	60.1%
SOUTH CAROLINA	Berkeley 01	393	3.5%	84	9,703	151	38.4%
SOUTH CAROLINA	Richland 01	327	2.9%	78	6,101	282	86.2%
SOUTH CAROLINA	Richland 02	265	2.4%	87	8,477	188	70.9%
TEXAS	HOUSTON ISD	2,780	7.7%	79	54,167	716	25.8%
TEXAS	TEXANS CAN ACADEMIES	1,796	5.0%	42	5,811	571	31.8%
TEXAS	DALLAS ISD	1,172	3.2%	87	40,110	296	25.3%
TEXAS	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	1,015	2.8%	26	2,224	183	18.0%
TEXAS	ALDINE ISD	928	2.6%	79	17,860	221	23.8%
TEXAS	PREMIER HIGH SCHOOLS	910	2.5%	54	7,130	85	9.3%
TEXAS	EL PASO ISD	716	2.0%	84	18,596	26	3.6%
TEXAS	FORT WORTH ISD	700	1.9%	86	22,179	163	23.3%
TEXAS	ARLINGTON ISD	637	1.8%	86	17,891	169	26.5%
TEXAS	CYPRESS-FAIRBANKS ISD	605	1.7%	93	35,853	170	28.1%
TEXAS	SAN ANTONIO ISD	557	1.5%	82	12,876	48	8.6%
TEXAS	PASADENA ISD	483	1.3%	88	16,353	37	7.7%
TEXAS	NORTH EAST ISD	479	1.3%	91	21,445	41	8.6%
TEXAS	NORTHSIDE ISD	442	1.2%	94	31,309	36	8.1%
TEXAS	SPRING ISD	410	1.1%	83	10,080	174	42.4%
TEXAS	AUSTIN ISD	381	1.1%	92	21,195	37	9.7%
TEXAS	WINFREE ACADEMY CHARTER SCHOOLS	374	1.0%	35	1,299	115	30.7%
TEXAS	SOCORRO ISD	356	1.0%	90	14,883	7	2.0%
TEXAS	EVOLUTION ACADEMY CHARTER SCHOOL	340	0.9%	36	809	143	42.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
PENNSYLVANIA	Erie City SD	30	13.8%	62	28.6%	386	177.9%
PENNSYLVANIA	Hazleton Area SD	141	66.8%	53	25.1%	3	1.4%
PENNSYLVANIA	Lancaster SD	137	68.2%	57	28.4%	606	301.5%
PENNSYLVANIA	Olney Charter High School	111	60.3%	66	35.9%	277	150.5%
PENNSYLVANIA	Upper Darby SD	17	10.4%	76	46.3%	478	291.5%
PENNSYLVANIA	Scranton SD	50	32.5%	47	30.5%	247	160.4%
PENNSYLVANIA	York City SD	55	39.3%	44	31.4%	196	140.0%
PENNSYLVANIA	Harrisburg City SD	52	39.7%	52	39.7%	131	100.0%
PENNSYLVANIA	Chambersburg Area SD	40	33.3%	26	21.7%	232	193.3%
PENNSYLVANIA	21st Century Cyber CS	13	10.8%	20	16.7%	15	12.5%
PENNSYLVANIA	East Stroudsburg Area SD	20	17.5%	51	44.7%	244	214.0%
PENNSYLVANIA	Central Dauphin SD	15	14.0%	43	40.2%	211	197.2%
SOUTH CAROLINA	Dept Of Correction N04	22	1.9%	192	16.3%	6	0.5%
SOUTH CAROLINA	SC Public Charter School District	51	4.7%	173	15.9%	709	65.2%
SOUTH CAROLINA	Greenville 01	133	15.2%	365	41.7%	1812	206.8%
SOUTH CAROLINA	Dept of Juvenile Justice	27	4.1%	149	22.4%	5	0.8%
SOUTH CAROLINA	Horry 01	49	8.3%	232	39.1%	1410	237.8%
SOUTH CAROLINA	Charleston 01	45	10.4%	135	31.3%	918	213.0%
SOUTH CAROLINA	Berkeley 01	50	12.7%	148	37.7%	942	239.7%
SOUTH CAROLINA	Richland 01	7	2.1%	151	46.2%	731	223.5%
SOUTH CAROLINA	Richland 02	36	13.6%	110	41.5%	751	283.4%
TEXAS	HOUSTON ISD	1662	59.8%	391	14.1%	7571	272.3%
TEXAS	TEXANS CAN ACADEMIES	983	54.7%	109	6.1%	1096	61.0%
TEXAS	DALLAS ISD	821	70.1%	188	16.0%	6442	549.7%
TEXAS	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	658	64.8%	96	9.5%	241	23.7%
TEXAS	ALDINE ISD	668	72.0%	117	12.6%	3105	334.6%
TEXAS	PREMIER HIGH SCHOOLS	511	56.2%	81	8.9%	578	63.5%
TEXAS	EL PASO ISD	646	90.2%	118	16.5%	2260	315.6%
TEXAS	FORT WORTH ISD	409	58.4%	115	16.4%	3086	440.9%
TEXAS	ARLINGTON ISD	333	52.3%	86	13.5%	2173	341.1%
TEXAS	CYPRESS-FAIRBANKS ISD	287	47.4%	134	22.1%	4011	663.0%
TEXAS	SAN ANTONIO ISD	472	84.7%	85	15.3%	2152	386.4%
TEXAS	PASADENA ISD	393	81.4%	87	18.0%	2767	572.9%
TEXAS	NORTH EAST ISD	330	68.9%	109	22.8%	1766	368.7%
TEXAS	NORTHSIDE ISD	291	65.8%	91	20.6%	2737	619.2%
TEXAS	SPRING ISD	177	43.2%	49	12.0%	1185	289.0%
TEXAS	AUSTIN ISD	235	61.7%	83	21.8%	1865	489.5%
TEXAS	WINFREE ACADEMY CHARTER SCHOOLS	130	34.8%	39	10.4%	112	29.9%
TEXAS	SOCORRO ISD	300	84.3%	73	20.5%	2083	585.1%
TEXAS	EVOLUTION ACADEMY CHARTER SCHOOL	158	46.5%	28	8.2%	118	34.7%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
