Building a Grad Nation:

Progress and Challenge in Raising High School Graduation Rates

ANNUAL UPDATE 2018

A Report By:
Civic Enterprises

Everyone Graduates Center at the School of Education at Johns Hopkins University

Lead Sponsor:
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A REPORT BY:
Civic Enterprises
Everyone Graduates Center at the
School of Education at Johns Hopkins University

IN PARTNERSHIP WITH:
Alliance for Excellent Education
America's Promise Alliance

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Letter from General and Mrs. Powell

This year's report to the nation on high school graduation rates takes a sober look at our progress to date and the challenges that remain. We have always viewed a high school diploma as an "on-track indicator" of success at age 18 on a path to a quality postsecondary credential, decent paying job, and civic engagement. This report examines the gaps that exist between key drivers of the graduation rate, the connection between high school and postsecondary, and the work ahead for creating a more equitable future for young people.

The national on-time graduation rate continues to increase, and some states and districts are showing remarkable progress. Still, the rate of gain is too slow to meet our national goal and far too many students are still not graduating and being left behind. We need to redouble our efforts to learn from what's working, address areas of serious concern, and keep the country's attention on finishing the job.

Thanks to countless caring adults – parents and family members, educators, counselors, mentors, policymakers, clergy, nonprofit and business leaders – an additional three million young people graduated on-time since 2001, staying on the path to having a real chance to reach for their American dream.

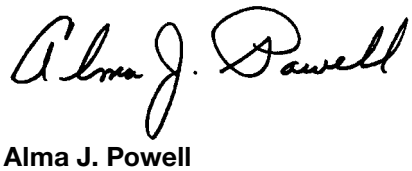
If you are one of these caring adults, if you have been a part of the GradNation campaign, congratulations and thank you. This work continues to change lives.

Yet, we have much more to do to make the promise of America real for all young people. We have continued to reduce the number of failing schools and the disparities in graduation rates for students from low-income families (and homeless students), students of color, students with disabilities, and English learners, but not in all places and not for all students. And while the gains in high school graduation rates are translating into more students of color enrolling in college and more credentials being earned by all students than ever before, less than 50 percent of working-age Americans hold a high-quality postsecondary credential. These efforts are more important than ever at a time when the global economy and changing nature of work are increasing the demand for better-educated and prepared students.

As a forthcoming report will show, too many students, particularly students of color, still remain trapped in low-performing high schools that deny them an equal opportunity to pursue their dreams and fulfill their potential. A plan of action for reforming and supporting those remaining schools is needed to turn them around.

Our nation must not lose focus of our goal – a national graduation rate of 90 percent - and we must work faster, more collaboratively, and more effectively to finally meet this challenge. Thankfully, we have evidence of what works and examples of success across the country. As more young people rise up to demand more from their schools and communities, we must also rise to the challenge and summon the will to fulfill the promise of helping every child succeed. They are counting on us. And we are counting on them.

General Colin L. Powell, USA (Ret.)
Founding Chair, America's Promise Alliance



Alma J. Powell
Chair, America's Promise Alliance

EXECUTIVE SUMMARY

High school graduation rates help us better understand how states, schools, and districts across the country are doing at graduating their students, bringing about more equitable outcomes for students facing the greatest challenges, and creating pathways for long-term success. This is essential because a high school diploma has become a prerequisite to postsecondary education and obtaining a livable wage and is associated with a wide range of important health and civic outcomes. Although strong and consistent progress has been made over the past decade in raising graduation rates, too often the same students, particularly those who are Black, Hispanic, low-income, and with disabilities, still have the most disparate outcomes, resources, and opportunities.

In the 2018 Building Grad Nation report, we take an in-depth look at the progress that was made between 2011 and 2016 in raising high school graduation rates and the state and district sources of those improvements, and identify where challenges remain. We also link improvements in high school graduation rates to the need to ensure that all students, including those historically underserved by the education system, graduate high school prepared for postsecondary education.

In 2011, when the majority of states began officially reporting the Adjusted Cohort Graduation Rate, 79 percent of US high school students graduated from high school on time, up from 71 percent from the best available national estimate in 2001. Despite considerable progress by some states, most were still far from reaching a 90 percent graduation rate in 2011, a goal set by four successive U.S. Presidents and adopted by the Grad Nation campaign. By 2016, the national high school graduation rate was 84.1 percent, and more than half of states were within striking distance of graduating 90 percent of their students on time. Most notably, historically underserved student populations have been driving increases in high school graduation rates, and these gains continue into postsecondary enrollment and completion rates. Gains from these collective efforts have produced 3 million more students walking across the graduation stage to receive their diploma and moving one step closer to a more promising future.

These gains, however, are still uneven. There are still districts in which overall graduation rates have declined in the past five years and states where gaps between lower-income students and those better off have widened. There are also states that once saw rapid gains where progress has now stalled, others where gaps between white and minority students are still very large, and many states where students with disabilities continue to graduate at unacceptably low numbers.

This year's report comes at a turning point for the nation, as the Every Student Succeeds Act (ESSA) becomes a reality and the power of accountability moves from the federal government into the hands of states. It also comes amid growing calls to revamp high school education to better equip students with the academic, social, and emotional skills they need to succeed in postsec-

ondary education and careers, and within a larger conversation on long-standing inequities for young people of color, those growing up in poverty, and children with disabilities. In this year's report, we provide a baseline by which state efforts under ESSA can be examined. We show for each state, which districts have been driving progress, which subgroups of students are over-represented in each state's four-year non-graduates, and in which types of schools – traditional, alternative, or virtual – students who do not graduate on time can be found.

At the same time, there remain concerns about gains in some places, with reports of individual schools ushering students through who are not ready to graduate, credit recovery programs and alternative schools that lack quality and rigor, and a number of issues of variability in calculating graduation rates that need to be addressed to continue to give us comparable measures of progress and challenge across schools, districts, and states. We take these issues head on and identify a series of questions that need to be answered to ensure the continued integrity of high school graduation rates.

We conclude with a set of policy and practice recommendations that aim to help the nation reach its goal of a 90 percent high school graduation rate for all students, and provide full state-by-state data in the appendices.

PART I:

High School Graduation Trends across the Nation

The nation continues to see steady growth in high school graduation rates, but it remains off pace to reaching the 90 percent goal – a goal that would require graduating about 219,000 more young people on time than graduated in 2016 and nearly doubling the annual rate of gain in recent years through 2020. The story behind graduation rate gains can largely be seen at the state level:

- In 2011, five states reported graduation rates below 70 percent. In 2016, no state had a graduation rate below 71 percent.
- **In 2011, no state had achieved a 90 percent graduation rate, and only nine had a graduation rate above 85 percent. In 2016, two states reached the 90 percent goal, and 25 others reported a graduation rate above 85 percent.**
- The states with the lowest graduation rates in 2011 (62-73 percent) have all experienced growth greater than the national average (5.1 percentage points), and the gap between the states with the highest graduation rate and the lowest has been reduced by six percentage points.
- **Eighteen states – many with large populations of Black, Hispanic, and low-income students – have largely driven progress nationally since 2011 and helped narrow national racial and income graduation rate gaps.**
- Several Midwestern and plains states that had graduation rates above the national average in 2011 have experienced below average rates of growth, as have nine other states that began with rates above 85 percent. These slowdowns should serve as a wake-up call to all states, even those within sight of 90 percent, that raising graduation rates will take a sustained, consistent effort.

Going down one step further, district-level patterns (of school districts with at least 1,300 students) provide greater understanding of how widespread graduation rate improvement is within each state and which school districts are having the most impact on state rates:

- In one set of states, including Florida, Georgia, and West Virginia, graduation rate improvement has been widespread, and few school districts saw no growth or backsliding.
- In a second set of states, including New Jersey and New Mexico, a subset of larger school districts that had substantial graduation rate gains have been able to offset lower rates of growth among the majority of school districts.
- A third set of states, including California, Oregon, Mississippi, and North Carolina saw 40 to 60 percent of school districts gain above the national rate of improvement, which helped counterbalance the substantial number of districts growing at much slower rates or sliding backwards.

These patterns prove that beneath state graduation rates, there are very different pictures of district growth that need to be addressed.

PART II:

Reaching a 90 Percent Graduation Rate for All Students

Raising rates for all students – particularly those who have long been underserved and who deal with the greatest challenges – and shining a light on the high schools that continue to lag behind and the graduation rate gaps that

remain continue to be major priorities. This is especially true now, as states have set graduation rate goals for all student subgroups (see Appendix P) and will begin to assist schools and districts identified as low performing. With accountability now moved into state hands, it will be more critical than before to closely monitor progress in reaching subgroup graduation rate goals and creating sustained improvements in the lowest-performing high schools, many of which educate high numbers of Black, Hispanic, and low-income students.

Where We Stand: Black and Hispanic Students

Black and Hispanic students continue to make graduation rate gains greater than the national average, but their overall graduation rates still fall below 80 percent. More states are increasing graduation rates for these students than ever before, but the gaps between them and white students still remain significant (11.9 percentage points between Black and white students and 9 percentage points between Hispanic and white students). In five states – Wisconsin, Nevada, Minnesota, New York, and Ohio – the graduation rate gap between Black and white students is greater than 20 percentage points, and in two of those states – New York and Minnesota – the gap between Hispanic and white students is at least that large as well (21.2 and 21.7 percentage points, respectively). Together, Black and Hispanic students make up more than half of the nation's four-year non-graduates, and both subgroups are greatly overrepresented in many states' four-year non-graduates.

Where We Stand: Low-Income Students

Just under half of the country's 2016 cohort (47.6 percent), but more than two-thirds of the nation's non-graduates, were low-income. This comes even as graduation rates for low-income students increased faster than the overall rate, yet still lingered at just 77.6 percent. The graduation gap between low-income and non-low-income students ranges from a high of 24 percentage points to a low of 2.8 percentage points. In five states, the gap between low-income students and non-low-income students is greater than 20 percentage points. In total, 39 states had gaps greater than 10 percentage points in 2016. **While gaps between low-income and non-low-income students have decreased in the majority of states over the past six years, 16 states have actually seen the graduation rate gap between low-income students and their more affluent peers increase.** Encouragingly, in almost four of every five states, the graduation rate for low-income students increased.

Where We Stand: Students with Disabilities

Students with disabilities continue to graduate at rates well below their peers. In 2016, just 65.5 percent of students receiving special education services graduated in four years – 21.1 percentage points behind general population students, and 26 states have graduation rate gaps between students with disabilities and general population students greater than the national average. Students with disabilities comprise significant proportions of the students not graduating on time in nearly every state, but this trend is most evident in several Northeastern and Southern states where they make up one-third or more of non-graduates. As states work to graduate more students with disabilities, they will need to grapple with issues around appropriately identifying them, providing them the services they need, and reducing or eliminating discriminatory policies and practices that disproportionately affect these students.

Where We Stand: English Learners

English Learners (ELs) make up a small but growing group of students, and their graduation rates continue to languish near the bottom of all student subgroups. A handful of states – New Mexico, California, Colorado, and Hawaii – had significant concentrations of ELs among their four-year non-graduates.

Where We Stand: Low-Performing High Schools

In 2016, there were 2,425 high schools meeting the ESSA definition for a low-graduation-rate high school (enrolling 100 or more students, graduation rate of 67 percent or less), up from 2,249 in 2015. These schools represent 13 percent of all high schools and enroll approximately 7 percent of high school students. Low-graduation-rate high schools can primarily be found in urban and suburban areas, and within their student populations, Black, Hispanic, and low-income students are largely overrepresented. In four states – New Mexico, Alaska, Florida, and Arizona – one quarter or more of the state's high schools graduate less than 67 percent of students. Within the report, low-graduation-rate high schools are also broken down by school type, paying particular attention to alternative and virtual schools that comprise a small percentage of all schools, but significant numbers of low-graduation rate schools and four-year non-graduates.

This year, analysis is also presented on the types of schools, including schools with graduation rates above 67 percent and even those that would otherwise be

considered a "high-graduation-rate" school, producing the greatest numbers of four-year non-graduates in each state to provide a road map for states on where the majority of their non-graduates can be found – and in some cases, where high graduation rates may be hiding them. For example, in Florida, only 4 percent of non-graduates are in low-graduation-rate high schools, while more than a quarter are in schools with graduation rates above 84 percent and 31 percent can be found in alternative schools. The various patterns of schools producing high numbers of four-year non-graduates across states show that there is no one-size-fits-all solution to graduating more students on time, and that even the highest performing high schools may be contributing to lower overall graduation rates.

PART III:

Examining the Connection between High School and Postsecondary

While high school graduation is an important on-track indicator for 18-year-olds, postsecondary education is an increasingly essential achievement on the path to adulthood. Recent data affirms that postsecondary education is increasingly important to secure a decent paying job.

Thanks in part to efforts by the public and private sectors, postsecondary attainment is on the rise, yet the nation is off pace to reach its 60 percent postsecondary goal by 2025 and significant equity gaps remain:

- Since 2008, the share of Americans ages 25 to 64 that hold a credential beyond high school has increased 9 percentage points to a record high of 46.9 percent;
- The gap between white and Black Americans age 25-64 with at least an associate degree was 16.4 percentage points; and
- The gap between white and Hispanic 25- to 64-year-olds was 24.5 percentage points (Lumina Foundation, A Stronger Nation Report 2018 using American Community Survey (ACS) data).

Looking at recent high school completers who immediately enrolled in college, however, presents a considerably different story on subgroup gaps. The gaps between white and Black 16- to 24-year-olds who immediately enrolled in college stands at a 6.9 percentage points and is just 2.4 percentage points between white and Hispanic students (Census Bureau, 2016).

We examine the potential causes for this gap to better understand why immediate enrollment rates of Black and Hispanic students are not yet translating equally into persistence and attainment rates.

Black and Hispanic students' experiences with postsecondary education may in part stem from a lack of opportunity at the high school level:

- Black and Hispanic students have less access to high-level math (e.g. Calculus and Algebra II) and science (Chemistry and Physics) courses than their peers (U.S. Department of Education, Civil Rights Data Collection); and
- Black and Hispanic students are underrepresented in rigorous course programs, including in AP courses (College Board, 2018) and gifted and talented education (GATE) programs (U.S. Department of Education, 2016).

While these issues of equity manifest themselves in districts and high schools, persisting into postsecondary education, it is unfair to place the onus squarely on their shoulders. Often times lack of opportunity at the high school level stems from a failure of states to appropriately provide support or requirements that are relevant for postsecondary attainment. This report explores ongoing efforts to ensure all students have an equal opportunity to attain a postsecondary degree or credential, including tracking the increasing number of states requiring students to take college admission exams in the 11th grade. In order to reduce gaps, high schools and postsecondary institutions, as well as leaders at the community, state, and federal levels, must work together to broaden what it means to be a Grad Nation.

Policy and Practice Recommendations

Continue to improve graduation rate data reporting and collection.

The Adjusted Cohort Graduation Rate (ACGR) is now in its sixth year, and though it is still considered to be the "gold standard" of graduation rate metrics with individual student identifiers, there are still ways it can be improved to guarantee the best data are available. Discrepancies in what is considered a "regular" diploma, how transfer students are taken into account, and how certain subgroups (e.g., students with disabilities, English learners, low-income) are identified within the cohort should be addressed. Having access to graduation rate data that can be disaggregated into more specific subgroups

(e.g., low-income Black students, Hispanic students with disabilities) and by gender would also provide greater insight into the students who do not graduate and what interventions might keep them on track.

Promote policies and practices that reduce harmful disparities.

It is evident that Black, Hispanic, and low-income students are less likely to be on track to graduate on time and enroll in postsecondary education. Greater investments need to be made in these students and their schools starting in early education, and harmful, reactive disciplinary practices – particularly out-of-school suspensions, expulsions, and law enforcement referrals – should be replaced with proactive practices and policies that keep students in school, accept personal responsibility for their actions, and work to address their underlying issues. States should also address funding inequities and ensure funds intended for targeted support and improvement are directed toward evidence-based programs and practices. The federal government should also continue to track racial, income, and ability disparities through the Office for Civil Rights and monitor state progress toward student subgroup graduation rate goals.

Align diplomas with college and career ready standards.

Misalignment between what students need to graduate high school and what they need to be prepared for postsecondary hurts students, many of whom end up tracked into remediation courses. State leaders should establish diploma requirements aligned with state college and university admissions criteria, and schools and districts should ensure more students, especially those that are at the greatest disadvantage, earn a college and career ready diploma. Making a well-aligned college and career ready diploma the default diploma option can help ensure more students are on track to graduate prepared for postsecondary or career pathways.

Support schools and districts with comprehensive support and improvement plans.

Districts with identified low-performing high schools must develop support and improvement plans. These plans must include evidence-based strategies and be approved and monitored by the state. States, with the help of researchers, should curate lists of evidence-based strategies and programs to assist districts in the development of these plans and connect schools and districts to organizations and networks that can provide necessary and individualized technical assistance. School improvement will not happen without a strategic, sustainable approach, and schools, districts, and the communities they serve will need help determining the best course of action and implementing their plans.

Avoid and eliminate practices that lower the bar for students.

Over the past decade, there has been a marked increase in the use of credit recovery courses and alternative programs to move off-track students toward their diploma. While some of these courses and programs may be useful for a small subset of students who have mitigating circumstances, many of them fail to provide a rigorous education and prepare students for life beyond high school. Many school districts across the country have become too reliant on credit recovery courses to graduate students, and while this often speaks to larger challenges faced by these school districts, credit recovery should be used as a last resort, not a first option. States, especially those with large numbers of alternative and virtual schools, also need to examine the quality of these schools and determine whether they are helping young people or simply offering meaningless credentials. And where these programs are having success, researchers and education leaders should do more to learn what works in engaging and graduating students who often face some of the greatest challenges.

Create state specific high school graduation plans.

States should develop "Path to 90 Percent On-Time High School Graduation for All Plans" that analyze which districts, schools, and students within their state will need additional supports and/or guidance on implementing customized evidence-based approaches to enable all students to graduate, on-time, prepared for postsecondary success. Using data in this report, as well as available state-level data, states can more accurately capture where their biggest challenges remain above and beyond their low-performing and low-graduation-rate schools. Creating these plans can better ensure students do not fall through the cracks and districts and schools are better equipped to understand their needs and implement appropriate interventions.

Strengthen the transition from high school to postsecondary and careers.

K-12 education leaders can ease the transition from high school to postsecondary and careers by creating

alignment between high school and college entry requirements, helping students understand their postsecondary options and the application process, and providing greater access to early college, career academies, and CTE coursework pathways. Postsecondary institutions should do more to support students—particularly first generation and low-income students—by working with high schools to offer remediation courses prior to high school graduation, considering eliminating or reducing the weight of test score-based admission requirements, developing more structured and strategic advising and engagement opportunities for students during the summer gap and school year, particularly in the critical freshman year, and ensuring students have access to tutoring and other academic support. Employers can also help strengthen the transition between education and the workplace by increasing engagement with schools by providing internships and job shadowing to ground learning in real experiences and creating a more innovative last semester of high school where students can have the opportunity to have more practical, hands-on experiences. Federal policymakers can also contribute to creating stronger pathways between high school and postsecondary and careers by allowing high school students to use federal Pell Grants to pay for college courses taken in dual enrollment and early college programs.

INTRODUCTION

For much of the 20th century, high school graduation was seen as an end goal – the finish line between childhood and adulthood and a distinct marker of success in education. Completing the K-12 experience and earning a high school diploma meant that a young person was ready to go out into the workforce and earn a livable wage or, in the case of the select few, enroll in college. But for most young Americans, high school was the final step in securing a promising future.

The growth of the knowledge economy in the 21st Century redefined a high school diploma as a necessary passport to the next level of training and education. Students who graduate from high school are no longer guaranteed the high wage industrial and manufacturing jobs that had been available to many in the past. As both K-12 and higher education wrestle with how best to prepare students for an ever-changing future, what is certain is that most young people now need more than a high school diploma to secure a more promising tomorrow.

The GradNation campaign has long recognized high school graduation not as an end point, but as a critical on-track indicator for young adults and one of the major milestones on an education continuum that starts at birth and lasts a lifetime. We know that children who enter kindergarten with a smaller vocabulary, lower literacy and math skills, and fewer social skills are starting out behind their peers. If these students are not reading at grade level by the 3rd grade, they will begin to struggle with other subject areas and fall off track to high school graduation. Research also tells us that, as early as the 6th grade, students who are chronically absent, have been disciplined for behavioral issues, and earn less than a B in their core courses are less likely to graduate on time. These early warning indicators hold true for 9th graders, as well. Young people who do not graduate high school are less likely to be employed, earn less income, have worse health and lower life expectancy, are less likely to be civically engaged, and are more likely to be involved with the criminal justice system and require social services. And it is becoming more evident that without some training beyond high school, whether it be a one-year occupational certificate, two- or four-year degree, or industry credential or training, securing a stable, well-paying job is very unlikely.

At each step along the continuum, we can identify students who are falling behind. From the start, Black and Hispanic children and those growing up in poverty, are more likely than their peers to be off track and those gaps remain well into adulthood. Black and Hispanic students are more likely to live in poverty than their white peers (36 percent of Black children and 30 percent of Hispanic children compared to 12 percent of white children), and for young people of color who also live in poverty, the likelihood of missing key indicators of educational progress is even greater. By age 4, high-income children have heard nearly 30 million more words than poor children, and only 50 percent of four-year-olds from families in the lowest socioeconomic quintile are enrolled in preschool, compared to 76 percent of children from families in the top income quintile. On the 4th grade NAEP (a proxy measure for early on-grade reading and math skills), achievement gaps have narrowed, but Black, Hispanic, and low-income students still perform at a lower level than white students and those gaps remain at the 8th grade. A recent UChicago Consortium on School Research study found that Black, Latino, and low-income students earned lower grades as high school freshmen, and the Office for Civil Rights reported that more than 20 percent of Black (23 percent) and Latino (21 percent) high school students are chronically absent. The outcomes of these early indicators are evident in high school graduation and postsecondary enrollment and completion rates, where Black and Hispanic students in particular are driving gains, but still lag behind their peers.

It is simply impossible to look at the data on educational outcomes without understanding the larger forces that are in play for so many of our nation's children. This is why we, along with many others, have been drawing attention to the outcome disparities that are evident at every point on the educational spectrum. To examine graduation rates in a vacuum misses this critical context and ignores the complex challenges that many young people in this country face in school and disregards important realities. At 22 percent, the US ranks among the OECD countries with the highest rates of childhood poverty. More than half of public school students qualify for free- or reduced-price lunch, and in 2015, it was reported that more than one in six children lived in a food insecure household. To make matters worse, 13 percent of US children live in areas of concentrated poverty (cen-

sus tracts with poverty rates of 30 percent or more), and it has been estimated that about 40 percent of low-income kids attend high-poverty schools (75 percent or more free- and reduced-lunch). Further exacerbating this problem, school districts serving the greatest numbers of Black, Hispanic, and low-income students also tend to receive less state and local funding than those serving the fewest.

In many places, segregation by class is also accompanied by segregation by race/ethnicity. For Black and Hispanic students, the odds of attending a high-poverty school are much greater. According to 2017 NCES data, 45 percent of Black students and 46 percent of Hispanic students attend a high-poverty school, compared to just 8 percent of white students. Conversely, only 7 percent of Black students and 8 percent of Hispanic students attend a low-poverty school, while 37 percent of white students do. In 2014, 57 percent of Black students and 60 percent of Hispanic students attended majority-minority schools. According to the Office of Civil Rights Data Collection, high schools with high Black and Hispanic student populations (more than 75 percent Black and Hispanic enrollment) offer math and science courses at a lower rate than all other schools, and Black and Hispanic students are underrepresented in accelerated courses and programs, like talented and gifted programs and AP courses. They are also more likely to be retained and to be taught by more inexperienced teachers. Most troubling, Black children are far more likely to be suspended (often as early as in preschool), expelled, and referred to law enforcement, or have a school-related arrest than other students, and Black and Hispanic students are more likely to attend a school employing a law enforcement officer than one that has a school counselor.

Taken together, the statistics show that specific student groups are experiencing a very different kind of education than their peers. This year we continue to call out the disparities in high school graduation rates for specific student subgroups and for the low-performing schools many of them attend, which are disproportionately affected by poverty, structural inequities, and inequitable access to resources, supports, and opportunities.

Though in recent years, some have questioned the strong and consistent progress in boosting high school graduation rates, those rates continue to be an integral measure of where young people – especially those at the greatest disadvantage – stand at age 18. They are also one of the best metrics to gauge how schools, districts, states, and the nation are faring at getting all students to reach critical milestones and their odds of finding success. High school graduation rates, unlike one-time test scores, have the ability to show a more robust picture of student achievement, and therefore, provide a high-quality tool within accountability systems. But this is only true if diplomas are meaningful and the data are accurate. Additionally, the graduation rate alone does not tell the full story unless it is used to identify students and schools in need, build high-quality support structures, and create more equitable outcomes.

This is what the GradNation goal was built upon and why we remain committed to sharing this annual update, working together with our partners to raise graduation rates, insist on quality, and ensure better life outcomes for every young person in the country. To capture the part of the educational spectrum containing the high school years and beyond, this report is broken down into three sections to reflect the nation's progress on high school graduation and postsecondary pathways:

1. **High school graduation trends across the nation:** putting into perspective the tremendous progress made by states since 2011 and examining how districts in each state have played a role in graduation rate improvements;
2. **A 90 percent graduation rate for all students:** analyzing the state of high school graduation rates for the largest historically underserved student subgroups and the lowest performing high schools; and
3. **The connection between high school and postsecondary:** exploring how the trends in high school graduation rates translate to the postsecondary level and how the pathways from K-12 school to postsecondary and careers can be strengthened.

Throughout the report, we also present concerning issues in the effort to increase graduation rates, highlight innovative practices, and make policy and practice recommendations to continue the progress already being made. There is still significant work remaining to ensure that all students have strong pathways to postsecondary success and more equitable outcomes are achieved, and we hope that leaders in K-12, postsecondary, and the workforce use the data presented here to guide their efforts and create sustained improvements and greater opportunities for all young people.

PART I:
High School Graduation Trends across the Nation

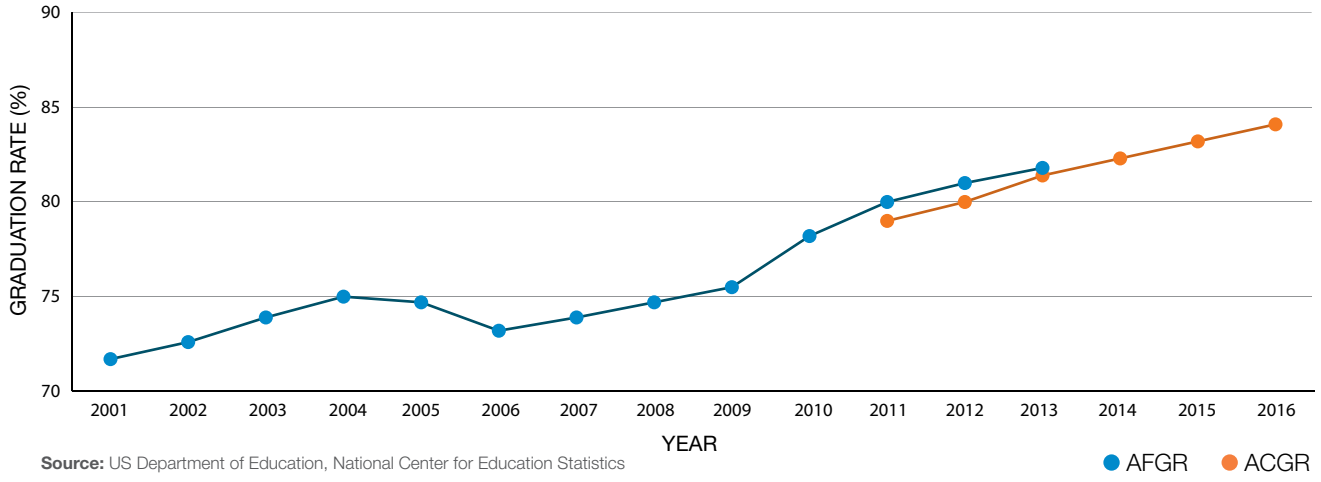
The national graduation rate reached a new all-time high of 84.1 percent in 2016. This reflects an increase of about five percentage points since states began reporting under the Adjusted Cohort Graduation Rate (ACGR) and a continuation of the steady rise in the percentage of students graduating from high school over the past decade.

When federal Adjusted Cohort Graduation Rates were first released in 2011, no state reported a 90 percent graduation rate, though several appeared to be within reach. Six years later, just two states – Iowa and New Jersey – have met the 90 percent goal. Twenty-five states, with graduation rates between 85 and 89.8 percent, are within range to reach 90 percent in the next few years; however, a considerable number of these states have been in range since 2011 and have been unable to meet the 90 percent mark due to overall stagnation or the inability to raise graduation rates for certain student subgroups. Twelve other states sit between 80 and 85 percent. Most of these states have shown good progress by making the leap from graduation rates in the 70s to the low 80s, though a few others – South Dakota, Ohio, and Wyoming – began with grad rates in the 80s and have gained little ground in the past six years. Eleven states currently have graduation rates below 80 percent, though many of these states have experienced the largest graduation rate gains since 2011. These states can primarily be found in the West and South, with Michigan being the one Midwestern standout in this category.

The difference between the current 84.1 percent graduation rate and the 90 percent goal equates to about 219,000 more students graduating on time nationwide. Across states, this also breaks down into highly achievable numbers. In 14 states, the number of additional students needed to graduate to reach 90 percent is less than 1,000, with as few as just 37 students in West Virginia. In some of the largest states, like California, New York, Florida, Georgia, and Michigan, where the number of additional students needed to reach a 90 percent graduation rate is more than 10,000 students, the challenge is much greater, but the path to reaching it – achieving gains with students of color and low-income students – is clear. Achieving the 90 percent goal equitably – getting all student subgroups to 90 percent – will take an intensive effort both nationally and within each state to graduate on time a significant number of students from historically underserved subgroups, including Black, Hispanic, and low-income students, as well as students with disabilities. (To see the national and state-by-state breakdowns of the number of estimated additional graduates needed to get to a 90 percent ACGR, please see Appendices H and I.)

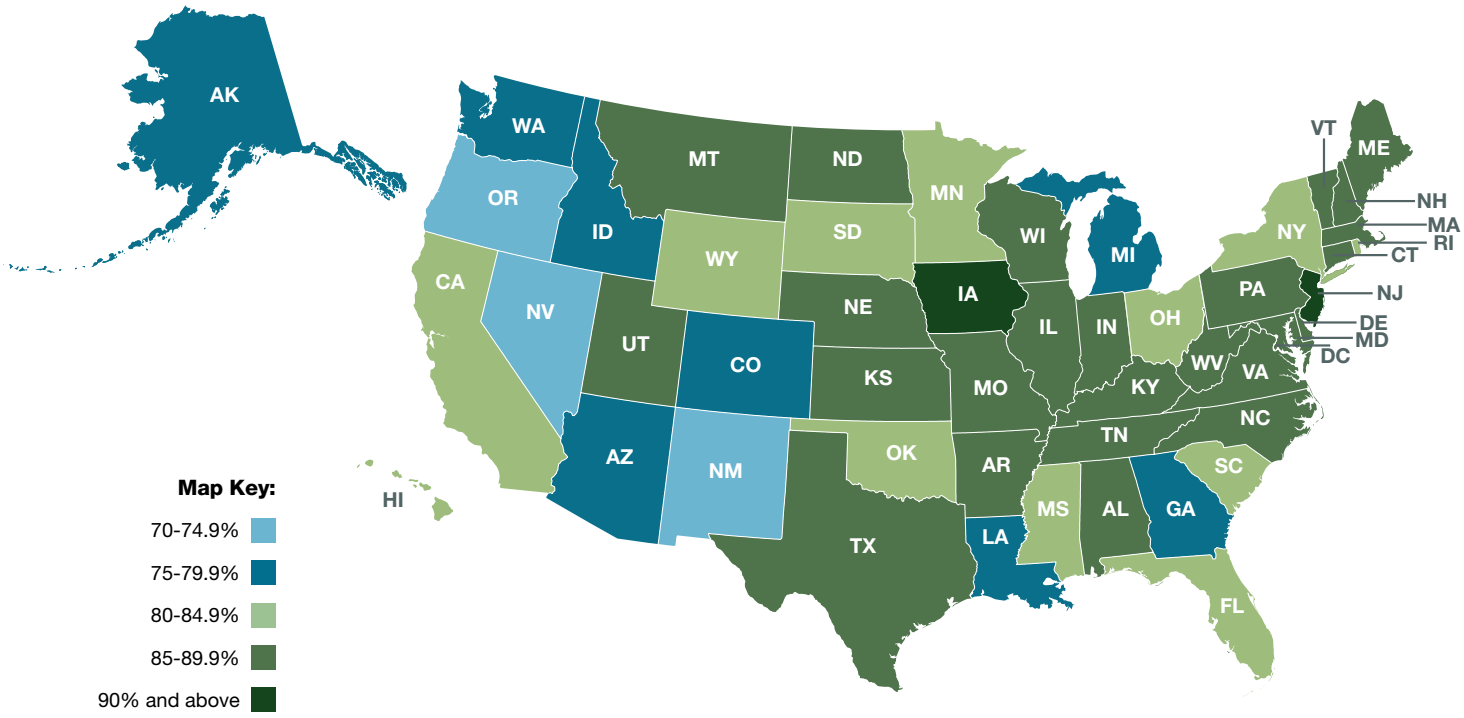
These gains have not come without their challenges. Over the past few years, there has been increased speculation that rising high school graduation rates are not real and that what we are seeing is a mirage. There are stories coming out of certain school districts that merit some of this belief, and due attention must be paid

Figure 1. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2001-2016



Source: US Department of Education, National Center for Education Statistics

Figure 2. Adjusted Cohort Graduation Rate, by State 2015-16



to these incidents and the challenges addressed for the sake of young people who are being cheated out of the educational experiences and opportunities they deserve. Whether these are instances of reporting error, improper use of credit recovery courses, or outright fraud, they must be addressed, and schools, districts, and states must work to ensure that gaming and other inappropriate practices are eliminated.

While these stories rightfully generate headlines, it is important to understand the context that helps generate them. In many of the districts that have drawn scrutiny and skepticism, accountability pressures have been the greatest and the resources, particularly given the challenges in these places, are often greatly lacking. Young people in many of these districts are faced with massive challenges – poverty, homelessness, food insecurity, violence, neglect or abuse, lack of transportation, needing to take care of family members, and other adverse childhood experiences – on the path to graduation, and there is a need to recognize a greater responsibility for the conditions under which the students who have the least in life are so often educated in the most under-resourced environments. These are not excuses, but they are significant factors that often get left out of the conversation around graduation rate "scandals." Losing sight of these challenges does an immense disservice to the students and educators embroiled in these situations who have been asked to overcome enormous obstacles, and it masks the gross inequities that exist in these schools that can cause pressurized environments and lead to shortcuts being taken to meet accountability demands. It is also critical that in these circumstances we parse out what gains are real and hard earned, and what progress is overstated.

Even more importantly, examples of inappropriate actions in some high schools and districts should not overshadow the hard work and effective reforms that have driven graduation rate gains. Across the nation, there are countless examples of schools and districts that, by using evidence-based approaches accompanied by appropriate supports, have been able to help more students earn their high school diploma and move on successfully into college and career pathways. These schools and districts have been able to succeed due to a combination of factors, but often use similar solutions – proactively using data to understand student needs, addressing students' social and emotional needs, building strong relationships with students, creating community partnerships, and providing rigorous coursework and opportunities for engagement – to fuel

their achievements. And it is critical that as states, districts, and schools move forward with the work of improving the lowest-performing high schools, they are provided the necessary support and resources to create and sustain the changes that will guarantee more students have a high-quality high school education and are prepared for postsecondary and career pathways.

As the nation moves into the ESSA era, we must also be mindful of the graduation rate goals states have set for themselves. A few states have stuck to the 90 percent goal (with varying deadlines), while some have set more ambitious goals and others have set goals that, though below 90 percent, are in line with where their rates currently stand. (To see a complete state-by-state breakdown of ESSA graduation rate goals and whether states will be using extended-year graduation rates, please see Appendix O.) Regardless of the end goal set by each state, it is imperative that they work towards it diligently and continue efforts to improve data accuracy and provide high-quality diplomas and educational experiences – not by taking shortcuts.

State and District Progress and Challenge

In 2011, most states (47 of 50) started using a common high school graduation rate – the Adjusted Cohort Graduation Rate (ACGR) – which followed individual first-time 9th graders over time, adjusting for transfers in and out, to establish a uniform way of comparing high school graduation rates. There are now six years of ACGR data available, allowing an examination of improvement over a five-year period. This enables identification of states and districts that are making substantial progress and those still facing serious challenges. It also tells us where we need to dig deeper to learn why progress is or is not occurring and what can be learned from the states and districts that are succeeding.

From 2011 to 2016, the national high school graduation rate under the ACGR has risen 5 percentage points from 79 to 84 percent, but the sources of the gains can most clearly be seen at the state and district levels.

Getting High School Graduation Rates Right

Since the beginning of our work on the high school dropout challenge, we have worked to improve the reporting and collection of graduation rate data. When we first started working on the problem, there were multiple ways in which to calculate graduation rates, such as Promoting Power, the Cumulative Promotion Index, and the "Greene Method". Even the federal government used an estimate – the Averaged Freshman Graduation Rate – to track national high school graduation rates over time. Since the Adjusted Cohort Graduation Rate – with individual student identifiers so you could actually track the progress and graduation rates of individual students over a four-year period – was adopted by all 50 Governors and put into federal regulation, all states, districts and schools have had a common calculation of graduation rates. This common definition has allowed better comparisons across those geographies and disaggregated analysis by student subgroup, boosting confidence that the nation had a more accurate picture of our progress and challenge in graduating more students.

At the same time, we have identified close to a dozen issues of variability among states that merit closer examination and, where appropriate, improvements to follow best practice. These issues include:

1. Definition of a first-time 9th grader;
2. Variances in diploma pathways;
3. Variances in diplomas for students with disabilities;
4. Whether or not home school students are included in counts;
5. Grade 13 – some states allow students to stay an extra year to get their high school diploma and the challenge and opportunity that extra year presents;
6. Students in juvenile justice facilities – some states count them, others do not;
7. Students in Governors Schools – whether they are included in the counts;
8. Transfers in and out of states; and
9. How economically disadvantaged students are defined.

Some states have model practices in addressing these issues and other states could learn from them. We envision a forum or summit that bring together the appropriate officials from States to discuss and address these issues to make the calculation of high school graduation rates even more reliable in the future.

States with the Largest Gains over the Past Five Years

In the 2013 Building a Grad Nation report, data was presented from the first year ACGR was collected and reported. As illustrated in Table 1, states are grouped into six categories ranging from states with 2011 ACGR graduation rates between 85 and 89 percent, down to states with 2011 rates between 60 and 64 percent. Table 2 shows where those states are five years later, and how much their graduation rates improved from 2011 to 2016. In this table, there is both promising and challenging news.

The first piece of good news is that by 2016 no state had a graduation rate below 70 percent, eliminating the need for the bottom two groupings. The second is that the bottom 10 states with the lowest graduation rates in 2011, ranging from 62 to 73 percent, have witnessed substantial gains and grown faster than the national rate of growth. As a result, the gap between the states with the highest and lowest graduation rates has moved from 26 percentage points in 2011 to 20 percentage points in 2016. Six of the low-graduation-rate states that witnessed substantial improvements are from the South (Florida, Georgia, Alabama, Mississippi, Louisiana, and South Carolina), and the other four are large and less

Table 1. State 2011 ACGR

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 (2)	77.3%
Kentucky (1)	86.1%
Oklahoma (1)	84.8%

(1) First year of ACGR data was 2012-13

(2) First year of ACGR data was 2013-14

Source: NCES, US Department of Education

Table 2. State 2016 ACGR and Change since 2011

State	2016 ACGR	Change (% Point)
90-94%		
Iowa	91.3%	3.0%
New Jersey	90.1%	6.9%
85-89%		
West Virginia	89.8%	13.3%
Nebraska	89.3%	3.3%
Texas	89.1%	3.2%
Missouri	89.0%	7.7%
Kentucky	88.6%	2.5%
Tennessee	88.5%	3.0%
Wisconsin	88.2%	1.2%
New Hampshire	88.2%	2.1%
Vermont	87.7%	0.2%
Maryland	87.6%	4.8%
North Dakota	87.5%	1.2%
Massachusetts	87.5%	4.1%
Connecticut	87.4%	4.4%
Alabama	87.1%	15.1%
Maine	87.0%	3.2%
Arkansas	87.0%	6.3%
Indiana	86.8%	1.1%
Virginia	86.7%	4.7%
Pennsylvania	86.1%	3.5%
North Carolina	85.9%	8.0%
Kansas	85.7%	2.7%
Montana	85.6%	3.4%
Illinois	85.5%	1.7%
Delaware	85.5%	7.0%
Utah	85.2%	9.2%
80-84%		
South Dakota	83.9%	0.5%
Ohio	83.5%	3.5%
California	83.0%	6.7%
Rhode Island	82.8%	5.5%
Hawaii	82.7%	2.7%
South Carolina	82.6%	9.0%
Mississippi	82.3%	8.6%
Minnesota	82.2%	5.3%
Oklahoma	81.6%	-3.2%
Florida	80.7%	10.1%
New York	80.4%	3.6%
Wyoming	80.0%	0.3%
75-79%		
Washington	79.7%	3.1%
Michigan	79.7%	5.4%
Idaho	79.7%	2.4%
Arizona	79.5%	1.6%
Georgia	79.4%	11.9%
Colorado	78.9%	5.0%
Louisiana	78.6%	7.7%
Alaska	76.1%	8.1%
70-74%		
Oregon	74.8%	7.1%
Nevada	73.6%	11.6%
New Mexico	71.0%	8.0%

Source: NCES, US Department of Education

populous western states (New Mexico, Nevada, Oregon, and Alaska). All of them saw their graduation rates increase by at least 7.8 percentage points, and four of them (Florida, Georgia, Nevada, and Alabama) had improvements of 10 or more percentage points – at least two times greater than the national average.

A third piece of good news is found among the next group of states, those that had high school graduation rates between 74 percent and 79 percent in 2011, which placed them below the national rate. California, Missouri, Delaware, North Carolina, and Utah witnessed growth between seven and nine percentage points and improved substantially faster than the nation as whole. They join New Jersey and Arkansas to make up a group of what could be called the "mid-pack movers" that helped drive national progress over the past five years. The top performer in this group was West Virginia, which saw a 13.3 percentage point increase in its graduation rate, moving from 76.5 percent in 2011 to 89.8 percent in 2016, on the cusp of the 90 percent national goal.

Taken together, this shows that 18 states played a large role in driving national progress between 2011 and 2016. Since some of these states have among the largest minority and low-income student populations, their improvement has also helped in narrowing the national graduation gaps for these students. State gains since 2011 have also brought more of the country within range of the national 90 percent graduation rate goal. In 2011, only 9 states were within striking distance of a 90 percent graduation rate; by 2016 that number had more than doubled to 25 states.

This progress is tempered by the challenges that can be seen as well, in particular with states that had graduation rates above the national average in 2011. Improvements in high school graduation rates between 2011 and 2014 slowed down primarily in the set of states that had graduation rates above the national rate in 2011. Many of these states are clustered in the plains and Midwestern regions of the country and together speak to a graduation rate improvement slow-down in the heartland. Ohio (+3.5), Illinois (+1.7), Indiana (+1.1), Wisconsin (+1.2), North Dakota (+1.2), South Dakota (+.5), Nebraska (+3.3), and Kansas (+2.7) saw their growth fall below the national rate of improvement (+5.1), and in some cases, considerably so.

Below average rates of growth were experienced by the 9 states that were the closest to 90 percent in 2011, with grad rates of 85.5 to 88.3 percent. If these states grew at the national rate of improvement, all of them would have been above 90 percent in 2016, but only Iowa, which was the closest at 88.3 percent in 2011, managed to reach or exceed 90 percent by 2016. States like Texas and Tennessee, which in earlier periods led the nation in raising graduation rates and closing graduation gaps and through sustained efforts showed the nation that even states with historically low graduation rates could realize large rates of growth, have seen their growth slow to less than a point a year.

The slow rate of growth experienced by the 9 states that were within striking distance of 90 percent in 2011 should serve as a wake-up call to the 25 states that by 2016 were within 5 percentage points of a 90 percent on-time high school graduation rate. It is not possible to coast the final distance. As we will emphasize throughout the 2018 report, as progress is made, the challenges that remain are among the toughest. To get to 90 percent, states will need a clear understanding of which districts, schools, and students need support to graduate all their students and develop plans tailored to those needs.