PENNSYLVANIA	Erie City SD	25	11.5%	0	0	0.0%
PENNSYLVANIA	Hazleton Area SD	78	37.0%	0	0	0.0%
PENNSYLVANIA	Lancaster SD	53	26.4%	1	87	43.3%
PENNSYLVANIA	Olney Charter High School	47	25.5%	0	0	0.0%
PENNSYLVANIA	Upper Darby SD	20	12.2%	0	0	0.0%
PENNSYLVANIA	Scranton SD	30	19.5%	0	0	0.0%
PENNSYLVANIA	York City SD	34	24.3%	1	134	95.7%
PENNSYLVANIA	Harrisburg City SD	27	20.6%	1	126	96.2%
PENNSYLVANIA	Chambersburg Area SD	34	28.3%	0	0	0.0%
PENNSYLVANIA	21st Century Cyber CS		0.0%	1	120	100.0%
PENNSYLVANIA	East Stroudsburg Area SD	2	1.8%	0	0	0.0%
PENNSYLVANIA	Central Dauphin SD	8	7.5%	0	0	0.0%
SOUTH CAROLINA	Dept Of Correction N04		0.0%	1	374	31.7%
SOUTH CAROLINA	SC Public Charter School District	31	2.8%	6	987	90.7%
SOUTH CAROLINA	Greenville 01	121	13.8%	1	10	1.1%
SOUTH CAROLINA	Dept of Juvenile Justice	10	1.5%	1	666	100.0%
SOUTH CAROLINA	Horry 01	52	8.8%	1	20	3.4%
SOUTH CAROLINA	Charleston 01	46	10.7%	3	193	44.8%
SOUTH CAROLINA	Berkeley 01	43	10.9%	0	0	0.0%
SOUTH CAROLINA	Richland 01	6	1.8%	1	32	9.8%
SOUTH CAROLINA	Richland 02	23	8.7%	1	29	10.9%
TEXAS	HOUSTON ISD	857	30.8%	10	1165	41.9%
TEXAS	TEXANS CAN ACADEMIES	468	26.1%	11	1561	86.9%
TEXAS	DALLAS ISD	532	45.4%	1	100	8.5%
TEXAS	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)		0.0%	7	791	77.9%
TEXAS	ALDINE ISD	312	33.6%	2	184	19.8%
TEXAS	PREMIER HIGH SCHOOLS	195	21.4%	16	359	39.5%
TEXAS	EL PASO ISD	279	39.0%	1	135	18.9%
TEXAS	FORT WORTH ISD	168	24.0%	1	79	11.3%
TEXAS	ARLINGTON ISD	187	29.4%	1	99	15.5%
TEXAS	CYPRESS-FAIRBANKS ISD	114	18.8%	0	0	0.0%
TEXAS	SAN ANTONIO ISD	81	14.5%	2	213	38.2%
TEXAS	PASADENA ISD	104	21.5%	0	0	0.0%
TEXAS	NORTH EAST ISD	71	14.8%	1	67	14.0%
TEXAS	NORTHSIDE ISD	57	12.9%	1	10	2.3%
TEXAS	SPRING ISD	91	22.2%	0	0	0.0%
TEXAS	AUSTIN ISD	83	21.8%	3	139	36.5%
TEXAS	WINFREE ACADEMY CHARTER SCHOOLS	42	11.2%	5	320	85.6%
TEXAS	SOCORRO ISD	88	24.7%	1	61	17.1%
TEXAS	EVOLUTION ACADEMY CHARTER SCHOOL	59	17.4%	3	347	102.1%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
PENNSYLVANIA	Erie City SD	0	0	0	0	0
PENNSYLVANIA	Hazleton Area SD	0	0	0	0	0
PENNSYLVANIA	Lancaster SD	1	0	0	0	0
PENNSYLVANIA	Olney Charter High School	0	0	0	0	0
PENNSYLVANIA	Upper Darby SD	0	0	0	0	0
PENNSYLVANIA	Scranton SD	0	0	0	0	0
PENNSYLVANIA	York City SD	1	0	0	0	0
PENNSYLVANIA	Harrisburg City SD	1	0	0	0	0
PENNSYLVANIA	Chambersburg Area SD	0	0	0	0	0
PENNSYLVANIA	21st Century Cyber CS	1	0	0	0	0
PENNSYLVANIA	East Stroudsburg Area SD	0	0	0	0	0
PENNSYLVANIA	Central Dauphin SD	0	0	0	0	0
SOUTH CAROLINA	Dept Of Correction N04	0	0	0	1	0
SOUTH CAROLINA	SC Public Charter School District	6	0	0	0	5
SOUTH CAROLINA	Greenville 01	0	1	0	0	0
SOUTH CAROLINA	Dept of Juvenile Justice	0	0	0	1	0
SOUTH CAROLINA	Horry 01	1	0	0	0	0
SOUTH CAROLINA	Charleston 01	3	0	0	0	0
SOUTH CAROLINA	Berkeley 01	0	0	0	0	0
SOUTH CAROLINA	Richland 01	1	0	0	0	0
SOUTH CAROLINA	Richland 02	1	0	0	0	0
TEXAS	HOUSTON ISD	7	0	0	3	1
TEXAS	TEXANS CAN ACADEMIES	0	0	0	11	0
TEXAS	DALLAS ISD	0	0	0	1	0
TEXAS	RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)	0	0	0	7	0
TEXAS	ALDINE ISD	0	1	0	1	0
TEXAS	PREMIER HIGH SCHOOLS	0	0	0	16	0
TEXAS	EL PASO ISD	0	0	0	1	0
TEXAS	FORT WORTH ISD	0	0	0	1	0
TEXAS	ARLINGTON ISD	0	0	0	1	0
TEXAS	CYPRESS-FAIRBANKS ISD	0	0	0	0	0
TEXAS	SAN ANTONIO ISD	0	0	0	2	0
TEXAS	PASADENA ISD	0	0	0	0	0
TEXAS	NORTH EAST ISD	0	0	0	1	0
TEXAS	NORTHSIDE ISD	0	0	0	1	0
TEXAS	SPRING ISD	0	0	0	0	0
TEXAS	AUSTIN ISD	0	0	0	3	0
TEXAS	WINFREE ACADEMY CHARTER SCHOOLS	0	0	0	5	0
TEXAS	SOCORRO ISD	0	0	0	1	0
TEXAS	EVOLUTION ACADEMY CHARTER SCHOOL	0	0	0	3	0

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	Non-Graduates	% of State's Non-Graduates	Overall ACGR	Grade 9–12 Enrollment	# Black Non-Grads	% Black Non-Grads
TEXAS	GARLAND ISD	338	0.9%	92	17,453	86	25.4%
TEXAS	KATY ISD	337	0.9%	94	23,178	48	14.2%
TEXAS	LA JOYA ISD	319	0.9%	85	8,360		0.0%
TEXAS	KILLEEN ISD	318	0.9%	87	10,983	114	35.8%
TEXAS	YSLETA ISD	315	0.9%	90	12,465	7	2.2%
TEXAS	ECTOR COUNTY ISD	309	0.9%	82	8,507	19	6.1%
TEXAS	CORPUS CHRISTI ISD	308	0.8%	89	11,039	16	5.2%
TEXAS	ALIEF ISD	304	0.8%	90	12,907	98	32.2%
TEXAS	FORT BEND ISD	301	0.8%	95	24,287	111	36.9%
TEXAS	RICHARDSON ISD	296	0.8%	88	10,639	74	25.0%
WASHINGTON	Seattle Public Schools	486	6.1%	86	14,758	137	28.2%
WASHINGTON	Capital Region ESD 113	259	3.2%	0.5	391	27	10.4%
WASHINGTON	Kent School District	243	3.0%	87	8,645	28	11.5%
WASHINGTON	Pasco School District	242	3.0%	79	5,221	2	0.8%
WASHINGTON	Kennewick School District	216	2.7%	83	5,511	8	3.7%
WASHINGTON	Battle Ground School District	203	2.5%	82	4,600		0.0%
WASHINGTON	Lake Washington Institute of Technology	192	2.4%	7	4,643	7	3.6%
WASHINGTON	Renton School District	192	2.4%	82		45	23.4%
WASHINGTON	Highline School District	186	2.3%	86	6,077	21	11.3%
WASHINGTON	Evergreen School District (Clark)	183	2.3%	91	8,351	8	4.4%
WASHINGTON	Vancouver School District	180	2.3%	89	7,079	17	9.4%
WASHINGTON	Spokane School District	162	2.0%	92	8,664	9	5.6%
WASHINGTON	Richland School District	158	2.0%	85	4,447	2	1.3%
WASHINGTON	Puyallup School District	156	2.0%	91	7,245	2	1.3%
WASHINGTON	Yakima School District	153	1.9%	85	5,000	3	2.0%
WASHINGTON	Tacoma School District	144	1.8%	92	8,388	32	22.2%
WASHINGTON	Auburn School District	143	1.8%	88	5,217	13	9.1%
WASHINGTON	Mukilteo School District	138	1.7%	87	4,595	9	6.5%
WASHINGTON	Federal Way School District	132	1.7%	91	7,152	25	18.9%
WASHINGTON	North Thurston Public Schools	123	1.5%	88	4,606	2	1.6%
WASHINGTON	Marysville School District	121	1.5%	83	3,454	5	4.1%
TOTALS:		196,489			3,804,917	52,955	27.0%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# Hispanic Non-Grads	% Hispanic Non-Grads	# Students with Disabilities Non-Grads	% Students with Disabilities Non-Grads	# Economically Disadvantaged Non-Grads	% Economically Disadvantaged Non-Grads
TEXAS	GARLAND ISD	181	53.6%	69	20.4%	2124	628.4%
TEXAS	KATY ISD	177	52.5%	84	24.9%	1830	543.0%
TEXAS	LA JOYA ISD	318	99.7%	26	8.2%	1773	555.8%
TEXAS	KILLEEN ISD	101	31.8%	64	20.1%	1056	332.1%
TEXAS	YSLETA ISD	298	94.6%	75	23.8%	2008	637.5%
TEXAS	ECTOR COUNTY ISD	243	78.6%	43	13.9%	496	160.5%
TEXAS	CORPUS CHRISTI ISD	265	86.0%	65	21.1%	1721	558.8%
TEXAS	ALIEF ISD	160	52.6%	47	15.5%	2129	700.3%
TEXAS	FORT BEND ISD	136	45.2%	91	30.2%	2295	762.5%
TEXAS	RICHARDSON ISD	138	46.6%	61	20.6%	1027	347.0%
WASHINGTON	Seattle Public Schools	94	19.3%	164	33.7%	1224	251.9%
WASHINGTON	Capital Region ESD 113		0.0%	68	26.3%	5	1.9%
WASHINGTON	Kent School District	53	21.8%	73	30.0%	781	321.4%
WASHINGTON	Pasco School District	183	75.6%	55	22.7%	682	281.8%