The Interaction of State and District Improvement

States are important actors in raising high school graduation rates. Some states have organized sustained, statewide efforts directly aimed at improving graduation outcomes. Many of the southern states that have experienced substantial gains over the past decade fall into this group. Other states make technical assistance, tools, and competitive funding available to districts to increase high school graduation rates. Still others play less of a direct role but are engaged with their districts in carrying out state and federal regulations, including the accountability frameworks and consequences for poor graduation rates and low-performing schools embedded in NCLB and ESSA. In all cases, these state efforts, whether they are strong, modest, or regulatory-based, are mediated by school districts. Ultimately, it is the school districts that implement or apply state-level supports and mandates, as well take the lead in developing, organizing, supporting, and/or enabling locally driven efforts to raise graduation rates.

Thus, the next questions we examine are:

1. How widespread is graduation rate improvement across school districts in each state?
2. How great is the variability in outcomes at the district level?
3. Within each state, which districts had the greatest impact on state improvement from 2011 and 2016?

School districts are organized in very different ways across different states. Some states have relatively few, but relatively large districts. Other states have hundreds of districts, including many that are very small. In some states, a single charter high school is viewed as a school district, while in others each rural high school is coded as its own school district. In order to keep a focus on school districts as they are traditionally conceived of (operating multiple schools), we limited our analysis to districts that enroll 1,300 or more students (or roughly 100 students per grade level per school).

The key findings can be seen in Table 3. First, there is tremendous variability in the rates of growth experienced across each state's school districts. In all states with multiple school districts, one group of districts achieved high school graduation rate improvements above the national rate, a second group saw gains that were less than the national rate of improvement, and a third group experienced no gains or saw their high school graduation rate decline between 2011 and 2016.

Within the table, a few patterns can be seen. In four states where substantial statewide efforts to raise graduation rates were undertaken – Alabama[1], Florida, Georgia, and West Virginia – the majority of districts experienced large graduation rate gains, and relatively few had no improvement or backsliding. In each of these states, the median rate of improvement for school districts was very substantial, at least 10 percentage points. In other words, in these states half of the school districts saw improvements that were at least two times greater than the national rate of growth. This is a clear sign that significant high school graduation rate improvements were widely distributed across the school districts in these states.

There is a second set of improving states, however, where statewide gains were driven by a smaller set of districts. In these states, a subset of larger school districts that experienced substantial improvement were able to offset lower rates of growth among the majority of school districts in their state. In New Mexico and New Jersey, for example, more districts saw no gains or back sliding than experienced improvements above the national rate of growth. Yet, in New Mexico, the 32 percent of districts with gains above the national rate and in New Jersey the 20 percent of districts with such gains were able (due to their relative size) to propel both states to overall graduation rate gains that were greater than the rate of national improvement.

A third set of states fell between these two poles. States like California, Oregon, Mississippi, and North Carolina saw 40 to 60 percent of their school districts growing above the national rate of improvement, which more than offset the substantial number of districts growing at slower rates or going backwards.

The second and third groups of states, where significant improvement in a subset of districts drove overall state rates of improvement, alert us that to achieve a 90 percent overall graduation rate, we need to look beyond state rates of improvement. Linking state rates of progress to variation in district growth shows that even in improving states, it is possible to attend school in a district where high school graduation rates are not improving or even getting worse.

1 Following an internal audit and US Department of Education investigation, Alabama's 2015 graduation rates were deemed to have been improperly calculated, leading to an inflation of the reported rate.

Table 3. Large School District (1300+ Students) Graduation Rate Progress, 2011 to 2016, by State

STATE	NUMBER OF DISTRICTS	MEDIAN ACGR GAIN 2011-2016	% OF DISTRICTS GAINING >10.0%	% OF DISTRICTS GAINING >5.1%	% OF DISTRICTS GAINING <=5.1%	% OF DISTRICTS WITH NO GAIN OR A LOSS
Alabama	116	10	51%	69%	20%	11%
Alaska	15	10	53%	73%	13%	13%
Arizona	71	3	23%	34%	35%	31%
Arkansas	95	5	28%	41%	35%	24%
California	335	5	20%	46%	38%	16%
Colorado	62	4.5	26%	39%	34%	27%
Connecticut	104	2.5	11%	28%	48%	24%
Delaware	18	5.5	28%	50%	33%	17%
District of Columbia	3	5	33%	33%	33%	33%
Florida	66	10	58%	80%	14%	6%
Georgia	158	14	72%	83%	13%	4%
Hawaii	1	2	0%	0%	100%	0%
Idaho	41	1	15%	20%	32%	49%
Illinois	196	3	11%	24%	36%	39%
Indiana	199	4	20%	36%	36%	29%
Iowa	90	4	9%	28%	48%	24%
Kansas	68	3	10%	28%	35%	37%
Kentucky	128	1	9%	20%	32%	48%
Louisiana	67	8	40%	63%	25%	12%
Maine	46	3	9%	17%	46%	37%
Maryland	24	4	4%	29%	58%	13%
Massachusetts	206	2.25	8%	23%	44%	33%
Michigan	302	5	26%	40%	31%	29%
Minnesota	121	4	19%	34%	42%	24%
Mississippi	107	5	33%	42%	28%	30%
Missouri	142	6	29%	56%	33%	11%
Montana	7	6	14%	57%	29%	14%
Nebraska	35	4	14%	37%	37%	26%
Nevada	10	7.5	40%	70%	10%	20%
New Hampshire	36	2.75	11%	28%	39%	33%
New Jersey	241	2	10%	20%	47%	33%
New Mexico	34	3	21%	32%	21%	47%
New York	384	2.5	10%	23%	45%	32%
North Carolina	115	7	28%	60%	29%	11%
North Dakota	12	2	8%	17%	42%	42%
Ohio	381	2	10%	25%	39%	36%
Oklahoma	98	-2.5	5%	8%	16%	76%
Oregon	80	7	43%	55%	28%	18%
Pennsylvania	373	1	9%	20%	36%	44%
Rhode Island	30	5	30%	37%	33%	30%
South Carolina	69	9	48%	77%	14%	9%
South Dakota	19	2	21%	26%	32%	42%
Tennessee	101	3	11%	29%	51%	20%
Texas	449	2.5	9%	26%	45%	30%
Utah	35	9	43%	63%	23%	14%
Vermont	8	0	13%	13%	25%	63%
Virginia	112	5	22%	49%	36%	15%
Washington	132	3	23%	33%	32%	36%
West Virginia	47	12	70%	87%	9%	4%
Wisconsin	154	1.25	3%	21%	34%	45%
Wyoming	18	1	11%	28%	22%	50%

Which States and Districts Might We Learn From?

The state and district high school graduation rate improvement data from 2011 and 2016 suggests that a deeper examination of the statewide efforts to raise high school graduation rates in Georgia, Florida, West Virginia and Alabama are worth a look, as are those in North Carolina, South Carolina, Utah, and Louisiana.

It is also clear that in just as many states, if not more, the real story is at the district level. In Appendix N, we identify all the larger school districts (those with 25,000 students or more) that have experienced high school graduation rate gains of at least 10 percentage points between 2011 and 2016. In other words, these are the large districts that have grown at twice or more than the national rate of improvement. Due to the size of both their enrollments and graduation rate gains, these are the school districts that have been particularly influential in establishing their state's rate of improvement.

Overall, 79 larger districts with 25,000 or more students witnessed improvement rates of 10 percentage points or more between 2011 and 2016. They are located in 23 states. Among them are districts like Fresno and Tacoma, which were featured in prior Building a Grad Nation reports. There are also 17 districts that had graduation rates in the 50s in 2011 but were able to improve substantially over the past five years. So, in a number of states, progress was driven by districts long viewed as struggling being able to find ways to make sustained improvements. These districts still have a way to go, but their progress shows that even in challenging circumstances, districts can organize themselves to improve high school graduation rates. The 79 larger districts identified, in particular those serving high percentages of minority and low-income students, are good places for deeper examination to further increase our understanding of what districts can do to substantially raise their graduation rates.

They are not, however, the only districts that matter, especially in states that do not tend to have many larger school districts. The GradNation website identifies all the districts with 1,300 or more students that experienced graduation gains of 10 or more percentage points between 2011 and 2016, to enable more detailed state-level and local analysis.

INTEGRATING SOCIAL, EMOTIONAL, AND ACADEMIC DATA TO IMPROVE STUDENT OUTCOMES

Social and emotional learning (SEL) is more than just a passing fad in education; it is the very core of a high-quality education and a critical component to student achievement and life outcomes beyond high school. What we know about the impact of SEL in schools has grown significantly in recent years, and it has become increasingly clear how invaluable the development of SEL competencies are for young people and adults alike:

- High-quality SEL programming produces an 11-percentage-point gain in achievement scores (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).
- The long-term impacts of SEL programming include decreased likelihood of dropping out of school and increased probabilities of college attendance and degree attainment (Taylor, Oberle, Durlak, & Weissberg, 2017).
- Having a high social and emotional competency is positively associated with increased high school graduation rates, postsecondary enrollment and completion, employment rates, and average wages (Kautz, Heckman, Diris, Bas ter Weel, & Borghans, 2014).
- Eight in ten employers say social and emotional skills are the most important to workplace success, yet these skills are the hardest to find in prospective employees (Cunningham & Villasenor, 2016).
- Within the US labor market, jobs requiring high levels of social interaction have grown at a faster rate than all other occupations (Deming, 2014).

In addition, a 2015 cost-benefit analysis found an $11 return on investment for every $1 invested in quality SEL programming (Belfield, Bowden, Klapp, Levin, Shand, & Zander, 2015). And both teachers and principals are demanding more research, training, and support on implementing high-quality SEL and using SEL data to improve teaching and learning (Bridgeland, Bruce, & Hariharan, 2013; DePaoli, Atwell, & Bridgeland, 2017).

Washoe County School District (WCSD) in Nevada is trying to do just that: refine and use data on students' SEL competencies to learn why some students succeed where others fail. WCSD surveys students in grades 5-9 and the 11th grade on how easy or difficult they find 40 different skills – ranging across CASEL's five

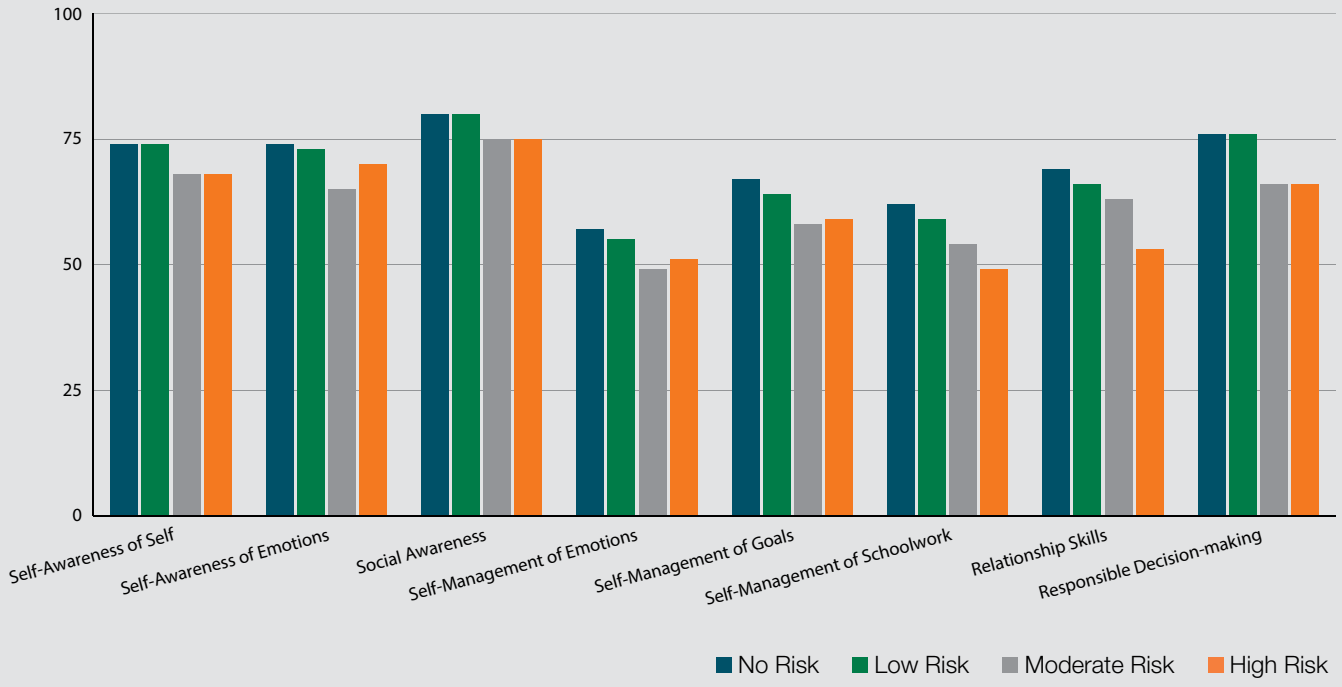
SEL competency domains (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) – to understand where students struggle and how students develop SEL skills over time. The WCSD data team also compares this data to other academic and behavioral data to build a more holistic student profile that can then guide future SEL planning and create a more nuanced understanding of how SEL skills interact with other factors and affect student outcomes.

This work has been driven, in part, by a desire to understand whether or not student SEL skills could help predict graduation rates. Looking at the students' self-report on SEL skills in the 11th grade, WCSD found that students who reported below average social and emotional competencies had a 73 percent graduation rate, while 89 percent of students reporting above average SEL skills graduated on time. Using their Early Warning Risk Index (EWRI), a composite measure that includes absenteeism, transiency, suspensions, retention, and credit deficiency, WCSD has found that students who are determined to be "high risk" on these factors are less likely to graduate on time, have lower GPAs, and are more likely to be suspended and chronically absent. In examining students based on their EWRI risk level, they have so far found that high and moderate risk students report less confidence on every SEL domain than their low and no risk peers. Conversely, WCSD has discovered that students with low social and emotional competencies (≦1 SD below average) are 1.5 times more likely to be moderate or high risk than their peers that report high SEL skills (≧1 SD above average).

More research needs to be done to understand how EWRI factors and SEL competencies influence one another and how SEL skills may play a role in why some high and moderate risk students are able to graduate while others do not. WCSD continues to refine their data tools, and the district has no plans to use SEL data for accountability purposes; however, WCSD is leading the way in combining early warning indicators and SEL data to improve identification of students who are at risk of disengaging from school and determine appropriate interventions to keep those young people in school and on-track to graduate. For more on how WCSD is collecting and using SEL data, please visit their SEL data website: http://www.wcsddata.net/data-topics/sel/

Student SECs by Level of Risk for Dropout

% of Students Reporting SECs are Easy/Very Easy by Level of Risk for Dropout



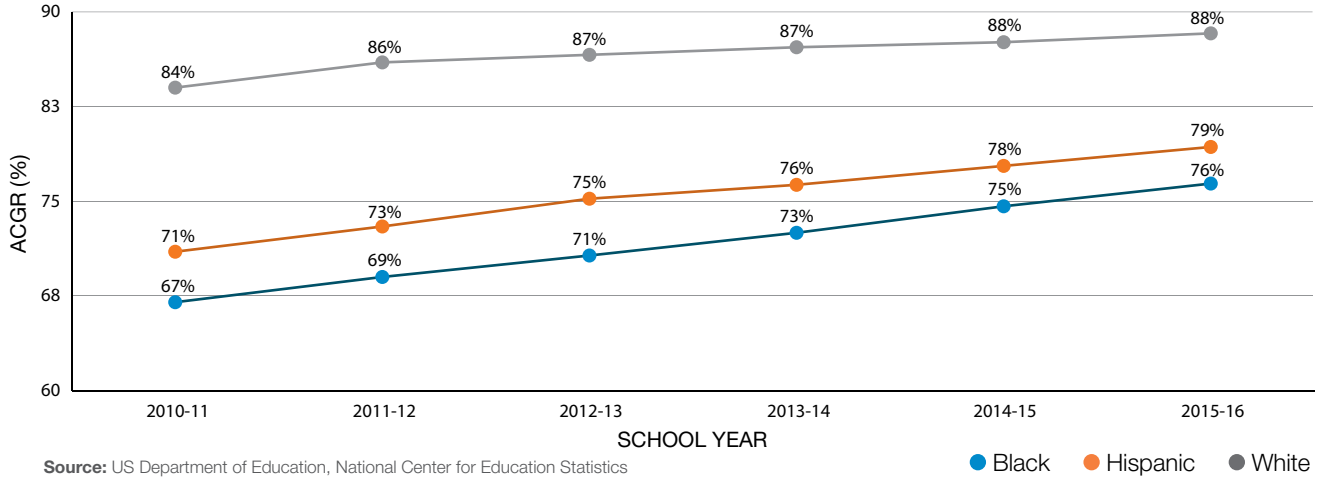
PART II:
Reaching a 90 Percent Graduation Rate for All Students

In 2015, we started identifying critical "drivers"– student subgroups and geographic areas – in raising high school graduation rates that were in the most need of attention, support, and intervention. Though we have slightly altered these drivers over the past few years, they remain a priority as the GradNation campaign moves forward. As states, under requirements set by the Every Student Succeeds Act (ESSA), identify schools for comprehensive support and improvement, it is essential that appropriate monitoring is in place to determine if underperforming student subgroups and schools are receiving the assistance they need. In this section, we examine where states and the nation as a whole stand in increasing high school graduation rates and preparedness for postsecondary education and careers for these historically underserved students and schools. In Appendix P, we have also gathered each state's ESSA student subgroup graduation rate goals. While some states have put great thought and consideration into setting achievable goals, it is concerning that others have not. In our annual updates moving forward, we will be examining the progress made toward achieving these goals, which will play a critical role in both creating more equitable outcomes and reaching the long-term graduation rate goals states have set for all students.

Where We Stand: Black and Hispanic Students

As in previous years, the growth in the graduation rate between 2015 and 2016 was driven by gains made by two historically underserved student populations – Black and Hispanic students – across the country. Though Black and Hispanic students continue to make higher yearly gains than their white peers (1.5 percentage points each, respectively, compared to 0.7 percentage points for white students in 2016) and the nation overall (0.9 percentage points), their overall graduation rates still fall short. In 2016, 76.4 percent of Black students and 79.3 percent of Hispanic students graduated on time, compared to 88.3 percent of white students. In 34 states, the graduation rate for Black students remains below 80 percent, and in eight of those states, it is less than 70 percent. This still represents considerable improvement from 2011 when all but 3 states graduated less than 80 percent of Black students, and in 25 of them, graduation rates for Black students were less than 70 percent. Similarly, in 2016 in 31 states, fewer than 80 percent of Hispanic students graduate high school on time, and five of those states graduate fewer than 70 percent of Hispanic students. This shows significant progress since 2011, when 45 states graduated less than 80 percent of Hispanic students and 21 of those states had Hispanic graduation rates below 70 percent.

Figure 3. Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010-11 to 2015-16



Source: US Department of Education, National Center for Education Statistics

Table 4. States with the Highest Proportion of Black Non-Graduates, 2016

State	% of State Non-Graduates who are Black	% of Black Students within the 2016 Cohort	Black Student ACGR 2016
Mississippi	60.2%	50.5%	78.9%
Louisiana	54.6%	44.0%	73.4%
Maryland	45.4%	35.4%	84.1%
Georgia	44.2%	38.2%	76.2%
Alabama	42.8%	35.6%	84.5%
South Carolina	41.1%	36.3%	80.3%
Delaware	40.1%	32.5%	82.1%
Tennessee	38.7%	25.1%	82.3%
Virginia	33.2%	23.6%	81.3%
North Carolina	32.2%	26.6%	82.9%
Missouri	32.0%	16.7%	79.0%
Florida	31.9%	22.2%	72.3%
Arkansas	31.7%	22.3%	81.5%
Illinois	31.4%	17.8%	74.5%
Ohio	31.3%	15.8%	67.3%

For a full list of state non-graduates by subgroup, see Appendix J.
Source: US Department of Education, National Center for Education Statistics

The 2016 graduation rate gap between Black and white students – 11.9 percentage points – is down from 13 points in 2015 and 17 points in 2011 but still remains significant. Twenty-three states have Black-white graduation rate gaps larger than the national average, including five states – Wisconsin, Nevada, Minnesota, New York, and Ohio – where the gap is more than 20 percentage points. For Hispanic students, the national gap with their white peers stands at 9 percentage points, down from 10.9 points in 2015 and 13 points in 2011. Twenty-four states have Hispanic/white graduation rate gaps that exceed the national average, and in two states – Minnesota and New York – the gap is more than 20 percentage points (see Appendix C).

Another way to look at the state of high school graduation for Black and Hispanic students is to examine how many of them do not graduate on time with their peers. Looking more closely at these "non-graduates" provides a better understanding of who ultimately is not making it to the high school finish line and sheds greater light on inequitable outcomes in individual states and the nation as a whole. In 2016, Black students made up only 15.8 percent of the total graduating cohort, but they comprised 23.5 percent of the nation's non-graduates. In nearly half of states – 22 in all – Black students made up about a quarter or more of students not graduating in four years, and in two of those states – Mississippi (60.2 percent) and Louisiana (54.6 percent) – more than half of all students not graduating in four years are Black. Though many of these states in Table 4 have among the highest percentage of Black students in their graduating cohort and higher graduation rates for Black students than the national average, all have a disproportionate percentage of Black non-graduates.

Similarly, Hispanic students comprised 23.3 percent of the national graduating cohort in 2016, but they made up 30.4 percent of all non-graduates. In 11 states, the percentage of Hispanic non-graduates is greater than the national average. In three of those states – California (61 percent), New Mexico (59.5 percent), and Texas (59.4 percent) – Hispanic students made up well over half of all non-graduates, though in New Mexico, the percentage of Hispanic non-graduates aligns closely with the percentage of Hispanic students in the cohort. Unlike states with high proportions of Black non-graduates, the majority of states with high proportions of Hispanic non-graduates tend to have lower graduation rates for these students than the national average.