WASHINGTON	Kennewick School District	94	43.5%	55	25.5%	605	280.1%
WASHINGTON	Battle Ground School District	26	12.8%	38	18.7%	366	180.3%
WASHINGTON	Lake Washington Institute of Technology		0.0%	33	17.2%	2	1.0%
WASHINGTON	Renton School District	58	30.2%	47	24.5%	464	241.7%
WASHINGTON	Highline School District	79	42.5%	64	34.4%	774	416.1%
WASHINGTON	Evergreen School District (Clark)	45	24.6%	73	39.9%	972	531.1%
WASHINGTON	Vancouver School District	40	22.2%	63	35.0%	727	403.9%
WASHINGTON	Spokane School District	5	3.1%	81	50.0%	1075	663.6%
WASHINGTON	Richland School District	36	22.8%	35	22.2%	264	167.1%
WASHINGTON	Puyallup School District	32	20.5%	55	35.3%	599	384.0%
WASHINGTON	Yakima School District	104	68.0%	23	15.0%	744	486.3%
WASHINGTON	Tacoma School District	23	16.0%	63	43.8%	1032	716.7%
WASHINGTON	Auburn School District	34	23.8%	17	11.9%	562	393.0%
WASHINGTON	Mukilteo School District	42	30.4%	39	28.3%	437	316.7%
WASHINGTON	Federal Way School District	33	25.0%	37	28.0%	807	611.4%
WASHINGTON	North Thurston Public Schools	36	29.3%	35	28.5%	418	339.8%
WASHINGTON	Marysville School District	30	24.8%	25	20.7%	290	239.7%
TOTALS:		77,401	39.4%	46,988	23.9%	447,805	227.9%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# LEP Non-Grads	% LEP Non-Grads	# of HS with ACGR <= 67% & >= 100 Students	# of Non-Grads in Low ACGR HS with 100 or more Students	% of Non-Grads in Low ACGR HS with 100 or more Students
TEXAS	GARLAND ISD	88	26.0%	0	0	0.0%
TEXAS	KATY ISD	64	19.0%	1	66	19.6%
TEXAS	LA JOYA ISD	171	53.6%	0	0	0.0%
TEXAS	KILLEEN ISD	23	7.2%	1	133	41.8%
TEXAS	YSLETA ISD	72	22.9%	0	0	0.0%
TEXAS	ECTOR COUNTY ISD	62	20.1%	0	0	0.0%
TEXAS	CORPUS CHRISTI ISD	15	4.9%	0	0	0.0%
TEXAS	ALIEF ISD	127	41.8%	0	0	0.0%
TEXAS	FORT BEND ISD	60	19.9%	0	0	0.0%
TEXAS	RICHARDSON ISD	92	31.1%	0	0	0.0%
WASHINGTON	Seattle Public Schools	109	22.4%	3	151	31.1%
WASHINGTON	Capital Region ESD 113		0.0%	1	259	100.0%
WASHINGTON	Kent School District	42	17.3%	2	215	88.5%
WASHINGTON	Pasco School District	93	38.4%	1	116	47.9%
WASHINGTON	Kennewick School District	53	24.5%	1	67	31.0%
WASHINGTON	Battle Ground School District	15	7.4%	1	86	42.4%
WASHINGTON	Lake Washington Institute of Technology	9	4.7%	2	187	97.4%
WASHINGTON	Renton School District	29	15.1%	1	95	49.5%
WASHINGTON	Highline School District	48	25.8%	0	0	0.0%
WASHINGTON	Evergreen School District (Clark)	23	12.6%	1	32	17.5%
WASHINGTON	Vancouver School District	20	11.1%	1	88	48.9%
WASHINGTON	Spokane School District	22	13.6%	0	0	0.0%
WASHINGTON	Richland School District	6	3.8%	2	85	53.8%
WASHINGTON	Puyallup School District	14	9.0%	2	138	88.5%
WASHINGTON	Yakima School District	42	27.5%	2	102	66.7%
WASHINGTON	Tacoma School District	12	8.3%	1	184	127.8%
WASHINGTON	Auburn School District	23	16.1%	1	69	48.3%
WASHINGTON	Mukilteo School District	35	25.4%	1	37	26.8%
WASHINGTON	Federal Way School District	29	22.0%	1	25	18.9%
WASHINGTON	North Thurston Public Schools	20	16.3%	1	36	29.3%
WASHINGTON	Marysville School District	12	9.9%	2	32	26.4%
TOTALS:		37,810	19.2%	887	85,177	43.3%

Appendix P • Districts with the most Non-Graduates in the Targeted 22 States *(continued)*

State	District	# of Regular Low ACGR HS with 100 or more Students	# of Special Education Low ACGR HS with 100 or more Students	# of Vocational Low ACGR HS with 100 or more Students	# of Alternative Low ACGR HS with 100 or more Students	# of Virtual Low ACGR HS with 100 or more Students
TEXAS	GARLAND ISD	0	0	0	0	0
TEXAS	KATY ISD	0	0	0	1	0
TEXAS	LA JOYA ISD	0	0	0	0	0
TEXAS	KILLEEN ISD	0	0	0	1	0
TEXAS	YSLETA ISD	0	0	0	0	0
TEXAS	ECTOR COUNTY ISD	0	0	0	0	0
TEXAS	CORPUS CHRISTI ISD	0	0	0	0	0
TEXAS	ALIEF ISD	0	0	0	0	0
TEXAS	FORT BEND ISD	0	0	0	0	0
TEXAS	RICHARDSON ISD	0	0	0	0	0
WASHINGTON	Seattle Public Schools	0	0	0	3	0
WASHINGTON	Capital Region ESD 113	0	0	0	1	0
WASHINGTON	Kent School District	0	0	0	2	1
WASHINGTON	Pasco School District	0	0	0	1	0
WASHINGTON	Kennewick School District	0	0	0	1	0
WASHINGTON	Battle Ground School District	0	0	0	1	0
WASHINGTON	Lake Washington Institute of Technology	1	0	0	1	0
WASHINGTON	Renton School District	0	0	0	1	0
WASHINGTON	Highline School District	0	0	0	0	0
WASHINGTON	Evergreen School District (Clark)	0	0	0	1	0
WASHINGTON	Vancouver School District	0	0	0	1	1
WASHINGTON	Spokane School District	0	0	0	0	0
WASHINGTON	Richland School District	0	0	0	2	0
WASHINGTON	Puyallup School District	0	0	0	2	1
WASHINGTON	Yakima School District	0	0	0	2	0
WASHINGTON	Tacoma School District	0	0	0	1	0
WASHINGTON	Auburn School District	0	0	0	1	0
WASHINGTON	Mukilteo School District	0	0	0	1	0
WASHINGTON	Federal Way School District	0	0	0	1	1
WASHINGTON	North Thurston Public Schools	0	0	0	1	0
WASHINGTON	Marysville School District	1	0	0	1	0
TOTALS:		495	49	8	335	76