Table 5. States with the Highest Proportions of Hispanic Non-Graduates, 2016

State	% of State Non-Graduates who are Hispanic	% of Hispanic Students within the 2016 Cohort	Hispanic Student ACGR 2016
California	61.0%	51.8%	80.0%
New Mexico	59.5%	58.9%	70.7%
Texas	59.4%	49.4%	86.9%
Arizona	49.0%	42.5%	76.4%
Nevada	45.0%	39.2%	69.7%
Colorado	44.5%	31.2%	69.9%
Connecticut	37.9%	20.2%	76.4%
New York	36.0%	22.1%	68.1%
New Jersey	37.0%	21.9%	83.3%
Massachusetts	34.4%	15.8%	72.7%
Florida	30.8%	29.0%	79.5%

For a full list of state non-graduates by subgroup, see Appendix J.
Source: US Department of Education, National Center for Education Statistics

Where We Stand: Low-Income Students

Nearly half of the country's 2016 graduating cohort – 47.6 percent – came from low-income families. While this represents a slight decrease from the 2014 cohort, it emphasizes that low-income students must remain a central focus in efforts to boost graduation rates and educational equity across the nation. In 2016, 77.6 percent of low-income students graduated on time, compared to 90 percent of non-low-income students.

In 2016, 36 states graduated less than 80 percent of low-income students, and one-quarter of those states (nine) graduated less than 70 percent. This shows marked progress from 2011, when all but two states had low-income graduation rates below 80 percent, and 22 of them graduated less than 70 percent of low-income students.

The graduation gap between low-income and non-low-income students ranges from a high of 24 percentage points in South Dakota to a low of 2.8 percentage points in Indiana. Aside from Indiana, Midwestern States were home to the largest graduation gaps for low-income students. States with the four largest graduation gaps and five of the six largest gaps between low-income students and their peers were located in the region.

While states like South Dakota and North Dakota have some of the smallest proportions of low-income students, with cohorts of 29.4 percent and 26.5 percent respectively, more than 40 percent in Michigan and Ohio were low-income.

Table 6. States with the Largest Low-Income/Non-Low-Income ACGR Gaps, 2015-16

State	Gap Between Low-Income and Non-Low-Income ACGR, 2016
South Dakota	24.0
North Dakota	22.4
Minnesota	22.2
Michigan	21.4
Colorado	21.1
Ohio	19.6
Washington	19.4
Wyoming	19.2
Nevada	18.7
Connecticut	18.4

- In five states, the gap between low-income students and non-low-income students is greater than 20 percentage points. In total, 39 states had gaps greater than 10 percentage points in 2016.
- Both North Dakota and Connecticut have graduation rates above 87 percent – well above the national average – but the 2nd and 10th largest gaps, respectively.
- **While gaps between low-income and non-low-income students have decreased in the majority of states over the past six years, 16 states have actually seen the graduation rate gap between low-income students and their more affluent peers increase.**

Table 7. States with the Highest Proportion of Low-Income Non-Graduates, 2015-16

States	Percentage of State Non-Graduates who are Low-income	Percentage of Low-Income Students Within the 2016 Cohort	Low-Income ACGR
California	83.50%	67.6%	79.0%
Kansas	80.50%	51.2%	77.5%
Nevada	79.50%	63.0%	66.7%
Maine	79.40%	46.9%	78.0%
Rhode Island	78.90%	53.9%	74.8%
Connecticut	77.50%	41.9%	76.7%
Mississippi	77.00%	64.3%	78.8%
Louisiana	76.80%	60.7%	72.9%
Montana	76.80%	46.8%	76.4%
Massachusetts	76.30%	44.2%	78.4%

States with the highest number of low-income non-graduates represented a geographically diverse population of the country. This emphasizes the need to develop and implement diverse interventions to support distinct populations of low-income students from every large urban center to the most remote rural towns in America.

The states with the highest proportions of non-graduates who are low-income differ greatly by geography and overall income-level, illustrating the degree to which high- and low-income states must address the graduation rates of their low-income students. For example, of the 10 states with the largest proportions of low-income non-graduates, three were among the 10 richest states in the country by median household income in 2016 (Massachusetts, Connecticut, and California), while 2 were among the 10 poorest states by median household income (Mississippi and Louisiana) (United States Census Bureau, 2017).

- In California and Kansas, more than eight in 10 students who failed to graduate from high school were low-income. In 12 states, three out of every four students who did not graduate high school were low-income.
- Six states have low-income graduation rates above the national average for all students of 84.1 percent (Indiana, Kentucky, South Carolina, Tennessee, Texas, West Virginia).
- While most states saw increases in their low-income graduation rate, 10 states – Alabama, Idaho, Illinois, Iowa, Michigan, Montana, New Hampshire, Oklahoma, Rhode Island, and Utah – actually saw their rates decrease from 2015 to 2016.

Given the necessity of improving graduation rates for low-income students and the increasing diversity in outcomes across states, cross-state learning could be a critical tool to aide in closing persistent gaps between higher- and lower-income students. Supporting the needs of low-income students is imperative to address disparities in educational attainment across the country and addressing other inequities in America.

Where We Stand: Students with Disabilities

As discussed in previous *Building a Grad Nation* reports, cross-state comparisons of graduation rates for students with disabilities is challenging due to the variance in diploma requirements and identification processes from state to state. Some states allow for a wide range of allowances to be made at the school and district levels for students with disabilities to earn a high school diploma, including reduced credit requirements, substitute courses and performance assessments, lower performance criteria, and extensions. This not only makes it difficult to generalize about graduation rates across state lines, it also presents problems for the students themselves. Though some of these allowances may be appropriately aligned with a student's Individualized Education Plan (IEP) and state graduation requirements, often they lead to students not having the coursework they need to successfully move into postsecondary education.

Table 8. States with the Highest Proportions of Student with Disabilities (SWD) Non-Graduates, 2016

State	% of State Non-Graduates who are SWD	% of SWD within the 2016 Cohort	SWD ACGR 2016
Massachusetts	43.8%	19.4%	71.8%
Rhode Island	41.3%	17.3%	59.0%
Connecticut	41.1%	14.9%	65.2%
Virginia	40.5%	11.7%	53.9%
Maine	39.7%	18.4%	72.0%
Alabama	39.5%	11.1%	54.1%
New Hampshire	38.4%	16.8%	73.0%
Vermont	37.9%	16.6%	72.0%
New York	36.5%	15.1%	52.6%
Mississippi	35.4%	9.6%	34.7%
Nebraska	33.2%	11.8%	70.0%
New Jersey	33.1%	15.4%	78.8%

For a full list of state non-graduates by subgroup, see Appendix J.
Source: US Department of Education, National Center for Education Statistics

Additionally, state procedures for identifying students with disabilities, both in general and in their graduating cohort, varies widely. These variances are evident in the percentage of students with disabilities across state graduating cohorts in 2016, which range from a low of 8 percent in Kentucky to a high of 19.4 percent in Massachusetts. Some states only count students who receive special education services throughout high school, while others count students who entered the 9th grade on an IEP, regardless of whether they exit out of special education during high school, and still others look only at the status of the student in the 12th grade, which could eliminate many students who received special education services for the majority of their education but were exited out at some point. Most troubling of all is the notion that states may be capping the number of students they allow for special education identification, potentially leaving many students with disabilities without the supports they need. For example, the U.S. Department of Education recently found Texas to be in violation of federal special education laws after the *Houston Chronicle* reported evidence that schools were being incentivized to keep their special education enrollment below 8.5 percent (Ayala, 2018; Rosenthal, 2016). Though there is no clear evidence of these practices elsewhere, it adds a new layer of concern regarding identification of students for special education.

Despite these issues making comparisons more difficult, graduation rate data for these students still show that students with disabilities continue to graduate at rates well below their peers. Though many students with disabilities may be on track to graduate in five, six, or seven years, according to their IEP, it has been estimated that the majority of students receiving special education services should be able to graduate on time with the appropriate supports and interventions. In 2016, however, just 65.5 percent of students with disabilities graduated in four years – more than 20 points behind students in the general population. Thirty states graduated fewer than 70 percent of their special education students, and three states – Nevada, Mississippi, and Louisiana – all have graduation rates for special education students under 50 percent. Comparatively, no state graduates fewer than 70 percent of their general population students, and just four states have graduation rates under 80 percent for students without special needs. Despite this, progress for students with disabilities has been made since 2011, when no state graduated more than 77 percent of students with disabilities and the overwhelming majority had graduation rates well below 70 percent for these students.

The national graduation gap between students with disabilities and their peers in the general population remains at 21.1 percentage points, and 26 states have a gap that exceeds the national average. In two of those states – Mississippi (52.7 percentage points) and Nevada (49.3 percentage points) – the graduation rate gap between special education students and all other students hovers near 50 points. In 20 other states, the gap between students with disabilities and the general population stands between 10 and 20 points. In only four states is the gap less than 10 percentage points.

In terms of non-graduates, students with disabilities comprise significant proportions of the students not graduating in four years in nearly every state. Students with disabilities make up 20 percent or more of

non-graduates in 41 states, but the states with the highest percentages of non-graduates with disabilities tend to be in Northeastern and Southern states. Many of these states have high overall graduation rates, and even in some cases relatively high graduation rates for special education students; however, the large numbers of these students that fail to graduate in four years speaks to larger issues under the surface.

The well-below-average graduation rates of special education students and the large gaps that exist between these students and their peers remain among the greatest injustices in our education system. As recent Office of Civil Rights (2018) data show, students with disabilities also face stark overrepresentation in suspensions, expulsions, restraint and seclusion, harassment and bullying incidents, and law enforcement referrals and school-related arrests. As states move forward implementing their ESSA plans, it is imperative that students with disabilities become a prime focus in achieving more equitable outcomes for all students.

Where We Stand: English Learners

English Learners (ELs) are defined by the National Center for Education Statistics as students served in programs for language assistance to help them attain English proficiency and be able to meet the same academic content and achievement standards that all other students are expected to meet. In the 2014-15 school year (the last year reported), about 4.6 million public school students (9.4 percent) in the US were ELs. The most commonly reported home language of EL students is Spanish (77.1 percent), but a wide range of other languages are represented by ELs in schools and districts across the country.

Compared to the EL student population as a whole, just 6.5 percent of students in the 2015-16 graduating cohort were considered to be English learners.[2] Despite these seemingly small numbers of EL's, their numbers are rising in many states, and the national graduation rate for ELs – 66.9 percent – is near the bottom of all student subgroups. A handful of states – New Mexico (26.7 percent), California (18.7 percent), Colorado (11.7 percent), and Hawaii (10.9 percent) – had the most significant concentrations of EL students in their 2016 graduating cohort, and not one of these states graduated more than 72 percent of ELs in four years. This trend carries across states, regardless of how small or large the EL cohort is. In 32 states, the graduation rate for ELs is below 70 percent, and in about half of those states, less than 60 percent of ELs graduate in four years. In the majority of states, the gap between ELs and non-EL students is greater than 20 percentage points, and in four states – Arizona, New York, Virginia, and Maryland – the gap is more than 40 percentage points.

Though most states have ostensibly small cohorts of ELs, these students are making up significant proportions of non-graduates in a number of places. In 19 states, the non-graduating cohort is at least 10 percent EL students, and in about one-third of those states, at least one in five non-graduates are ELs.

Table 9. States with the Highest Proportions of English Learner Non-Graduates, 2016

State	% of State Non-Graduates who are EL	% of EL Students within the 2016 Cohort	EL Student ACGR 2016
California	30.8%	18.7%	72%
New Mexico	30.1%	26.7%	67.4%
Colorado	21.3%	11.7%	61.4%
Massachusetts	20.4%	7.1%	64.1%
Nevada	19.8%	9.1%	42.6%
Hawaii	19.5%	10.9%	69%
Virginia	18.7%	4.6%	45.4%
Texas	18.7%	7.7%	73.7%
New York	15.4%	4.9%	37.8%
Florida	15.1%	7.7%	62%

For a full list of state non-graduates by subgroup, see Appendix J.
Source: US Department of Education, National Center for Education Statistics

2 This lowered number is most likely due to a combination of factors including students "graduating" out of EL programs, EL students leaving high school before graduating, and/or fluctuations in EL enrollment during the given school year.

Where We Stand: Low-Graduation-Rate High Schools

The Every Student Succeeds Act, signed into law in 2015, requires states to identify high schools enrolling at least 100 students with graduation rates of 67 percent or less for comprehensive support and improvement. In 2016, there were 2,425 low-graduation-rate high schools, up from 2,249 in 2015.[3] Low-graduation-rate high schools make up about 13 percent of all public high schools enrolling 100 or more students that reported ACGR in 2016, and they enroll approximately 7 percent of students attending schools meeting that same criteria. More than half (57 percent) of low-graduation-rate high schools can be found in cities which range from very large ones with many high schools to smaller cities with just one to three high schools, while about a quarter (27 percent) of such schools are in suburban areas. Just 11 percent are in small towns (6 percent) and rural areas (5 percent).

Black, Hispanic, and low-income students are demographically over-represented in low-graduation-rate high schools. Roughly 60 percent of students in low-graduation-rate high schools qualify as low-income, compared to about 46 percent in all high schools. Six in ten students are either Black or Hispanic, while they make up about four out of ten students in all high schools. Black students are particularly overrepresented, making up about 15 percent of students in all high schools, but nearly double that in low-graduation-rate high schools. White students, on the other hand, make up a little more than half of students in all high schools, but only about 30 percent of students in low-grad-rate high schools.

Low-Graduation-Rate High Schools, by State

The percentage of low-graduation-rate high schools varies widely across states, but for many of the states with the greatest number of low-graduation-rate high schools, the impact on their overall graduation rate is clearly evident (see Table 11). For example, New Mexico has the highest percentage of low-graduation-rate high schools and the lowest graduation rate of any state in the country. Alaska, Colorado, Arizona, Nevada, and Michigan also place in the top ten states with the highest percentage of low-grad-rate high schools and graduation rates below 80 percent. In these states and many others, it is clear that without addressing the needs of the lowest-performing high schools, raising overall rates will be a challenge.

Low-Graduation-Rate High Schools, by Type

For this year's report, we divide low-graduation-rate high schools into two broad types – regular and alternative – that cover the majority of schools reporting ACGR in 2016. A regular high school, according to the National Center for Education Statistics (NCES), is any school that does not fall into the alternative, special education, or vocational categories. Alternative schools, by NCES definition, address the needs of students that typically cannot be met in a regular school, provides a nontraditional education, serves as an adjunct to a regular school, or falls outside the categories of regular, special

Table 10. Student Demographics in High Schools Reporting 2016 ACGR and Low-Graduation-Rate High Schools

	Total Number of Schools	Total Enrollment	Low-Income	Native American	Asian	Hispanic	Black	White	Multi-racial
Schools with 100 or more Students reporting 2015-16 ACGR	18,625	15,545,284	7,076,552	159,172	781,302	3,710,084	2,406,719	8,001,461	431,069
Schools with 100 or more Students and 2015-16 ACGR at or below 67%	2,425	1,085,292	643,324	25,314	32,540	341,534	307,016	341,860	33,057
Schools with 100 or more Students reporting 2015-16 ACGR	18,625	15,545,284	45.5%	1.0%	5.0%	23.9%	15.5%	51.5%	2.8%
Schools with 100 or more Students and 2015-16 ACGR at or below 67%	2,425	1,085,292	59.3%	2.3%	3.0%	31.5%	28.3%	31.5%	3.0%

Source: National Center for Education Statistics, US Department of Education

3 Prior to the Every Student Succeeds Act, the annual Building a Grad Nation report focused its examination on low-graduation-rate high schools solely on regular and vocational high schools enrolling 300 or more students. Based on this definition there are 793 low-graduation-rate high schools in 2016. The additional low-graduation-rate high schools reported here include alternative schools and high schools with enrollments of 100-299 students.

Table 11. States with the Highest Percentage of Low-Graduation-Rate High Schools and Overall State ACGR, 2015-16

State	% of All High Schools that are Low-Grad-Rate High Schools	State 2015-16 ACGR
New Mexico	37%	71.0%
Alaska	28%	76.1%
Florida	25%	80.7%
Arizona	25%	79.5%
California	24%	83.0%
Colorado	23%	78.9%
Michigan	22%	79.7%
Nevada	21%	73.6%
New York	21%	80.4%
Washington	21%	79.7%

Source: U.S. Department of Education, National Center for Education Statistics

education, or vocational education. Schools falling into the regular and alternative school categories make up the majority of all high schools, as well as all low-graduation-rate high schools. We then further divide these categories into schools that are district-operated and those that are charter-operated to provide a more in-depth look at how these different types of schools are faring at graduating students in four years.

Finally, we examine virtual schools. Though the number of virtual schools is small in comparison to more traditional brick-and-mortar schools, in some states, they educate a large number of students, play an increasing role in the education landscape, and are producing worse student outcomes than any other type of high school examined here.

Regular High Schools: District-Operated

District-operated regular high schools – the majority of which are what one might think of as a "traditional" high school – made up 78 percent of all high schools reporting ACGR in 2016 and 31 percent of all low-graduation-rate high schools. The 747 regular district-operated high schools meeting ESSA criteria for a low-grad-rate high school are just five percent of all high schools of this type.

Regular High Schools: Charter Schools

Charter schools are publicly-funded but privately-operated schools. Forty-four states now have legislation allowing charter schools. Charter schools identified as a regular school make up the majority of charter schools reporting ACGR.[4] Regular charter high schools make up just 9 percent of all high schools enrolling 100 or more students that reported ACGR in 2016, but 18 percent of all low-graduation-rate high schools. In all, 27 percent (438 total) of regular charter schools met the definition of a low-graduation-rate high school in 2016.

Alternative High Schools: District-Operated

District-operated alternative schools have long been in existence, serving as either temporary or permanent facilities to educate students who are at risk of educational

Table 12. Regular District-Operated and Charter Schools (100 or more students), 2015-16

School Type	% of All High Schools	% of Total Low-Grad-Rate High Schools	% of School Type that are Low-Grad-Rate High Schools
District-Operated	78%	31%	5%
Charter	9%	18%	27%

Note: Neither the district-operated nor charter categories in this table include alternative or virtual schools.
Source: US Department of Education, National Center for Education Statistics

4 It should be noted that schools self-identify their school type, particularly when the school is its own LEA (e.g., many charter schools). Given the limited oversight to ensure the identification is accurate, it is possible that many schools that are reporting themselves as a "regular" school are actually alternative. The numbers reported in this section use schools' self-identification, but in some cases, when known, schools were moved into their appropriate categories.

failure in more traditional settings. District-operated alternative schools and programs make up 84 percent of all alternative settings, though it should be noted that the management of a number of district alternative high schools are contracted out to charter operators. Examples of this can be seen in Florida, Colorado, Texas, and Wisconsin. Students, who either are sent by school officials or elect to attend school in a district-operated alternative setting, often struggle with poor grades or chronic absenteeism, are pregnant or have children, have a pattern of disruptive behavior, or for other reasons, have temporarily or permanently withdrawn from school. Because these schools are intended to serve students who have already fallen off-track or are heading that way, a four-year graduation rate may not be the best way to accurately assess these schools, but it does provide a data point to better understand where these schools and programs stand in terms of high school graduation[5].

In 2016, district-operated alternative schools made up just 5 percent of all high schools, but nearly one-third of all low-graduation-rate high schools (30 percent). In all, 75 percent of district-operated alternative settings qualified as a low-graduation-rate high school in 2016 (728 total schools).

Alternative High Schools: Charter Schools

Charter-operated alternative schools, much like other charter schools, have become a more significant part of the education landscape, but alternative charter schools tend to be more concentrated in a subset of states, particularly in Arizona, California, Colorado, Florida, Michigan, Ohio, and Texas. These schools, like their district-operated counterparts, serve non-traditional students.

Charter-operated alternative schools make up just 1 percent of all high schools reporting ACGR, and only 16 percent of all alternative schools examined here. However, charter-run alternative schools comprise roughly 6 percent of all low-graduation-rate high schools, and in all, 82 percent of charter-run alternative schools are low-graduation-rate schools (158 total schools).

Virtual Schools

Virtual schools, while maintaining a small overall presence across the nation and in most states, still make up nearly one in ten low-graduation-rate schools in the country. These schools are primarily open to any student within the state they serve, though some district-operated virtual schools serve only students within their district or within a defined geographic region. And while the presence of these schools appears limited, they often serve large student populations. For example, two of the largest virtual schools, Electronic Classroom of Tomorrow[6] (ECOT) in Ohio and Pennsylvania Cyber Charter School enroll roughly 14,000 and 9,000 students, respectively, and in the case of ECOT, a graduating cohort (4,713) more than three times the size of the largest district school cohort (1,532). Yet, ECOT has a four-year graduation rate of just 40 percent, while the Pennsylvania Cyber Charter School only graduated 55 percent of their students in 2016.

Unfortunately, these schools are more a sign of the norm than the exception when it comes to virtual schools. More than three-quarters (76 percent) of virtual schools are low-graduation-rate high schools, and the majority of these low-performing schools have graduation rates well below 67 percent. District- and charter-operated virtual schools both fare poorly when it comes to graduating students in four years, though charter virtual schools tend to do slightly worse. Eighty-six percent of charter virtual schools are low-graduation-rate high schools, compared to 64 percent of district-operated virtual schools.

The Schools Producing the Most Non-Graduates

The growing diversity of school types across states (regular, alternative, and virtual) has resulted in considerable variation across states in the types of schools from which students are failing to graduate in four years. Some states, for example, have large numbers of alternative schools, while others do not. A small number of states have considerable numbers of students enrolled in virtual schools, while the majority of states do not. In some states, the majority of students who do not graduate on time can be found in traditional district-run neighborhood high schools. In other states, relatively few of the students not graduating on time continue to attend a traditional neighborhood high school, but rather are now attending alternative or virtual schools. In building a path to high school graduation for all, it is important to consider the current distribution of students who are not graduating on time across the different types of schools in each state (See Appendix M for a complete state-by-state breakdown of the non-graduates by school type).

5 For more on accountability for alternative settings and what some states are doing to better identify and improve these schools, please see Measuring Success: Accountability for Alternative Education by AYPF and Civic Enterprises.

6 ECOT was forced to close in January 2018. These enrollment numbers are from 2016.

For example, in Georgia, 28 percent of students not graduating on time are found in regular or vocational high schools with ACGR rates of 67 percent or below – the high schools that ESSA will identify as in need of comprehensive reform. Of all Georgia students, 11 percent are found in high schools with ACGR above 67 percent but with weak promoting power (60 percent or below), 29 percent are found in regular and vocational high schools with ACGR rates between 68 percent and 84 (i.e., below the national rate), and 27 percent are found in high schools with an ACGR rate above 84 percent, the national rate. Only three percent are found in alternative schools and none are in virtual or special education schools.