Appendix Q • Alignment Between State Flagship University's Admission Requirements and State High School Graduation Requirements

State	Math	English	Natural Science	Social Studies	Foreign/World Language	Alignment?
AL	X	✓	+	✓	X	No
AK	✓	✓	X	✓	X	No
AZ	+	✓	✓	✓	X	No
AR	✓	✓	✓	✓	X	No
CA	X	X	✓	✓	X	No
CO	✓	✓	✓	✓	X	No
CT	+	✓	✓	✓	✓	Partial
DE	✓	✓	+	X	✓	No
DC						
FL	+	✓	+	✓	X	No
GA	+	✓	+	+	X	No
HI	✓	✓	✓	✓	✓	Yes
ID	+	✓	✓	✓	X	No
IL	✓	✓	✓	✓	X	No
IN	X	✓	+	X	X	No
IA	+	X	X	✓	✓	No
KS	✓	✓	+	✓	✓	No
KY	+	✓	+		X	No
LA	+	✓	+	X	X	No
ME	X	✓	✓	✓	X	No
MD	X	✓	+	✓	X	No
MA	+	✓	+	+	✓	No
MI	✓	✓	✓	✓	✓	Yes
MN	+	✓	+	+	X	No
MS	✓	✓	✓	✓	✓	Yes
MO	X	✓	+	✓	X	No
MT	X	✓	✓	X	✓	No
NE	X	✓	+	+	X	No
NV	✓	✓	X	✓	✓	No
NH	+	✓	X	X	X	No
NJ	+	✓	✓	✓	X	No
NM	✓	✓	✓	✓	X	No
NY	✓	✓	✓	✓	X	No
NC	✓	✓	+	✓	X	No
ND	+	✓	✓	✓	X	No
OH	✓	✓	✓	✓	X	No
OK	+	✓	✓	+	✓	Partial
OR	✓	✓	+	✓	X	No
PA	+	✓	✓	✓	X	No
RI	+	✓	+	✓	X	No
SC	+	✓	+	✓	X	No
SD	✓	✓	✓	✓	✓	Yes
TN	✓	✓	✓	+	✓	Partial
TX	X	✓	X	✓	✓	No
UT	✓	✓	+	✓	X	No
VT*	NA	NA	NA	NA	NA	NA
VA	✓	✓	✓	✓	✓	Yes
WA	✓	✓	✓	✓	✓	Yes
WV	+	✓	✓	+	X	No
WI	X	✓	✓	✓	X	No
WY	X	✓	X	X	✓	No