In contrast, in Florida only four percent of its non-graduates are found in regular high schools with graduation rates below 67 percent (those that will require comprehensive reform under ESSA), while thirty-one percent of Florida's on-time non-graduates are in alternative schools, with one percent in virtual schools and one percent in special education schools. Compare to Georgia, Florida has similar numbers of on-time non-graduates (25 percent) in regular and vocational high schools with grad rates between 68 percent and 83 percent, and in such schools with graduation rates above 84 percent (29 percent).

Michigan demonstrates a different pattern. The largest number of on-time non-graduates (32 percent) is found in high schools with graduation rates above the national rate of 84 percent. Nearly half its non-graduates, however, are located in alternative schools (24 percent), virtual schools (6 percent), and special education schools (2 percent), or schools of any type with fewer than 100 students (12 percent). The size of this last segment is worrisome, as schools with less than 100 students generally fall outside of the high school graduation rate accountability structure under ESSA. Given that only 8 percent of Michigan's non-graduates are found in regular and vocational high schools with graduation rates of 67 percent or less, and just 9 percent of such students are in regular high schools with ACGR rates between 68 percent and 83 percent, it seems clear in Michigan that many non-graduates leave traditional high schools with low graduation rates for non-traditional options but do not succeed in graduating on-time.

What these cases and more detailed analysis across all 50 states show is that the path to 90 percent graduation rates for all will go through different types of schools in different states. There is no one-size-fits-all solution. Thus, each state will need to devise strategies that work for the types of schools their on-time non-graduates currently attend (when they fail to graduate on time). In some cases, part of the answer may lie in understanding why, in some states, so many non-graduates are ending up in alternative, virtual, or very small schools, and considering if efforts can be undertaken to keep these students on track to high school graduation in the schools where they start high school, rather than the schools from which they are ultimately failing to graduate on-time.

Issues with Low-Graduation-Rate High Schools under ESSA

Under ESSA, states must automatically identify any high school with a graduation rate of 67 percent or less for comprehensive support and improvement starting in the 2018-19 school year. Some states have chosen to identify other low-performing high schools using higher graduation rate thresholds or a composite of four-year and extended-year (5-, 6-, and 7-year) graduation rates. As states begin to identify these schools (or in many cases, re-identify), here are some issues they should continue to consider:

- **Over-identification of certain school types.** As shown in this report, certain types of schools (e.g., alternative) may be heavily over-represented in a state's low-graduation-rate high schools. Some states have chosen different ways to deal with this issue, while others are planning to hold these schools to the same accountability standards as more traditional schools. However, states choose to handle various school types, they must be aware that the supports and interventions chosen to improve them must be appropriate and fit the mission of the school.
- **Smaller schools.** ESSA set the cutoff point at schools enrolling 100 or more students. States need to be aware of what schools may fall under this cutoff point or if schools are intentionally keeping enrollment below 100 students to avoid accountability.
- **Meeting student subgroup goals.** States are required to set graduation rate goals for all student subgroups, but there are no direct accountability measures in place for states, schools, and districts that do not meet them.

WHAT WE KNOW AND DON'T KNOW ABOUT CREDIT RECOVERY

Credit recovery courses have long been in existence to help students failing core coursework to graduate. These courses often took shape as summer school or remediation courses taught by school faculty and continue today to be a necessary option to ensure students, sometimes just a few credits shy, graduate high school. With the advent of computer technology, credit recovery courses have become a more efficient means for school districts to help more students earn their diploma in a timely manner, as well as a lightning rod for criticism from those who see these courses as a means to push kids through high school with little regard to learning. Much of this criticism stems from reports out of some of the largest school districts in the country – New York City, Los Angeles Unified, San Diego Unified, Charlotte-Mecklenburg, and the DC Public Schools – as well as others, that have used credit recovery courses as a tool, often as part of larger improvement efforts, to boost graduation rates (Edelman & Sanders, 2018; Kohli, 2017; Koran, 2017; Marchello, 2017; McGee & Squires, 2018; Stein, 2018).

Questions have been raised about their rigor, whether students taking credit recovery courses are able to master critical concepts online and in a condensed time period, and if these courses are more susceptible to student gaming. Questions have also been raised over the growth of the credit recovery sector alongside increasing pressure on schools to raise graduation rates. Outside of their use within traditional school settings, there are also now entire alternative schools that have been built upon the credit recovery concept, in which the curriculum is entirely computer based. How much students are actually learning in these settings is unclear. So the challenge is understanding when these courses support a competency-based approach (i.e., learning the part of the courses that led to student failure) and when they represent a short-cut that results in fast-tracked results, but little to no quality learning.

These practices and pathways have rightfully become a cause for concern and add to the skepticism over rising high school graduation rates, yet, for the most part, the narrative around credit recovery courses comes largely from anecdotes and news coverage. This is due, in large part, to the fact that few rigorous studies have been done on the quality and effectiveness of credit recovery courses. The US Department of Education-sponsored "National Survey on High School Strategies Designed to Help At-Risk Students Graduate" (HSS) did look at the extent of credit recovery courses and found that in the 2014-15 school year:

- 89 percent of high schools nationwide offered at least one credit recovery course to students who needed them.
- School principals reported that 15 percent of high school students participated in some type of credit recovery.
- High-graduation-rate high schools (90 percent and above) were more likely to offer credit recovery than low-graduation-rate high schools (67 percent and below).
- High-poverty schools (50 percent or more FRL) were more likely than low-poverty schools (less than 35 percent FRL) to offer at least one credit recovery course.
- Credit recovery courses were most commonly provided to students online.

These results help provide perspective on how widely used credit recovery courses are, but it offers little understanding of the effectiveness of these courses. Other studies (Heppen, Allensworth, Sorensen, Rickles, Walters, Taylor, Michelman & Clements, 2016; Hughes, Zhou & Petscher, 2015) have examined the effectiveness of online versus in-person courses with mixed findings, and one of these studies (Heppen et al., 2016) found that although credit recovery courses allowed students to recover credits, content recovery – how much knowledge was gained – was likely minimal. However, given the lack of comprehensive knowledge on the rigor of the most widely-adopted programs, it is difficult to understand the true impact of these courses. It is therefore essential that more research be done to understand how effective credit recovery courses and programs are; what types of students make up the enrollment in credit recovery courses and programs; how many credit recovery courses are taken per student, on average and what percentage of total credits earned by students come from credit recovery; what courses are predominantly being taken (i.e., core courses, electives); and the degree to which credit recovery courses are enabling some students to learn course content and graduate with a legitimate diploma, and where it applies, how these students fare in postsecondary education.

PART III:
Examining the Connection between High School and Postsecondary

While high school graduation is an important milestone in the lives of young people, a diploma is just a mile marker on the road to adult success, rather than the final destination. High school graduation is the key that unlocks the door to whatever opportunities students choose next, whether that is college, a credential, or career.

Recent data affirm that postsecondary education is increasingly essential, whether it comes in the form of a two-year or four-year degree, trade school, or a high-quality career and technical certificate. A study by the Georgetown Center on Education and the Workforce found that 99 percent of the jobs created during the Great Recession's recovery went to workers with at least some postsecondary education (Carnevale, Jayasundera, & Gulish, 2016). Those with postsecondary degrees also tend to have higher levels of employment and wages, as well as more access to health care and retirement plans, and greater levels of community and civic engagement (Ma, Pender, & Welch, 2016).

In addition, more workers with postsecondary degrees are needed to fill a growing skills gap in the United States. Since 1980, the demand for college-educated workers has outpaced demand. At the current rate, the demand for workers with a postsecondary credential will eclipse the supply by 11 million jobs by 2025 (Carnevale & Rose, 2011). An increase in postsecondary attainment, then, stands not only to benefit workers but the economy as a whole.

Recognizing the need to boost postsecondary enrollment and attainment, leaders at the national, state, and local levels have risen to the challenge. The Lumina Foundation has set a national goal that 60 percent of Americans will hold postsecondary degrees, certificates, or other high-quality credentials by 2025. At the state level, Tennessee Governor Bill Haslam launched the "Drive to 55" mission to get 55 percent of Tennesseans equipped with a college degree or certificate by 2025. In Louisville, a new public-private partnership called "55,000 Degrees" was launched in 2010 with the goal of adding 40,000 bachelor's degree and 15,000 associate degrees by 2020. Public media stations across the country are also gearing up for the next phase of the Corporation for Public Broadcasting's American Graduate initiative that will advance education and career readiness by further examining the workforce challenges and opportunities in local communities. These are just a few examples of the powerful work going on in states and communities across America to strengthen the school to work pipeline.

Thanks in part to the public and private sectors stepping up to the plate, postsecondary attainment is on the upswing. Since 2008, the share of Americans ages 25 to 64 that hold a credential beyond high school has increased by 9 percentage points to a record-high of 46.9 percent (Lumina Foundation, 2018). In addition, after adding in high quality certificates, the 2015 cohort of 25- to 34-year-olds became the first cohort in which more than half hold postsecondary degrees. What is more encouraging is that traditionally under-served and under-represented student populations have driven these gains. Data show that between 2000 and 2014, Hispanic student enrollment in postsecondary education more than doubled, while Black and Asian/Pacific Islander students saw their enrollment rates similarly trend upward. Moreover, low-income student enrollment in postsecondary institutions immediately after high school increased by eight percentage points (Balfanz, DePaoli, Ingram, Bridgeland, & Fox, 2016).

High School to Postsecondary: The Work that Remains

Despite progress, equity gaps remain. The gap between white and Black Americans age 25 to 64 with at least an associate degree was 16.4 percentage points. Gaps were larger than 20 percentage points in eight states (Table 13), while the attainment gap between Black and white students was less than 10 percentage points in just eight states.

Meanwhile, the college attainment gap between white and Hispanic students across the nation was 24.5 percentage points. The gap was larger than 30 percentage points in five states (California, Colorado, Nebraska, Massachusetts and Connecticut), and more than 20 percentage points in another 26 states. Conversely, just four states (West Virginia, Maine, Vermont, and Montana) had gaps smaller than 10 percentage points.

Table 13. States with the Largest Postsecondary Attainment Gaps between White and Black Americans, Ages 25 to 64

State	Postsecondary Attainment Rate, White	Postsecondary Attainment Rate, Black	White-Black Attainment Rate Gap
Connecticut	55.0%	31.5%	23.5%
Minnesota	52.4%	29.1%	23.3%
South Dakota	46.2%	23.2%	23.0%
Massachusetts	57.4%	34.4%	23.0%
Wisconsin	45.9%	23.5%	22.4%
North Dakota	48.8%	26.6%	22.2%
New Jersey	53.9%	32.1%	21.8%
New York	55.4%	34.1%	21.3%
Illinois	50.3%	30.7%	19.6%
Colorado	56.3%	37.1%	19.2%

Source: Lumina Foundation, *A Stronger Nation* 2018 Report using ACS data

Table 14. States with the Largest Postsecondary Attainment Gaps between White and Hispanic Americans, Ages 25 to 64

State	Postsecondary Attainment Rate, White	Postsecondary Attainment Rate, Hispanic	White-Hispanic Attainment Rate Gap
California	53.3%	18.3%	35.0%
Colorado	56.3%	22.2%	34.1%
Nebraska	48.4%	15.2%	33.2%
Massachusetts	57.4%	24.6%	32.8%
Connecticut	55.0%	23.1%	31.9%
Illinois	50.3%	20.4%	29.9%
New Jersey	53.9%	24.4%	29.5%
Minnesota	52.4%	23.0%	29.4%
New York	55.4%	26.6%	28.8%
Utah	46.6%	18.2%	28.4%

Source: Lumina Foundation, *A Stronger Nation* 2018 Report using ACS data

Looking at recent high school completers who immediately enrolled in college, however, shows that subgroup gaps may be beginning to close. The gap between white and Black 16- to 24-year-olds who immediately enrolled in college stands at a smaller 6.9 percentage points, and is just 2.4 percentage points between white and Hispanic students (Census Bureau, 2016). The gap between low-income recent high school completers and their high-income peers, however, was a staggering 20.3 percentage points (Census Bureau, 2016). As a result, the high-income to low-income gap is now considerably greater than the gaps between Black and Hispanic students and their white peers.

There are two possible explanations for the larger gaps between white and Black and Hispanic attainment rates for 25- to 64-year-olds than in immediate college enrollment rates for 16- to 24-year-olds of the same populations. One explanation is that improvement efforts since 2000 have enabled Black and Hispanic students to begin to close the gap but decades of disparities and unequal access in postsecondary enrollment and attainment means it will take much longer to demonstrably improve gaps in the larger population of 25- to 64-year-olds. The second explanation for these differences is that Black and Hispanic students immediately enrolling in college have poorer persistence rates and are leaving school in greater numbers before receiving their diploma. While both these factors surely play a role, the second bears further examination.

A longitudinal study of high school sophomores in 2002 shows the divergence in experience for Black, Hispanic, and low-socioeconomic status (SES) students that persist to postsecondary education. All three subgroups were far more likely than their peers to enroll in postsecondary education and fail to receive any postsecondary credential. Black and Hispanic students who enrolled in postsecondary institutions were nearly as likely to leave without receiving a credential, as they were to receive a certificate of some kind. Meanwhile, white students that enrolled in postsecondary institutions were significantly more likely to receive some credential than drop out of college before doing so (Lauff & Ingels, 2013). Given that this study is based on students in high school in the early 2000s, before many of the most current high school and postsecondary improvement efforts were implemented, it may not completely capture the reality of students today, but it does provide a useful baseline for comparison of more recent high school graduates and how they fare in postsecondary education.

Black and Hispanic students' experiences with postsecondary education may in part stem from a lack of opportunity at the high school level. For instance, high school course-taking and sequencing has been found to be a leading predictor of postsecondary success (Balfanz et al., 2016), yet statistics from the Civil Rights Data Collection shows that many high schools do not offer high-level courses that help students succeed at the next level. In fact, more than half of high schools nationwide do not offer calculus, while more than 20 percent of schools fail to offer Algebra II. In science, 40 percent of schools fail to offer physics while 38 percent do not offer chemistry (U.S. Department of Education, 2016).

Black and Hispanic students have even less access to high-level math and science courses than their peers. Schools with high Black and Hispanic populations (at least 75 percent Black and Hispanic enrollment) are

Table 15. Percentage of High Schools that Offer Select Math & Science Courses

Course	High Black & Hispanic Enrollment	Low Black & Hispanic Enrollment
Algebra II	71%	84%
Calculus	33%	56%
Chemistry	65%	78%
Physics	48%	67%

Source: U.S. Department of Education, Civil Rights Data Collection

Table 16. Student Subgroup Representation in AP Courses, 2016

	Percent of Public School Students	Percent of AP Test-Takers
White	48.5%	52.4%
Black	15.3%	7.3%
Hispanic	26.4%	22.4%

Source: Common Core of Data & College Board

significantly less likely to offer Calculus, Physics, Chemistry, and Algebra II compared to schools with low Black & Hispanic enrollment (schools with less than 25 percent Black and Hispanic enrollment) (U.S. Department of Education, 2016). Nearly 3 in 10 schools with high Black and Hispanic enrollment do not offer Algebra II, a course required by most colleges across the country. Moreover, nearly 7 in 10 do not offer Calculus.

Furthermore, Black and Hispanic students disproportionately are underrepresented in rigorous course programs, depriving them of the opportunity to build strong academic transcripts required at elite universities and of the preparation needed to succeed in college. In 2016, Black students were 15.3 percent of all students in public schools, but just 7.3 percent of all students who took at least one AP exam. In that same year, Hispanic students comprised 26.4 percent of public school students but just 22.4 percent of AP test-takers. Progress in recent years towards fair representation in AP courses has been a mixed bag, as Hispanic enrollment in AP courses has increased since 2014, while the proportion of Black students has actually dipped down slightly.

AP courses are not the only rigorous classes to which Black and Hispanic have limited access. According to data from the U.S. Department of Education's Civil Rights Data Collection, Black and Hispanic students represent 42 percent of student enrollment in schools offering gifted and talented education programs (GATE), yet just 28 percent of students enrolled in such programs (U.S. Department of Education, 2016).

Moreover, due to their lack of access to rigorous course work, Black, Hispanic, and low-SES students who do enroll in postsecondary education often do so less prepared. In turn, they often require remedial coursework, increasing their costs and leaving them with greater debt, which feeds into entrenched inequities. At two-year institutions, 78.3 percent of Black students and 74.9 percent of Hispanic students took remedial courses, compared to 63.6 percent of white students. These gaps are even more profound at four-year institutions, where 65.9 percent of Black students and 52.6 percent of Hispanic students take remedial courses while just 35.8 percent of white students do so (Chen, 2016).[7]

The table also shows the negative impacts of poor pre-college academic prep, as derived from high school GPA, highest math course taken in high school, and college admission scores. Students with less prep were among those with the highest remediation rates and students with weak pre-college academic prep at four-year institutions actually took the most remedial courses on average (Chen, 2016).

Inequities in postsecondary access and attainment are not just a function of opportunity at the high school level or adequacy of preparation. Research indicates that place continues to play a significant role in postsecondary access, as millions of adults continue to live in "education deserts" – areas with zero colleges or universities located nearby or that only have one community college nearby (Hillman & Weichman, 2016). Education deserts disproportionately tend to affect Hispanic students and communities with historically lower levels of educational attainment.

Rigorous coursework is a leading indicator of postsecondary enrollment and attainment. The fact that Black and Hispanic students often lack access to high-level courses required to enroll in postsecondary institutions and programs is problematic, as is the fact that these students remain under-represented even when access is not an issue. Lack of opportunities at the high school level for Black and Hispanic students feeds into a lack of equity at the postsecondary level. If gaps in postsecondary credentials are to be addressed, disparities in AP

7 For the referenced study, remedial coursework was defined as courses that are offered by postsecondary institutions that cover curricular content below the college level.

Table 17. Remediation Rates for Select Student Subgroups in 2- and 4-Year Postsecondary Institutions

Institution Type:	2-Year		4-Year	
Student Subgroup	Percent of Students in Remedial Course	Average Number of Courses Taken	Percent of Students in Remedial Course	Average Number of Courses Taken
Race & Ethnicity				
White	63.6%	2.4	35.8%	1.8
Black	78.3%	3.5	65.9%	2.8
Hispanic	74.9%	4	52.6%	2.8
Income Level				
Lowest Quartile	75.5%	3.5	51.7%	2.5
Highest Quartile	48.3%	2.1	18.3%	1.4
Pre-college Academic Prep				
Weak	75.3%	3	65.9%	3.1
Strong	48.3%	2.1	18.3%	1.4
National Average	68.00%	2.9	39.60%	2.1

Source: Chen, "Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions," September 2016

courses, gifted and talented programs, and high-level math and science courses must be targeted.

Often times, it is states that are failing to appropriately align high school diploma requirements and state college admission standards. A recent report by the Center for American Progress (CAP) compared high school graduation requirements for each state's standard diploma to admission requirements for that state's public university system, and to measures of quality. According to CAP's analysis, in nearly every state for at least one subject, there is a preparation gap between the courses required to receive a standard diploma and the courses required for admission into the state's public four-year university system. Only two states require a 15-credit college-ready curriculum, just one state requires students to take three courses in a career pathway, and four states have aligned their high school diploma requirements with the requirements to be eligible for admission to the state public university system.

Moreover, many states' requirements for a standard high school diploma lack specificity on the coursework required to graduate (Jimenez & Sargrad, 2018). What makes this even more troubling is the magnitude of students that counselors are tasked with at the high school level: nationwide, on average, there is one counselor for every 491 students and in low-income schools and schools with high percentages of Black and Hispanic students, the ratio can be as high as one counselor for every 1,000 students (American School Counselor Association, 2017).

Promising Practices to Increase Readiness for Postsecondary Education

While the issues of equity outlined above manifest themselves in districts and high schools, it is unfair to place the blame squarely on their shoulders. High schools are dealing with myriad other issues, including frequent turnover of school leaders, a lack of funding, fewer effective teachers, and fewer resources and opportunities than are available to more affluent schools. Schools need the support and partnership of postsecondary institutions, as well as those in the business and non-profit sectors to create strong pathways to college and career.

Offering career and technical education is one way that high schools are working to build stronger bridges to a career or credential. In the 2016-17 school year, 98 percent of public school districts actually offered CTE programs to high school students. While districts were the most likely to provide CTE programs (77 percent of districts), regional CTE centers or a consortium of school districts (54 percent), two-year community or technical colleges (46 percent), and four-year colleges or universities (11 percent) also partnered with districts to provide CTE programs. Almost three in every four of these programs allowed students to earn high school as well as postsecondary credit (Gary & Lewis, 2018).

High schools can also partner with local postsecondary institutions to offer dual enrollment courses that allow high school students to earn postsecondary credits with both academic and career and technical concentrations.

Table 18. College Attainment Gap for Select Student Subgroups by States that Require College Admission Testing

	Number of States	Average College Attainment Gap Between White and Black Students, 18-54	Average College Attainment Gap Between White and Hispanic Students, 18-54
States that Require College Admission Test	26	13.6	21.1
States that do not Require College Admission Test	24	14.5	22.6

Source: Lumina Foundation, *A Stronger Nation* 2018 Report using ACS data

During the 2010-11 school year (the most recent data available), 82 percent of high schools reported students enrolled in dual credit courses with an academic or CTE focus (Thomas, Marken, Gray, & Lewis, 2013), while 53 percent of all postsecondary institutions reported high school students took courses for college credit within or outside of dual enrollment programs (Marken, Gray, & Lewis, 2013).

Another way states are attempting to increase postsecondary access to students is to provide college enrollment exams for free. To date, 26 states have made either the ACT or SAT a requirement for 11th graders and have administered the exams to students free of cost. Using data from Lumina Foundation's *A Stronger Nation* report shows states that require a college admission test have slightly smaller subgroup gaps between white and Black students (13.6 vs. 14.5 percentage points), as well as white and Hispanic students (21.1 percentage points vs. 22.6 percentage points). Increasingly, high schools are joining the movement to provide free college admission testing and some have devoted school hours to SAT test-taking or provided vouchers to cover the cost of ACT exams.

At the same time, a growing number of colleges and universities are reexamining the value of college admission testing as they strive to engage and enroll more diverse students. In turn, the use of Test Optional Policies – allowing students the option to not submit standardized test scores for college admission – in higher education has drastically expanded in recent years, tallying over 1,000 wide-ranging institutions (FairTest List, 2018). A recent study has shown that schools using Test Optional Policies enroll more diverse student populations, with higher proportions of low-income and first generations students, as well as those from typically underrepresented racial and ethnic groups (Syverson, Franks, & Hiss, 2018).

In addition to ensuring students receive the academic supports needed for postsecondary, social and emotional supports are needed as well. A recent survey by Gallup found that 37 percent of adults believe social and life skill supports would be most helpful in preparing students for college, while another 38 percent believe social and life skills would be helpful in preparing students for the workplace. Nationally representative surveys of teachers and administrators show that they believe social and emotional development is critical for success in school, work, and life, but that only a minority of schools are integrating such learning and development into school culture, climate, and curriculum (Bridgeland, Bruce, & Hariharan, 2013; DePaoli, Atwell, & Bridgeland, 2017).

It is clear that increases in the high school graduation rate are translating into greater opportunity for students and postsecondary attainment continues to rise. But the progress is still too slow to close gaps among students from various backgrounds and to meet the demands of the 21st century economy. States, colleges and universities, districts, and schools must work together more effectively to strengthen the school to work pipeline for all students.

The American Graduate initiative, which was made possible by the Corporation for Public Broadcasting (CPB), is public media's long-term commitment to improving youth outcomes through education and career readiness. Public media is uniquely positioned to serve as content creators, trusted communicators, conveners, and community connectors. Since 2011, national producers and local stations have engaged with more than 1,700 partners, including the GradNation campaign, to create public understanding of the challenges students, especially those in high poverty communities, face on the path to a high school diploma. Together, we have identified pathways to student success. However, achieving a high school diploma is just the first step toward a future of gainful employment and career opportunity. This year, public media launched "American Graduate: Getting to Work" to help young people stay on a positive path, as lifelong learners, developing the skills required to succeed in a changing job market impacted by technology. Through American Graduate content and engagement, public media is inspiring millions of caring citizens to become "champions" on behalf of our country's young people, mentoring them from the classroom to full participants in our civil society.

EDUCATION LEADS HOME

In the school year 2015-16, there were 1.3 million homeless students identified in our nation's public schools. This is more than double the number of homeless students in 2006-07. As high as these numbers seem, they are almost certainly undercounts given how difficult it can be to identify homeless students.

Under the McKinney-Vento Act, students are defined as homeless if they lack a fixed, regular, and adequate nighttime residence. In the majority of cases, young people experience homelessness with their families. They may be living in shelters, motels, out of cars, or doubled up with other families without a stable place to call home. It also includes youth who are homeless on their own without a parent or guardian.

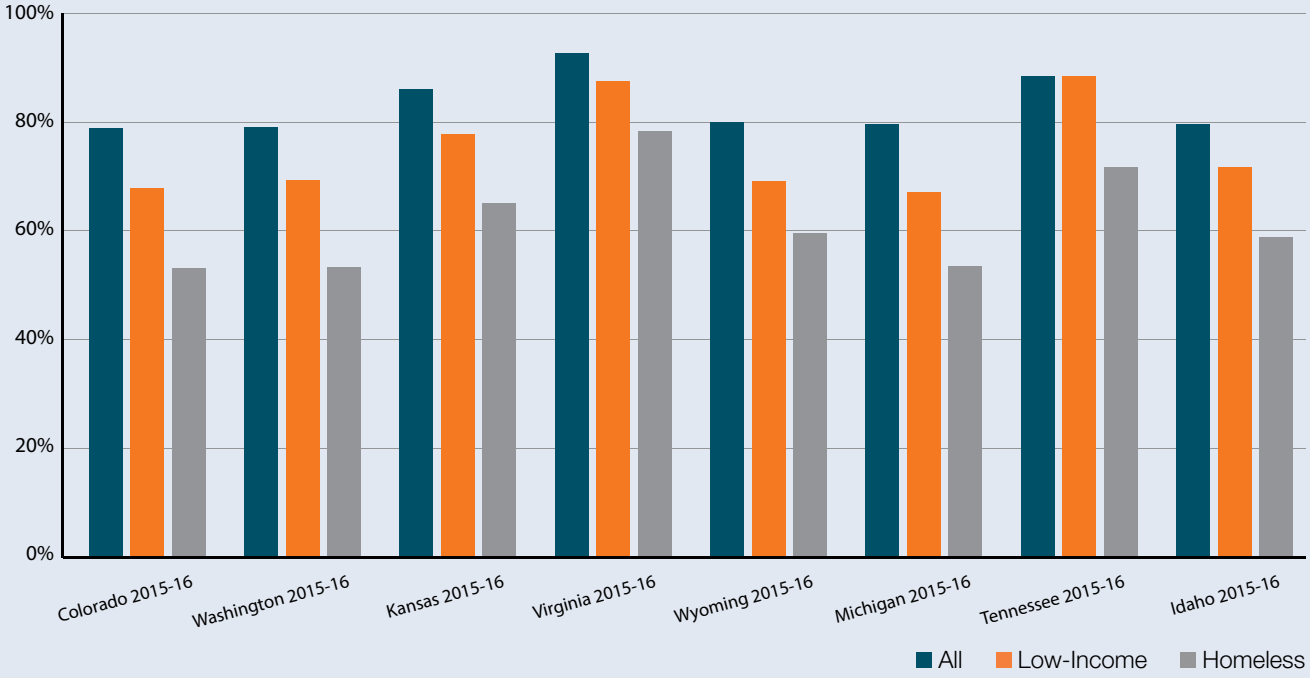
Homelessness has many negative impacts on students including poor attendance, course failure, discipline problems, and falling behind their peers in their studies, and research has shown that those negative impacts are long-lasting, remaining even after a student has been stably housed.

Failure to graduate from high school also means these young people will be less likely to access well-paying jobs that will allow them to be stable adults. Achieving that first step of a high school diploma is critical to preventing these young people from living in poverty in the future, and struggling with homelessness as adults. In fact, recent research showed that youth without a high school diploma or GED were 346 percent more likely to be homeless than their peers who had completed their high school education.[8]

Given all of these risks, it is essential that schools be able to quickly identify students experiencing homelessness, and connect them to the right supports that will help them not only regain stable housing, but to stay in school and on track towards graduation during this difficult time.

8 Chapin Hall. "Missed Opportunities: Youth Homelessness in America." Retrieved from http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/

High School Graduation Rate by Poverty and Housing Status, 2015-16



Under the new ESSA regulations, as of the 2017-18 school year, all states will be required to disaggregate and report high school graduation rates for homeless students. As of now, graduation data is available only from the five states that were previously publically reporting on their own – CO, KS, VA, WA, and WY. In all five, rates for homeless students lag well behind graduation rates for all students, even other low-income students.

Across all five states, graduation rates for homeless students have risen slightly in the last several years. It is encouraging to see progress as states focus on this important demographic of students.

But beyond tracking data, we will need the support of a wide range of stakeholders and data-driven tactics and strategies if we are to help more homeless students succeed in achieving their education.

To this end, Civic Enterprises, in partnership with Schoolhouse Connection, ICPH, and America's Promise Alliance, has launched **Education Leads Home**, a national campaign that will bring together a diverse set of stakeholders to rally around homeless children and youth and help them overcome the barriers to their educational success that homelessness sets in their path.

Education Leads Home has set three concrete goals.

1. Young children experiencing homelessness will participate in quality early childhood programs at the same rate as their housed peers by 2026;
2. a 90 percent high school graduation rate among homeless students by 2030; and
3. a 60 percent postsecondary attainment rate by 2034.

To achieve these goals, the campaign will work to:

- Raise awareness in schools and communities about the presence and needs of homeless students
- Improve identification of children and youth experiencing homelessness in our schools
- Implement existing federal policy with fidelity in schools and districts across the country
- Build a strong network of supports around schools and students to connect them to social/emotional supports, as well as tangible supports like housing
- Find and share best practices and efforts across the nation that are working to help homeless students succeed

Policy Recommendations to Support Homeless Students

The McKinney-Vento Homeless Assistance Act is the blueprint for helping homeless students attain their high school diploma. The Every Student Succeeds Act's (ESSA) amendments to the McKinney-Vento Act went into effect in October 2016, but implementation remains a work in progress. To fully realize the new legislative requirements, states should:

1) Support LEAs to Ensure Homeless Liaison Capacity

ESSA added to the requirement that every Local Education Agency (LEA) designate a McKinney-Vento liaison by specifying that the liaison must be "able to carry out the duties described" in the law. Guidance from the U.S. Department of Education interprets this language to mean LEAs "should allocate sufficient time for… liaisons to do their jobs effectively and should support them in fulfilling their duties as outlined in the law and in making timely decisions." The ten duties of the liaisons range from identifying homeless students to providing referrals to disseminating public notice of educational rights. State educational agencies (SEAs) are required to provide professional development and technical assistance to liaisons and to monitor LEA compliance with the McKinney-Vento Act.

States can support school districts to ensure adequate liaison capacity by:

- Helping LEAs to conduct their own needs assessments of the ability of the liaison to carry out his or her responsibilities, and identifying supports that may be needed from other LEA personnel to help the liaison carry out these responsibilities;
- Providing virtual or in-person networking opportunities for liaisons in the state to learn from each other and borrow best practices from other school districts; and
- Including questions about the ability of the liaison to carry out his or her duties in LEA monitoring instruments

2) Ensure Adequate Title I Set-Asides for Homeless Students

Title I Part A of ESSA is the largest federal preK-12 education program, funded at over $15 billion and reaching the majority of school districts in the United States. Under ESSA, all LEAs that receive Title I Part A funds must reserve funds to support homeless students. The amount of Title I funds reserved for homeless children and youth must be based on the total allocation received by the LEA, and set aside prior to any allowable expenditure of transfers by the LEA.

States can support school districts by:

- Helping LEAs to conduct their own needs assessments to determine an appropriate set-aside amount;
- Providing specific examples of ways in which other LEAs in the state are using Title I funds to assist homeless students; and
- Including a specific line item for the homeless student set-aside funds in the LEA consolidated plan for Title I.

3) Remove Barriers to Credit Accrual and Graduation

Students experiencing homelessness—and the school mobility that often follows—frequently face challenges in accruing credits due to district variations in class offerings, methods of calculating credits, and graduation requirements. Such barriers to credit accrual can greatly impact a student's ability to graduate with his or her cohort, advance toward higher education, and achieve financial stability and independence.

ESSA requires that SEAs and LEAs implement procedures to identify and remove barriers that prevent homeless students from receiving appropriate credit for full or partial coursework completed at a prior school. States should review, and possibly revise, state policies on credit accrual to ensure that such barriers are removed. State plans should also clearly describe how youth experiencing homelessness will receive assistance from school counselors to prepare and improve their readiness for college.

Several states have successfully passed legislation that complements these federal requirements for supporting high school students experiencing homelessness. For example:

- In California, when partial credit is awarded in a particular course, the student shall be enrolled in the same or equivalent course, if applicable, to complete the entire course. (Ca. Educ. Code §§51225.1 and 51225.2)
- In New Mexico, a student who changes schools at least once during a single school year as a result of homelessness is entitled to priority placement in classes that meet state graduation requirements, and timely placement in electives comparable to those in which the student was enrolled at the previous school(s). (HB 301 (2017))
- In Oregon, a school district or charter school must waive graduation requirements that exceed state requirements for students who experienced homelessness at any time from grade 9 to 12. (Or. Rev. Stat. §329.451)

SPOKANE PUBLIC SCHOOLS' TAKE HEART: MOVING THE GOAL POST PAST GRADUATION

Improving high school graduation rates for students experiencing homelessness is itself a challenge, but Spokane Public Schools (SPS) is moving the goal post even further to help students.

The second largest district in Washington State, SPS comprises 54 schools and over 31,000 students—1,109 of whom identify as experiencing homelessness. Recently, school administrators made a forward-thinking change to their belief system and district culture with the "T-2-4" program: aiming beyond the high school diploma to help ensure their students are ready, that they get in, and then make it through their choice of higher education (whether it is a technical, two-year, or four-year college). This means that every adult in the system is committed to the successful completion of some form of higher education for every child—and that includes homeless children and youth.

SPS's Homeless Education and Resource Team (HEART) has contributed to an overall upward trend in on-time graduation rates for students experiencing homelessness since 2013. An intra-district data management system, School Data Tools, allows district staff access to real-time information to support the needs of every student. School Data Tools tracks assessment scores, course completion rates, absenteeism rates, graduation rates, discipline counts and trends, and school improvement plan progress. In the spirit of the T-2-4 program, it also tracks FAFSA completion rates.

In 2014, HEART leveraged its extensive data tracking to develop and assign a new position. The Homeless Community Specialist role, created to provide highly engaged support for students experiencing homelessness and their families, initially worked with two high schools identified by the district's quarterly point-in-time report as having the greatest number of unaccompanied homeless youth with the highest risk of dropping out and the lowest graduation rate. HEART augmented this specialized role with the Check & Connect mentoring program, the only dropout prevention program reviewed by the United States Department of Education's **What Works Clearinghouse** found to have strong evidence of positive effects on staying in school. Highly relationship-driven, Check & Connect provided HEART with guidance on effective strategies, a means to document their work, and a conduit to communicate with administrators, teachers, and other district staff.

The 2016 passage of the Washington Homeless Student Stability and Opportunity Gap Act amended state laws related to improving educational outcomes for homeless students through increased identification services, in-school supports, and housing stability. Subsequent grants from the Office of Superintendent of Public Instruction enabled SPS's HEART to hire a second Homeless Community Specialist and provide intensive support services to two additional high-needs high schools.

HEART staff recognize the value of proactive advocacy, too. They regularly attend Student Support Team meetings and Community Truancy Board meetings to help identify and problem-solve challenges outside of school, such as family stress, trauma, housing instability, and food insecurity. While these students and families may not necessarily be experiencing homelessness, HEART's community connections provide support that aims to prevent future homelessness and promote graduation.

Adhering to the T-2-4 philosophy means that, for every student, high school graduation is just the beginning. SPS is well aware that the jobs of the future will require learning after high school. HEART's Community Specialists spend each day working with students to set goals, identifying incremental steps toward those goals, putting in the work and commitment needed to obtain each goal, and celebrating goal achievement. Preparing students to look towards the future with big, attainable aspirations is what HEART is all about.

POLICY AND PRACTICE RECOMMENDATIONS

Continue to improve graduation rate data reporting and collection.

The Adjusted Cohort Graduation Rate (ACGR) is now in its sixth year, and though it is still considered to be the "gold standard" of graduation rate metrics, there are still ways it can be improved to guarantee the best data is available. As described earlier, there is still variability in what is considered a "regular" diploma, how transfer students are taken into account, and how certain subgroups (e.g., students with disabilities, English learners, low-income students) are identified within the cohort. These and other issues challenge our ability to compare graduation rates across states, but more troubling, have created loopholes for states in calculating their rates.

There are also elements of graduation rate data not being collected that would provide invaluable information. Currently, federal graduation rate data is not disaggregated by sex, leaving a gaping hole in how each is doing in high school. Having this data set might help validate or invalidate perceptions around high school graduation among males or females in a given state, district, or school (e.g., the perception in some places that young men are not graduating high school at the same rate as young women). There is also no way to combine various subgroups (e.g., low-income Hispanic students, Black students with disabilities) and disaggregate the data to narrow down where big trouble spots may exist. Resolving these data issues will help to ensure we have accurate graduation rate data and are able to better pinpoint the students needing assistance and the interventions that can help them graduate.

Promote policies and practices that reduce harmful disparities.

It is evident that Black, Hispanic, and low-income students are less likely to be on track to graduate on time and enroll in postsecondary. Even though the gaps between these students and their white, Asian, and more affluent peers have narrowed, they still remain behind on all of the critical indicators across the educational spectrum, and the schools that many of them are enrolled in remain among the lowest performing in the nation. Greater investments need to be made in these students and their schools starting in early education, and harmful, reactive disciplinary practices – particularly out-of-school suspensions, expulsions, and law enforcement referrals – should be replaced with proactive practices and policies that keep students in school and attempt to address their underlying issues.

Additionally, states should address inequities between high- and low-poverty school districts by establishing weighted funding formulas that provide more state funding to schools serving students with the greatest needs. States and districts should also work together to determine where those dollars can have the greatest impact and follow the evidence of what works, especially as they begin to develop comprehensive support and improvement plans for their lowest-performing schools. And though there is no direct accountability on states for failing to meet set subgroup graduation goals, the federal government should continue to monitor state progress toward these goals and continue to identify and report on racial, income, and disability disparities through the Office for Civil Rights data collection.

Align diplomas with college and career ready standards.

Two recent reports on the quality of high school diplomas found mismatches between high school graduation requirements and state college admissions criteria, as well as the number and types of students earning a college and career ready diploma in the few states that offer one (Almond, 2017; Jimenez & Sargrad, 2018). The misalignment between what students need to graduate high school and what they need to be prepared for postsecondary hurts students, many of who end up tracked into remediation courses. State leaders should establish diploma requirements aligned with state college and university admissions criteria, and schools and districts should ensure more students, especially those that are at the greatest disadvantage, earn a college and career ready diploma. Making a well-aligned college and career ready diploma the default diploma option can help ensure more students are on track to graduate prepared for postsecondary or career pathways.

Support schools and districts with comprehensive support and improvement plans.

Districts with identified low-performing high schools must develop support and improvement plans. These plans must include evidence-based strategies and be approved and monitored by the state. States, with the help of researchers, should curate lists of evidence-based strategies and programs to assist districts in the development of these plans and connect schools and districts to organizations and networks that can provide necessary and

individualized technical assistance. School improvement will not happen without a strategic, sustainable approach, and schools, districts, and the communities they serve will need help determining the best course of action and implementing their plans.

Avoid and eliminate practices that lower the bar for students.

Over the past decade, there has been a marked increase in the use of credit recovery courses and alternative programs to move off-track students toward their diploma. While some of these courses and programs may be useful for a small subset of students who have mitigating circumstances, many of them fail to provide a rigorous education and prepare students for life beyond high school. Many school districts across the country have become dependent on credit recovery courses to graduate students, and while this often speaks to larger challenges faced by these school districts, credit recovery should be used as a last resort, not a first option. Additionally, little is known about the quality of most available credit recovery coursework, and more research and evaluation should be done to ensure that schools and districts have the right information when adopting any credit recovery programs.

Alternative programs, including dropout recovery, virtual, and other non-traditional pathways, have become increasingly popular routes to graduation for students who have not had success in high school. Despite becoming the last best option for some students, a significant number of these alternative schools and programs are neither graduating students nor are they providing them with an education that will prepare them for postsecondary or career options. States, especially those with large numbers of these schools, need to examine their quality and determine whether they are helping young people or simply offering meaningless credentials. And where these programs are having success, researchers and education leaders should do more to learn what works in engaging and graduating students who often face some of the greatest challenges.

Create state specific high school graduation plans

States should develop "Path to 90 Percent On-Time High School Graduation for All Plans" that analyze which districts, schools, and students within their state will need additional supports and/or guidance on implementing customized evidence-based approaches to enable all students to graduate, on-time, prepared for postsecondary success. Using data in this report, as well as available state-level data, states can more accurately capture where their biggest challenges remain above and beyond their low-performing and low-graduation-rate schools. Creating these plans can better ensure students do not fall through the cracks and districts and schools are better equipped to understand their needs and implement appropriate interventions.

Strengthen the transition from high school to postsecondary and careers.

K-12 education leaders can ease the transition from high school to postsecondary and careers by creating alignment between high school and college entry requirements, helping students understand their postsecondary options and the application and financial aid process, and providing greater access to early college, career academies, and CTE coursework pathways.

Postsecondary institutions should do more to support students, particularly first generation and low-income students, both before they step onto campus and once they are there. This can include working with high schools to offer remediation courses prior to high school graduation, eliminating test score-based admission requirements, developing more structured and strategic advising and engagement opportunities for students during the summer gap and school year, particularly in the critical freshman year, and ensuring students have access to tutoring and other academic support. And as more low-income students enter postsecondary, it is important that these institutions recognize their needs and understand that financial aid packages often are not enough to cover basic expenses like food and housing.

Employers can also help strengthen the transition between education and the workplace. They can increase engagement with schools by providing internships and job shadowing to ground learning in real experiences. Employers can also work with high schools and postsecondary institutions to create a more innovative last semester of high school where students can have the opportunity to have more practical, hands-on experiences.

Federal policymakers can also contribute to creating stronger pathways between high school and postsecondary and careers by allowing high school students to use federal Pell Grants to pay for college courses taken in dual enrollment and early college programs. They can also increase national service opportunities to provide additional mentors and tutors in high needs schools and allocate additional funding to accelerate research on college and career pathway initiatives to build the evidence of what is effective.

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Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2016

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	Average Annual Change in ACGR, 2011-2016 (% Point)*	Change in Four-Year Cohort Rate, 2011-2016 (%)**
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	0.8	5.1
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	2.5	15.1
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	1.4	8.1
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	0.3	1.6
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	1.1	6.3
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	1.1	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	0.8	5.0
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	0.7	4.4
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	1.2	7.0
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	1.8	10.6
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	1.7	10.1
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	2.0	11.9
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	0.5	2.7
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	0.8	2.4

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), *(continued)* by State, 2003-2016

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	Average Annual Change in ACGR, 2011-2016 (% Point)*	Change in Four-Year Cohort Rate, 2011-2016 (%)**
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	0.3	1.7
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	0.2	1.1
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	0.5	3.0
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	0.5	2.7
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	0.6	2.5
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	1.3	7.7
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	0.5	3.2
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	0.8	4.8
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	0.7	4.1
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	0.9	5.4
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	0.9	5.3
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	1.4	8.6
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	1.3	7.8
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	0.6	3.4
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	0.6	3.3

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), *(continued)* by State, 2003-2016

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	Average Annual Change in ACGR, 2011-2016 (% Point)*	Change in Four-Year Cohort Rate, 2011-2016 (%)**
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	1.9	11.6
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	0.4	2.1
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	1.2	6.9
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	1.3	8.0
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	0.6	3.6
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	1.3	8.0
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	0.2	1.3
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	0.6	3.5
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	-0.8	-3.2
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	1.2	7.1
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	0.6	3.5
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	0.9	5.5
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	1.5	9.0
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	0.1	0.5
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	0.5	3.0

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), *(continued)* by State, 2003-2016

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014%	2015 (%)	2016(%)	Average Annual Change in ACGR, 2011-2016 (% Point)*	Change in Four-Year Cohort Rate, 2011-2016 (%)**
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	0.5	3.2
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	1.5	9.2
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	0.0	0.2
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	0.8	4.7
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	0.5	3.1
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	2.2	13.3
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	0.2	1.2
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	1.7	10.3

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 2016 for Kentucky and Oklahoma and from 2014 to 2016 for Idaho.