Key for Complete Alignment	
X	Does not meet criterion
+	Meets this criterion with a reservation (sequencing issues, etc.)
✓	Meets this criterion
N/A	State excluded from this portion of the analysis

Appendix R • Adverse Childhood Experiences by State in Targeted States

State	2+ ACEs, 0–17 years*	1+ ACEs, 0–17 years*	1+ ACEs, 0–5 years*	Percent of children aged 5–17 living below poverty level**
AZ	30.6	49.4	44.4	23.1
CA	16.4	42.1	33.1	20.5
CO	22.3	46.3	36.0	14.0
FL	24.8	52.0	36.9	21.5
GA	25.0	47.7	29.3	23.0
IL	19.5	39.7	24.9	18.1
IN	24.2	47.3	33.6	19.2
LA	28.2	53.7	36.7	26.5
MA	15.9	38.8	27.3	14.1
MI	21.8	46.2	36.4	20.4
MN	16.8	38.1	26.2	12.8
MS	27.2	53.4	35.5	29.4
NV	25.0	52.4	40.4	19.3
NM	27.8	53.3	38.2	27.8
NY	15.0	45.3	38.7	20.8
OK	26.6	53.7	49.1	21.4
OH	27.1	49.5	37.3	20.0
OR	22.4	47.3	32.8	18.1
PA	21.2	47.1	37.3	17.7
SC	25.3	48.3	36.2	23.4
TX	23.9	49.7	35.3	22.1
WA	19.3	42.5	33.7	15.4
National	21.7	46.3	35.0	20.4

*Child & Adolescent Health Measurement Initiative, National/State Profile on Adverse Childhood Experiences in Children October 2017
**U.S. Census Bureau, 2013–2017 American Community Survey 5-Year Estimates

Appendix S • Youth Disconnection Rates in Targeted States, 2018

State	*Youth Disconnection* Percent	Number
AZ	13.2%	115,300
CA	10.9%	515,500
CO	8.6%	58,100
FL	11.9%	268,000
GA	12.6%	168,300
IL	10.3%	156,900
IN	10.8%	89,700
LA	16.4%	92,100
MA	7.3%	62,500
MI	10.6%	128,700
MN	6.5%	41,600
MS	15.8%	61,400
NV	13.8%	44,500
NM	16.5%	43,000
NY	10.8%	245,700
OK	11.9%	56,700
OH	10.3%	142,400
OR	11.2%	51,500
PA	10.5%	156,200
SC	12.3%	75,800
TX	12.7%	462,300
WA	10.8%	89,200
National	11.2%	4,353,300

GradNation

CIVIC

EVERYONE GRADUATES CENTER

ALLIANCE FOR EXCELLENT EDUCATION