**The Change in Four-Year Cohort Rate reflects the change from 2013 to 2016 for Kentucky and Oklahoma and from 2014 to 2016 for Idaho.

Appendix B. Adjusted Cohort Graduation Rates, by State and Subgroup, 2015-16

State	Regulatory Adjusted Cohort Graduation Rate, All Students: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Black: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2015-16	Regulatory Adjusted Cohort Graduation Rate, White: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2015-16	Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2015-16
Alabama	87.10%	84.50%	87%	88.60%	91%	90%
Alaska	76.10%	74%	76%	80.80%	81%	64%
Arizona	79.50%	75.50%	76.40%	84.00%	89%	67.70%
Arkansas	87.00%	81.50%	85.70%	89.20%	87%	87%
California	83.00%	73.00%	80.00%	88.00%	92.90%	74.00%
Colorado	78.90%	71.80%	69.90%	84.40%	85%	62%
Connecticut	87.40%	78.80%	76.40%	92.50%	94%	89%
DC	69.20%	67.70%	69%	91%	77%	S
Delaware	85.50%	82.10%	81%	88.40%	91%	>=90%
Florida	80.70%	72.30%	79.50%	85.10%	91.60%	77%
Georgia	79.40%	76.20%	73.40%	83.10%	87.80%	69%
Hawaii	82.70%	78%	75%	82%	83.60%	72%
Idaho	79.70%	78%	73.70%	81.40%	80%	58%
Illinois	85.50%	74.50%	81.30%	90.40%	93.50%	79%
Indiana	86.80%	73.80%	82.70%	89.50%	89%	83%
Iowa	91.30%	80%	85%	92.90%	91%	81%
Kansas	85.70%	77%	79.20%	88.40%	92%	73%
Kentucky	88.60%	80.90%	82%	90.00%	93%	83%
Louisiana	78.60%	73.40%	73%	83.20%	89%	83%
Maine	87.00%	77%	85%	87.50%	94%	85%
Maryland	87.60%	84.10%	76.50%	92.40%	95.10%	82%
Massachusetts	87.50%	78.90%	72.70%	91.90%	92.70%	85%
Michigan	79.70%	67.40%	72.60%	83.40%	89.80%	67%
Minnesota	82.20%	65.10%	65.30%	87.00%	83.60%	53%
Mississippi	82.30%	78.90%	82%	85.90%	92%	88%
Missouri	89.00%	79.00%	83.10%	91.60%	92%	86%
Montana	85.60%	81%	80%	88.70%	93%	66%
Nebraska	89.30%	79%	81.80%	92.60%	81%	74%
Nevada	73.60%	56.50%	69.70%	79.90%	86%	65%
New Hampshire	88.20%	78%	76%	89.20%	92%	74%
New Jersey	90.10%	82.10%	83.30%	94.20%	96.70%	83%
New Mexico	71.00%	61%	70.70%	75.70%	81%	63%
New York	80.40%	68.50%	68.10%	89.30%	86.70%	68%
North Carolina	85.90%	82.90%	80.10%	88.60%	93.40%	82%
North Dakota	87.50%	77%	77%	90.80%	88%	66%
Ohio	83.50%	67.30%	72.80%	87.70%	87%	70%
Oklahoma	81.60%	77.10%	77.80%	83.20%	86%	81.40%
Oregon	74.80%	66%	69.40%	76.60%	86%	56%
Pennsylvania	86.10%	73.20%	72.80%	90.50%	91.20%	77%
Rhode Island	82.80%	81%	79%	88.40%	91%	78%
South Carolina	82.60%	80.30%	79.90%	84.10%	94%	74%
South Dakota	83.90%	77%	73%	89.30%	79%	51%
Tennessee	88.50%	82.30%	83.70%	91.30%	93%	86%
Texas	89.10%	85.40%	86.90%	93.40%	95.40%	87%
Utah	85.20%	74%	75.10%	87.90%	87%	71%
Vermont	87.70%	71%	89%	88.40%	83%	S
Virginia	86.70%	81.30%	74.80%	90.70%	93.10%	-
Washington	79.70%	71.30%	72.80%	82.20%	86.60%	63%
West Virginia	89.80%	88%	89%	89.90%	>=95%	S
Wisconsin	88.20%	64.20%	79.90%	92.70%	89%	78%
Wyoming	80.00%	81%	74%	82.00%	84%	53%
United States	84.10%	76.40%	79.30%	88.30%	90.80%	71.90%

Appendix B. Adjusted Cohort Graduation Rates, by State and Subgroup, 2015-16

(continued)

State	Regulatory Adjusted Cohort Graduation Rate, Native Hawaiian or Other Pacific Islander: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Low Income: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Children with Disabilities: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2015-16
Alabama	-	89%	80.90%	54.10%	64%
Alaska	-	75%	68.40%	54%	55%
Arizona	-	-	76.70%	69.00%	32%
Arkansas	75%	87%	83.80%	84.30%	86%
California	82%	82.00%	79.00%	66.00%	72.00%
Colorado	74%	79%	67.80%	57.20%	61.40%
Connecticut	84%	88%	76.70%	65.20%	67%
DC	S	>=90%	69.30%	50%	64%
Delaware	>=50%	84%	76%	67%	73%
Florida	85%	82.70%	74.40%	61.60%	62.00%
Georgia	-	81.00%	75.30%	56.60%	56.50%
Hawaii	-	-	77.90%	59%	69%
Idaho	70%	77%	71.90%	60%	73%
Illinois	85%	84.70%	76.70%	70.50%	71.90%
Indiana	81%	85%	85.00%	72.00%	71%
Iowa	88%	84%	83.90%	70%	81%
Kansas	83%	82%	77.50%	77.50%	77.40%
Kentucky	>=90%	87%	85.60%	71.90%	68%
Louisiana	72%	85%	72.90%	46.60%	43%
Maine	>=80%	80%	78.00%	72%	78%
Maryland	89%	91%	79.20%	66.90%	48%
Massachusetts	89%	84%	78.40%	71.80%	64.10%
Michigan	78%	74%	67.10%	55.40%	72.10%
Minnesota	-	-	68.20%	60.80%	63.20%
Mississippi	>=50%	78%	78.80%	34.70%	65%
Missouri	-	89%	82.10%	77.50%	68%
Montana	89%	-	76.40%	78%	59%
Nebraska	77%	84%	82.20%	70%	55%
Nevada	76%	77%	66.70%	29.30%	42.60%
New Hampshire	>=50%	81%	76.40%	73%	72%
New Jersey	94%	92%	82.70%	78.80%	74.70%
New Mexico	-	-	66.90%	61.90%	67.40%
New York	-	82%	72.80%	52.60%	37.80%
North Carolina	-	83.00%	80.60%	68.90%	57%
North Dakota	-	-	71%	68%	69%
Ohio	-	77.40%	72.00%	69.60%	50%
Oklahoma	86%	81.80%	75.90%	74.40%	58%
Oregon	70%	74%	68.10%	55.50%	53%
Pennsylvania	90%	80%	78.00%	74.10%	62.70%
Rhode Island	75%	35%	74.80%	59%	74%
South Carolina	-	-	87.70%	52.10%	76%
South Dakota	<50%	78%	67%	60%	57%
Tennessee	91%	-	85.50%	71.80%	76%
Texas	88%	90.80%	86.00%	77.90%	73.70%
Utah	85%	81%	75.60%	70.20%	66%
Vermont	S	78%	80%	72%	68%
Virginia	-	-	78.10%	53.90%	45.40%
Washington	68%	78.00%	70.20%	58.70%	57.80%
West Virginia	S	84%	85.50%	77%	93%
Wisconsin	80%	85%	77.40%	68.50%	66%
Wyoming	>=50%	74%	69.10%	65%	70%
United States	†	†	77.60%	65.50%	66.90%

Source: EDFacts/Consolidated State Performance Report, 2015-16: http://www2.ed.gov/admins/lead/account/consolidated/index.html

Appendix C. Adjusted Cohort Graduation Rate Gaps - Black and White Students, by State, 2015-16

State	Regulatory Adjusted Cohort Graduation Rate, White: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Black: 2015-16	Graduation Rate Gap between White and Black Students, 2015-16
Alabama	88.60%	84.50%	4.10%
Alaska	80.80%	74%	6.80%
Arizona	84.00%	75.50%	8.50%
Arkansas	89.20%	81.50%	7.70%
California	88.00%	73.00%	15.00%
Colorado	84.40%	71.80%	12.60%
Connecticut	92.50%	78.80%	13.70%
Delaware	88.40%	82.10%	6.30%
Florida	85.10%	72.30%	12.80%
Georgia	83.10%	76.20%	6.90%
Hawaii	82%	78%	4.00%
Idaho	81.40%	78%	3.40%
Illinois	90.40%	74.50%	15.90%
Indiana	89.50%	73.80%	15.70%
Iowa	92.90%	80%	12.90%
Kansas	88.40%	77%	11.40%
Kentucky	90.00%	80.90%	9.10%
Louisiana	83.20%	73.40%	9.80%
Maine	87.50%	77%	10.50%
Maryland	92.40%	84.10%	8.30%
Massachusetts	91.90%	78.90%	13.00%
Michigan	83.40%	67.40%	16.00%
Minnesota	87.00%	65.10%	21.90%
Mississippi	85.90%	78.90%	7.00%
Missouri	91.60%	79.00%	12.60%
Montana	88.70%	81%	7.70%
Nebraska	92.60%	79%	13.60%
Nevada	79.90%	56.50%	23.40%
New Hampshire	89.20%	78%	11.20%
New Jersey	94.20%	82.10%	12.10%
New Mexico	75.70%	61%	14.70%
New York	89.30%	68.50%	20.80%
North Carolina	88.60%	82.90%	5.70%
North Dakota	90.80%	77%	13.80%
Ohio	87.70%	67.30%	20.40%
Oklahoma	83.20%	77.10%	6.10%
Oregon	76.60%	66%	10.60%
Pennsylvania	90.50%	73.20%	17.30%
Rhode Island	88.40%	81%	7.40%
South Carolina	84.10%	80.30%	3.80%
South Dakota	89.30%	77%	12.30%
Tennessee	91.30%	82.30%	9.00%
Texas	93.40%	85.40%	8.00%
Utah	87.90%	74%	13.90%
Vermont	88.40%	71%	17.40%
Virginia	90.70%	81.30%	9.40%
Washington	82.20%	71.30%	10.90%
West Virginia	89.90%	88%	1.90%
Wisconsin	92.70%	64.20%	28.50%
Wyoming	82.00%	81%	1.00%
United States	88.30%	76.40%	11.90%

Source: National Center for Education Statistics, US Department of Education

Appendix D. Adjusted Cohort Graduation Rate Gaps - Hispanic and White Students, by State, 2015-16

State	Regulatory Adjusted Cohort Graduation Rate, White: 2015-16	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2015-16	Graduation Rate Gap between White and Hispanic Students, 2015-16
Alabama	88.60%	87%	1.60%
Alaska	80.80%	76%	4.80%
Arizona	84.00%	76.40%	7.60%
Arkansas	89.20%	85.70%	3.50%
California	88.00%	80.00%	8.00%
Colorado	84.40%	69.90%	14.50%
Connecticut	92.50%	76.40%	16.10%
Delaware	88.40%	81%	7.40%
Florida	85.10%	79.50%	5.60%
Georgia	83.10%	73.40%	9.70%
Hawaii	82%	75%	7.00%
Idaho	81.40%	73.70%	7.70%
Illinois	90.40%	81.30%	9.10%
Indiana	89.50%	82.70%	6.80%
Iowa	92.90%	85%	7.90%
Kansas	88.40%	79.20%	9.20%
Kentucky	90.00%	82%	8.00%
Louisiana	83.20%	73%	10.20%
Maine	87.50%	85%	2.50%
Maryland	92.40%	76.50%	15.90%
Massachusetts	91.90%	72.70%	19.20%
Michigan	83.40%	72.60%	10.80%
Minnesota	87.00%	65.30%	21.70%
Mississippi	85.90%	82%	3.90%
Missouri	91.60%	83.10%	8.50%
Montana	88.70%	80%	8.70%
Nebraska	92.60%	81.80%	10.80%
Nevada	79.90%	69.70%	10.20%
New Hampshire	89.20%	76%	13.20%
New Jersey	94.20%	83.30%	10.90%
New Mexico	75.70%	70.70%	5.00%
New York	89.30%	68.10%	21.20%
North Carolina	88.60%	80.10%	8.50%
North Dakota	90.80%	77%	13.80%
Ohio	87.70%	72.80%	14.90%
Oklahoma	83.20%	77.80%	5.40%
Oregon	76.60%	69.40%	7.20%
Pennsylvania	90.50%	72.80%	17.70%
Rhode Island	88.40%	79%	9.40%
South Carolina	84.10%	79.90%	4.20%
South Dakota	89.30%	73%	16.30%
Tennessee	91.30%	83.70%	7.60%
Texas	93.40%	86.90%	6.50%
Utah	87.90%	75.10%	12.80%
Vermont	88.40%	89%	-0.60%
Virginia	90.70%	74.80%	15.90%
Washington	82.20%	72.80%	9.40%
West Virginia	89.90%	89%	0.90%
Wisconsin	92.70%	79.90%	12.80%
Wyoming	82.00%	74%	8.00%
United States	88.30%	79.30%	9.00%

Source: National Center for Education Statistics, US Department of Education

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 2011-2016

State	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2016 ACGR (%)	Percent of Low-Income Students in the Cohort, 2016 (%)	Estimated Non-Low-Income 2016 ACGR (%)	Low-Income 2016 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2016	Gap Change between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-16
Alabama	19.73	87.1%	46.8%	92.6%	80.9%	11.7	8.1
Alaska	18.28	76.1%	39.9%	81.2%	68.4%	12.8	5.5
Arizona	7.94	79.5%	38.7%	81.3%	76.7%	4.6	3.4
Arkansas	12.14	87.0%	53.4%	90.7%	83.8%	6.9	5.3
California	15.49	83.0%	67.6%	91.3%	79.0%	12.3	3.1
Colorado	19.13	78.9%	47.5%	88.9%	67.8%	21.1	-2.0
Connecticut	27.38	87.4%	41.9%	95.1%	76.7%	18.4	9.0
Delaware	12.40	85.5%	30.6%	89.7%	76.0%	13.7	-1.3
Florida	17.86	80.7%	52.1%	87.6%	74.4%	13.2	4.7
Georgia	15.05	79.4%	55.6%	84.5%	75.3%	9.2	5.8
Hawaii	8.43	82.7%	57.8%	89.3%	77.9%	11.4	-2.9
Idaho	†	79.7%	54.8%	89.2%	71.9%	17.3	†
Illinois	14.66	85.5%	44.3%	92.5%	76.7%	15.8	-1.1
Indiana	10.55	86.8%	35.6%	87.8%	85.0%	2.8	7.8
Iowa	15.48	91.3%	41.0%	96.4%	83.9%	12.5	2.9
Kansas	19.57	85.7%	51.2%	94.3%	77.5%	16.8	2.8
Kentucky	†	88.6%	51.8%	91.8%	85.6%	6.2	†
Louisiana	14.11	78.6%	60.7%	87.4%	72.9%	14.5	-0.4
Maine	13.41	87.0%	46.9%	95.0%	78.0%	17.0	-3.5
Maryland	12.62	87.6%	34.5%	92.0%	79.2%	12.8	-0.2
Massachusetts	21.53	87.5%	44.2%	94.7%	78.4%	16.3	5.2
Michigan	18.65	79.7%	41.0%	88.5%	67.1%	21.4	-2.7
Minnesota	27.81	82.2%	36.9%	90.4%	68.2%	22.2	5.6
Mississippi	12.52	82.3%	64.3%	88.6%	78.8%	9.8	2.7
Missouri	9.83	89.0%	42.6%	94.1%	82.1%	12.0	-2.2
Montana	18.71	85.6%	46.8%	93.7%	76.4%	17.3	1.4
Nebraska	11.89	89.3%	36.6%	93.4%	82.2%	11.2	0.7
Nevada	17.22	73.6%	63.0%	85.4%	66.7%	18.7	-1.4
New Hampshire	20.69	88.2%	31.7%	93.7%	76.4%	17.3	3.4
New Jersey	15.91	90.1%	33.1%	93.8%	82.7%	11.1	4.9
New Mexico	16.36	71.0%	60.6%	77.3%	66.9%	10.4	6.0
New York	13.24	80.4%	47.2%	87.2%	72.8%	14.4	-1.2
North Carolina	11.73	85.9%	39.9%	89.4%	80.6%	8.8	2.9
North Dakota	13.38	87.5%	26.5%	93.4%	71.0%	22.4	-9.1
Ohio	23.35	83.5%	41.3%	91.6%	72.0%	19.6	3.8
Oklahoma	†	81.6%	48.1%	86.9%	75.9%	11.0	†
Oregon	13.67	74.8%	57.0%	83.7%	68.1%	15.6	-1.9
Pennsylvania	17.71	86.1%	39.2%	91.3%	78.0%	13.3	4.4
Rhode Island	22.12	82.8%	53.9%	92.1%	74.8%	17.3	4.8
South Carolina	13.26	82.6%	39.4%	79.3%	87.7%	-8.4	21.7
South Dakota	22.25	83.9%	29.4%	91.0%	67.0%	24.0	-1.7
Tennessee	14.03	88.5%	25.6%	89.5%	85.5%	4.0	10.0
Texas	3.74	89.1%	50.8%	92.3%	86.0%	6.3	-2.6
Utah	15.46	85.2%	29.9%	89.3%	75.6%	13.7	1.8
Vermont	16.29	87.7%	45.8%	94.2%	80.0%	14.2	2.1
Virginia	17.06	86.7%	31.6%	90.7%	78.1%	12.6	4.5
Washington	17.38	79.7%	51.0%	89.6%	70.2%	19.4	-2.0
West Virginia	19.86	89.8%	47.6%	93.7%	85.5%	8.2	11.7
Wisconsin	18.00	88.2%	32.0%	93.3%	77.4%	15.9	2.1
Wyoming	21.66	80.0%	43.3%	88.3%	69.1%	19.2	2.4

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), 2011-16 = the gap between the estimated non-low-income and low-income ACGRs from 2010-11 to 2015-16. 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 2015-16 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, 2015-16) for Students with Disabilities (SWD) versus Non-SWD Students

State	Percent of Students with Disabilities within the 2016 Cohort (%)	Estimated Non-SWD 2016 ACGR (%)	SWD 2016 ACGR (%)	Gap between Non-SWD and SWD 2016 ACGR (Percentage Points)
Alabama	11.1%	91.2%	54.1%	37.1
Alaska	12.1%	79.1%	54.0%	25.1
Arizona	9.7%	80.6%	69.0%	11.6
Arkansas	8.9%	87.3%	84.3%	3.0
California	11.5%	85.2%	66.0%	19.2
Colorado	10.1%	81.3%	57.2%	24.1
Connecticut	14.9%	91.3%	65.2%	26.1
Delaware	14.1%	88.5%	67.0%	21.5
Florida	11.4%	83.2%	61.6%	21.6
Georgia	10.9%	82.2%	56.6%	25.6
Hawaii	12.1%	86.0%	59.0%	27.0
Idaho	8.9%	81.6%	60.0%	21.6
Illinois	13.6%	87.9%	70.5%	17.4
Indiana	11.8%	88.8%	72.0%	16.8
Iowa	8.6%	93.3%	70.0%	23.3
Kansas	12.7%	86.9%	77.5%	9.4
Kentucky	8.0%	90.0%	71.9%	18.1
Louisiana	9.3%	81.9%	46.6%	35.3
Maine	18.4%	90.4%	72.0%	18.4
Maryland	9.9%	89.9%	66.9%	23.0
Massachusetts	19.4%	91.3%	71.8%	19.5
Michigan	11.6%	82.9%	55.4%	27.5
Minnesota	13.4%	85.5%	60.8%	24.7
Mississippi	9.6%	87.4%	34.7%	52.7
Missouri	11.1%	90.4%	77.5%	12.9
Montana	12.1%	86.6%	78.0%	8.6
Nebraska	11.8%	91.9%	70.0%	21.9
Nevada	10.1%	78.6%	29.3%	49.3
New Hampshire	16.8%	91.3%	73.0%	18.3
New Jersey	15.4%	92.2%	78.8%	13.4
New Mexico	12.5%	72.3%	61.9%	10.4
New York	15.1%	85.3%	52.6%	32.7
North Carolina	10.3%	87.8%	68.9%	18.9
North Dakota	11.6%	90.0%	68.0%	22.0
Ohio	14.7%	85.9%	69.6%	16.3
Oklahoma	14.5%	82.8%	74.4%	8.4
Oregon	14.4%	78.0%	55.5%	22.5
Pennsylvania	14.7%	88.2%	74.1%	14.1
Rhode Island	17.3%	87.8%	59.0%	28.8
South Carolina	11.1%	86.4%	52.1%	34.3
South Dakota	9.5%	86.4%	60.0%	26.4
Tennessee	12.3%	90.9%	71.8%	19.1
Texas	8.3%	90.1%	77.9%	12.2
Utah	9.7%	86.8%	70.2%	16.6
Vermont	16.6%	90.8%	72.0%	18.8
Virginia	11.7%	91.0%	53.9%	37.1
Washington	11.9%	82.5%	58.7%	23.8
West Virginia	13.7%	91.8%	77.0%	14.8
Wisconsin	10.9%	90.6%	68.5%	22.1
Wyoming	14.9%	82.6%	65.0%	17.6

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 2015-16. Gap between Non-SPED and SPED 2016 ACGR (Percentage Points) = the estimated non-SPED ACGR minus the SPED ACGR.
Sources: U.S. Department of Education through provisional data file of SY2015-16 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix G. Adjusted Cohort Graduation Rate (ACGR, 2015-16) for English Learners (ELs) versus Non-EL Students

State	Percent of English Learners within the 2016 Cohort (%)	Estimated Non-EL 2016 ACGR (%)	EL 2016 ACGR (%)	Gap between Non-EL and EL 2016 ACGR (Percentage Points)
Alabama	0.7%	87.3%	64.0%	23.3%
Alaska	7.9%	77.9%	55.0%	22.9%
Arizona	1.5%	80.2%	32.0%	48.2%
Arkansas	5.1%	87.1%	86.0%	1.1%
California	18.7%	85.5%	72.0%	13.5%
Colorado	11.7%	81.2%	61.4%	19.8%
Connecticut	5.3%	88.5%	67.0%	21.5%
Delaware	3.9%	86.0%	73.0%	13.0%
Florida	7.7%	82.3%	62.0%	20.3%
Georgia	3.3%	80.2%	56.5%	23.7%
Hawaii	10.9%	84.4%	69.0%	15.4%
Idaho	7.5%	80.2%	73.0%	7.2%
Illinois	5.0%	86.2%	71.9%	14.3%
Indiana	1.8%	87.1%	71.0%	16.1%
Iowa	3.6%	91.7%	81.0%	10.7%
Kansas	9.0%	86.5%	77.4%	9.1%
Kentucky	1.3%	88.9%	68.0%	20.9%
Louisiana	1.2%	79.0%	43.0%	36.0%
Maine	3.0%	87.3%	78.0%	9.3%
Maryland	2.5%	88.6%	48.0%	40.6%
Massachusetts	7.1%	89.3%	64.1%	25.2%
Michigan	3.2%	80.0%	72.1%	7.9%
Minnesota	6.5%	83.5%	63.2%	20.3%
Mississippi	0.8%	82.4%	65.0%	17.4%
Missouri	1.3%	89.3%	68.0%	21.3%
Montana	3.6%	86.6%	59.0%	27.6%
Nebraska	2.9%	90.3%	55.0%	35.3%
Nevada	9.1%	76.7%	42.6%	34.1%
New Hampshire	2.9%	88.7%	72.0%	16.7%
New Jersey	3.7%	90.7%	74.7%	16.0%
New Mexico	26.7%	72.3%	67.4%	4.9%
New York	4.9%	82.6%	37.8%	44.8%
North Carolina	2.3%	86.6%	57.0%	29.6%
North Dakota	2.2%	87.9%	69.0%	18.9%
Ohio	1.3%	84.0%	50.0%	34.0%
Oklahoma	2.4%	82.2%	58.0%	24.2%
Oregon	4.4%	75.8%	53.0%	22.8%
Pennsylvania	2.4%	86.7%	62.7%	24.0%
Rhode Island	6.9%	83.5%	74.0%	9.5%
South Carolina	3.4%	82.8%	76.0%	6.8%
South Dakota	2.3%	84.5%	57.0%	27.5%
Tennessee	2.8%	88.9%	76.0%	12.9%
Texas	7.7%	90.4%	73.7%	16.7%
Utah	4.2%	86.0%	66.0%	20.0%
Vermont	2.1%	88.1%	68.0%	20.1%
Virginia	4.6%	88.7%	45.4%	43.3%
Washington	5.7%	81.0%	57.8%	23.2%
West Virginia	0.6%	89.8%	93.0%	-3.2%
Wisconsin	2.1%	88.7%	66.0%	22.7%
Wyoming	2.8%	80.3%	70.0%	10.3%

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 2015-16. Gap between Non-LEP and LEP 2016 ACGR (Percentage Points) = the estimated non-LEP ACGR minus the LEP ACGR.
Sources: U.S. Department of Education through provisional data file of SY2015-16 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 Graduation Rate (ACGR) by State and Subgroup, 2015-16

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	1,637	-	-	1,105	76	447	5	2,249	2,404	107
Alaska	1,340	566	81	50	90	447	112	418	830	266
Arizona	8,514	895	26	672	4,690	2,018	†	1,654	4,168	689
Arkansas	1,067	8	24	674	158	178	19	180	1,178	73
California	34,233	526	-	5,530	25,344	2,524	1,105	13,555	36,364	16,476
Colorado	7,011	141	110	583	3,962	1,987	226	2,099	6,661	2,108
Connecticut	1,107	1	-	636	1,172	-	16	1,571	2,375	519
Delaware	440	-	-	251	108	78	9	316	418	65
Florida	18,403	107	-	7,775	6,032	4,146	401	6,402	16,089	4,255
Georgia	13,489	58	107	6,716	2,382	3,843	309	4,629	10,407	1,402
Hawaii	940	11	651	32	122	124	†	482	900	294
Idaho	2,254	85	37	33	585	1,458	56	582	2,170	277
Illinois	6,932	48	-	4,258	3,037	-	209	4,090	9,066	1,385
Indiana	2,433	15	15	1,503	482	278	143	1,620	1,354	256
Iowa	-	12	-	169	143	-	54	596	863	112
Kansas	1,543	72	-	335	651	388	126	568	2,296	408
Kentucky	683	5	-	499	160	-	31	704	1,112	135
Louisiana	5,305	27	8	3,396	309	1,541	20	1,888	4,829	260
Maine	427	5	-	57	13	326	16	473	802	52
Maryland	1,523	15	-	1,325	1,042	-	-	1,457	2,362	667
Massachusetts	1,851	9	-	758	2,020	-	98	2,614	3,793	1,361
Michigan	12,563	228	8	5,005	1,278	5,594	472	4,904	11,461	702
Minnesota	5,129	573	281	1,714	1,142	1,449	†	2,581	5,291	1,142
Mississippi	2,615	1	-	1,904	61	633	26	1,802	2,446	71
Missouri	670	12	-	1,234	218	-	14	930	2,255	187
Montana	469	298	-	12	43	113	†	155	679	119
Nebraska	154	42	49	153	289	-	37	521	629	223
Nevada	5,643	85	105	1,224	2,737	1,257	241	2,110	5,054	1,485
New Hampshire	264	8	-	37	100	104	18	418	632	78
New Jersey	-	10	-	1,373	1,560	-	-	1,839	2,565	601
New Mexico	4,926	781	38	184	2,946	960	†	912	3,627	1,566
New York	20,005	259	624	8,283	10,102	714	127	11,778	16,926	5,296
North Carolina	4,663	133	-	2,147	1,367	849	291	2,461	4,267	849
North Dakota	190	166	3	38	30	-	†	193	382	35
Ohio	8,945	42	83	4,932	941	2,351	657	4,140	10,234	734
Oklahoma	4,016	635	45	583	767	1,723	259	1,082	3,245	375
Oregon	7,044	265	86	276	1,958	4,071	381	2,300	5,783	753
Pennsylvania	5,328	27	-	3,449	2,138	-	243	3,192	6,431	881
Rhode Island	801	10	-	84	263	108	332	597	910	123
South Carolina	4,021	49	-	1,914	334	1,768	†	2,291	493	262
South Dakota	554	367	25	32	63	50	18	259	615	69
Tennessee	1,071	10	-	1,382	279	-	†	1,604	821	280
Texas	3,156	42	-	2,123	5,371	-	-	3,518	7,126	4,419
Utah	2,154	112	48	98	1,091	710	87	865	1,931	450
Vermont	139	†	11	22	1	88	19	182	278	28
Virginia	3,140	†	-	1,954	1,737	-	†	4,013	3,583	1,933
Washington	8,275	308	232	695	2,634	3,783	580	2,985	8,109	1,476
West Virginia	37	†	-	19	2	17	10	334	401	-
Wisconsin	1,139	90	22	1,584	593	-	70	1,480	2,553	318
Wyoming	702	83	4	7	140	453	19	262	635	40
Totals	**219,032**	**7,282**	**-**	**80,002**	**92,698**	**32,724**	**†**	**108,650**	**219,265**	**55,653**

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2015-16. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroWup was calculated using the aggregated 2015-16 state level ACGR file (i.e., for the state level cohort sizes) and the 2015-16 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 (2018). Provisional data file: SY2015-16 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Appendix I. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by Subgroup, 2015-16

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)
2015-16	219,032	7,282	-	80,002	92,698	32,724	†	108,650	219,265	55,653

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2015-16. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2015-16 state level ACGR file (i.e., for the state level cohort sizes) and the 2015-16 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 (2018). Provisional data file: SY2015-16 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Appendix J. Percentage of Four-Year Non-Graduates, by State and Subgroup, 2015-16

States/Data Elements	Total Nongrads	Percent of Nongraduates that are Black	Percent of Nongraduates that are Hispanic	Percent of Nongraduates that are White	Percent of Nongraduates that are Low Income	Percent of Nongraduates that are SWD	Percent of Nongraduates that are ELs
AK	2303	3.5%	6.7%	40.5%	52.7%	23.2%	14.9%
AL	7280	42.8%	4.5%	50.0%	69.3%	39.5%	2.0%
AR	4623	31.7%	11.3%	52.0%	66.6%	10.7%	5.5%
AZ	16622	6.8%	49.0%	32.4%	43.9%	14.7%	4.9%
CA	83136	10.6%	61.0%	18.2%	83.5%	23.1%	30.8%
CO	13328	6.8%	44.5%	41.5%	72.5%	20.5%	21.3%
CT	5365	22.5%	37.9%	35.6%	77.5%	41.1%	13.9%
DE	1416	40.1%	16.0%	39.8%	50.6%	32.1%	7.3%
FL	38192	31.9%	30.8%	33.0%	69.1%	22.7%	15.1%
GA	26215	44.2%	14.6%	35.9%	66.7%	22.9%	6.9%
HI	2227	2.6%	9.2%	12.6%	73.8%	28.6%	19.5%
IA	3004	11.2%	14.3%	66.4%	75.8%	29.8%	7.8%
ID	4442	1.4%	21.3%	71.0%	75.8%	17.5%	9.9%
IL	22338	31.4%	29.2%	34.4%	71.1%	27.7%	9.6%
IN	10037	24.2%	11.4%	58.1%	40.5%	25.1%	3.9%
KS	5130	11.6%	24.4%	54.9%	80.5%	19.9%	14.3%
KY	5559	18.8%	6.5%	71.0%	65.4%	19.7%	3.5%
LA	9958	54.6%	4.9%	38.2%	76.8%	23.3%	3.2%
MA	9256	15.6%	34.4%	43.2%	76.3%	43.8%	20.4%
MD	7867	45.4%	23.1%	26.0%	57.8%	26.5%	10.5%
ME	1852	5.4%	2.0%	87.9%	79.4%	39.7%	5.1%
MI	24760	29.2%	8.1%	56.8%	66.5%	25.5%	4.4%
MN	11704	20.5%	13.7%	53.7%	65.9%	29.6%	13.4%
MO	7369	32.0%	7.3%	56.5%	69.3%	22.7%	3.7%
MS	6012	60.2%	2.3%	36.2%	77.0%	35.4%	1.6%
MT	1534	1.6%	5.7%	64.2%	76.8%	18.5%	10.2%
NC	16035	32.2%	17.1%	43.1%	54.9%	22.6%	6.9%
ND	950	7.0%	5.6%	60.3%	61.5%	29.6%	5.4%
NE	2358	12.4%	27.2%	49.3%	60.9%	33.2%	12.2%
NH	1732	4.0%	9.9%	81.0%	63.3%	38.4%	7.0%
NJ	10524	29.6%	37.0%	30.3%	57.8%	33.1%	9.4%
NM	7519	3.3%	59.5%	21.7%	69.1%	16.4%	30.1%
NV	9083	17.5%	45.0%	27.5%	79.5%	27.1%	19.8%
NY	40844	29.7%	36.0%	26.7%	65.5%	36.5%	15.4%
OH	22707	31.3%	6.6%	55.4%	70.1%	27.2%	4.0%
OK	8796	11.8%	15.9%	48.4%	63.1%	20.2%	5.6%
OR	11678	3.4%	24.9%	60.9%	72.1%	25.4%	8.2%
PA	18990	29.0%	17.8%	48.1%	62.1%	27.4%	6.3%
RI	1913	9.3%	26.2%	41.1%	78.9%	41.3%	10.4%
SC	9455	41.1%	7.0%	50.4%	27.9%	30.6%	4.7%
SD	1463	3.8%	6.8%	52.4%	60.3%	23.6%	6.1%
TN	8208	38.7%	8.8%	50.1%	32.2%	30.3%	5.8%
TX	38225	17.6%	59.4%	18.9%	65.2%	16.8%	18.7%
UT	6641	2.4%	27.5%	61.6%	49.3%	19.6%	9.6%
VA	12656	33.2%	22.8%	37.5%	52.1%	40.5%	18.7%
VT	746	4.5%	1.8%	85.7%	74.4%	37.9%	5.5%
WA	16309	6.5%	25.5%	52.9%	74.8%	24.2%	11.9%
WI	7466	29.4%	15.8%	45.8%	61.3%	29.1%	6.0%
WV	1911	5.9%	1.3%	90.9%	67.6%	31.0%	0.4%
WY	1404	1.0%	16.2%	72.5%	66.9%	26.1%	4.3%
US	**590272**	**23.5%**	**30.4%**	**38.2%**	**67.1%**	**25.9%**	**13.5%**

Appendix K. ESSA High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2015-16

State	Number of Schools with ACGR <=67% & Enrollment>=100	# Regular	# Special Education	# Vocational	# Alternative	% Regular	% Special Education	% Vocational	% Alternative
Alabama	5	4	1	0	0	80%	20%	0%	0%
Alaska	34	24	1	0	9	71%	3%	0%	26%
Arizona	94	84	0	1	9	89%	0%	1%	10%
Arkansas	5	4	0	0	1	80%	0%	0%	20%
California	434	143	44	0	247	33%	10%	0%	57%
Colorado	87	37	1	1	48	43%	1%	1%	55%
Connecticut	11	9	0	0	2	82%	0%	0%	18%
Delaware	6	1	5	0	0	17%	83%	0%	0%
District Of Columbia	14	11	0	0	3	79%	0%	0%	21%
Florida	177	24	45	3	105	14%	25%	2%	59%
Georgia	56	44	3	0	9	79%	5%	0%	16%
Hawaii	6	6	0	0	0	100%	0%	0%	0%
Idaho	27	8	0	0	19	30%	0%	0%	70%
Illinois	51	50	0	0	1	98%	0%	0%	2%
Indiana	39	39	0	0	0	100%	0%	0%	0%
Iowa	9	1	1	0	7	11%	11%	0%	78%
Kansas	11	11	0	0	0	100%	0%	0%	0%
Kentucky	16	0	1	0	15	0%	6%	0%	94%
Louisiana	55	50	2	1	2	91%	4%	2%	4%
Maine	4	4	0	0	0	100%	0%	0%	0%
Maryland	30	16	6	1	7	53%	20%	3%	23%
Massachusetts	39	33	0	2	4	85%	0%	5%	10%
Michigan	180	47	32	0	101	26%	18%	0%	56%
Minnesota	64	29	3	1	31	45%	5%	2%	48%
Mississippi	12	12	0	0	0	100%	0%	0%	0%
Missouri	15	14	0	1	0	93%	0%	7%	0%
Montana	8	8	0	0	0	100%	0%	0%	0%
Nebraska	2	2	0	0	0	100%	0%	0%	0%
Nevada	25	15	3	0	7	60%	12%	0%	28%
New Hampshire	3	3	0	0	0	100%	0%	0%	0%
New Jersey	12	9	0	0	3	75%	0%	0%	25%
New Mexico	60	49	0	0	11	82%	0%	0%	18%
New York	251	217	6	7	21	86%	2%	3%	8%
North Carolina	13	6	0	0	7	46%	0%	0%	54%
North Dakota	8	8	0	0	0	100%	0%	0%	0%
Ohio	118	111	7	0	0	94%	6%	0%	0%
Oklahoma	31	31	0	0	0	100%	0%	0%	0%
Oregon	50	37	0	0	13	74%	0%	0%	26%
Pennsylvania	51	50	0	1	0	98%	0%	2%	0%
Rhode Island	3	3	0	0	0	100%	0%	0%	0%
South Carolina	17	12	2	0	3	71%	12%	0%	18%
South Dakota	6	4	0	0	2	67%	0%	0%	33%
Tennessee	19	15	4	0	0	79%	21%	0%	0%
Texas	90	5	1	0	84	6%	1%	0%	93%
Utah	26	10	0	0	16	38%	0%	0%	62%
Vermont	2	2	0	0	0	100%	0%	0%	0%
Virginia	8	3	0	0	5	38%	0%	0%	63%
Washington	88	11	0	1	76	13%	0%	1%	86%
West Virginia	0	0	0	0	0	0%	0%	0%	0%
Wisconsin	44	34	0	0	10	77%	0%	0%	23%
Wyoming	9	9	0	0	0	100%	0%	0%	0%
Total	**2425**	**1359**	**168**	**20**	**878**	**56%**	**7%**	**1%**	**36%**

Appendix L. Low-Graduation-Rate High Schools (ACGR<=67% & Enrollment>=100) and Number of Non-Graduates Produced by Them, by State and Locale Code, 2015-16

	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	5	193	3	177	2	16	0	0	0	0
Alaska	34	1,038	8	243	2	154	6	209	18	432
Arizona	94	7,579	64	4,680	14	2,356	12	325	4	218
Arkansas	5	260	3	179	2	81	0	0	0	0
California	431	40,823	239	25,444	163	14,117	12	343	17	919
Colorado	83	6,174	48	3,237	24	2,398	5	159	6	380
Connecticut	10	565	9	529	0	0	1	36	0	0
Delaware	6	114	1	8	3	92	1	8	1	6
District Of Columbia	13	875	13	875	0	0	0	0	0	0
Florida	175	13,373	75	5,719	72	6,492	10	501	18	661
Georgia	50	6,711	15	2,030	23	3,428	7	949	5	304
Hawaii	6	184	1	75	1	40	0	0	4	69
Idaho	27	1,919	8	679	11	803	6	388	2	49
Illinois	51	5,815	38	4,804	6	832	1	40	6	139
Indiana	33	4,088	27	3,733	3	189	1	134	2	32
Iowa	9	583	7	487	0	0	2	96	0	0
Kansas	11	611	5	227	1	46	1	10	4	328
Kentucky	14	860	6	289	5	506	3	65	0	0
Louisiana	40	2,266	24	1,620	9	274	4	241	3	131
Maine	3	190	1	20	0	0	1	165	1	5
Maryland	30	1,551	22	1,169	6	369	0	0	2	13
Massachusetts	37	2,415	18	1,207	17	1,168	1	25	1	15
Michigan	177	6,491	61	2,512	75	2,776	16	486	25	717
Minnesota	64	3,580	26	1,691	20	1,151	10	329	8	409
Mississippi	12	460	2	173	0	0	5	154	5	133
Missouri	15	871	11	802	4	69	0	0	0	0
Montana	8	212	0	0	0	0	2	63	6	149
Nebraska	2	96	1	22	0	0	0	0	1	74
Nevada	24	2,014	15	1,187	4	571	3	169	2	87
New Hampshire	3	144	1	102	1	24	0	0	1	18
New Jersey	12	1,192	10	906	2	286	0	0	0	0
New Mexico	60	3,170	26	1,541	9	513	14	668	11	448
New York	251	16,794	228	15,656	16	875	2	103	5	160
North Carolina	13	423	5	181	2	30	2	52	4	160
North Dakota	8	221	2	124	0	0	0	0	6	97
Ohio	118	11,037	88	8,410	16	1,339	12	1,215	2	73
Oklahoma	31	2,403	12	1,631	5	327	9	278	5	167
Oregon	48	3,011	12	959	14	838	14	945	8	269
Pennsylvania	51	5,740	34	2,799	12	1,976	3	915	2	50
Rhode Island	3	200	3	200	0	0	0	0	0	0
South Carolina	17	1,913	11	1,317	4	298	0	0	2	298
South Dakota	6	346	1	144	0	0	0	0	5	202
Tennessee	17	928	17	928	0	0	0	0	0	0
Texas	89	6,457	66	5,203	19	1,140	2	35	2	79
Utah	26	2,465	8	922	14	1,446	1	46	3	51
Vermont	1	33	0	0	1	33	0	0	0	0
Virginia	8	701	2	139	5	543	0	0	1	19
Washington	88	5,915	39	2,754	31	1,915	13	1,084	5	162
West Virginia	0	0	0	0	0	0	0	0	0	0
Wisconsin	44	3,230	28	2,038	3	218	3	406	10	568
Wyoming	9	319	2	109	0	0	4	68	3	142
Total	**2,372**	**178,553**	**1,346**	**109,881**	**621**	**49,729**	**189**	**10,710**	**216**	**8,233**

Note. Common Core of Data (CCD) locale data is unavailable for all schools for 2015-16. The locale data used in this table is from 2014-15. Some low-performing high schools are missing, resulting in slightly different totals than in other tables in this report.

Appendix M. Low-Performing High Schools, by Type and State, 2015-16

		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	2016 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	87.1%	367	7,169	3	160	2%	12	703	10%
Alaska	76.1%	165	2,245	24	584	26%	17	64	3%
Arizona	79.5%	499	16,457	74	4,427	27%	21	255	2%
Arkansas	87.0%	286	4,456	4	218	5%	6	45	1%
California	83.0%	2,335	76,077	120	18,925	25%	77	2,374	3%
Colorado	78.9%	446	13,310	22	1,630	12%	23	258	2%
Connecticut	87.4%	211	3,696	9	519	14%	7	162	4%
Delaware	85.5%	45	1,398	1	79	6%	3	215	15%
District Of Columbia	69.2%	37	1,319	11	724	55%	9	151	11%
Florida	80.7%	844	37,221	20	1,393	4%	32	1,431	4%
Georgia	79.4%	459	23,584	44	6,601	28%	51	2,700	11%
Hawaii	82.7%	58	2,294	6	184	8%	3	107	5%
Idaho	79.7%	199	4,475	2	76	2%	5	39	1%
Illinois	85.5%	675	22,344	50	5,775	26%	23	1,077	5%
Indiana	86.8%	399	10,033	35	2,817	28%	4	40	0%
Iowa	91.3%	347	3,090	1	57	2%	0	0	0%
Kansas	85.7%	349	4,717	4	125	3%	7	243	5%
Kentucky	88.6%	309	4,906	0	0	0%	4	48	1%
Louisiana	78.6%	352	9,881	48	2,649	27%	16	460	5%
Maine	87.0%	124	1,943	2	170	9%	1	11	1%
Maryland	87.6%	245	7,704	17	1,059	14%	12	517	7%
Massachusetts	87.5%	388	8,463	33	2,188	26%	6	172	2%
Michigan	79.7%	1,015	17,123	39	1,419	8%	54	1,091	6%
Minnesota	82.2%	663	11,264	20	719	6%	3	20	0%
Mississippi	82.3%	252	5,682	12	460	8%	9	279	5%
Missouri	89.0%	534	6,019	15	871	14%	12	164	3%
Montana	85.6%	146	1,580	8	212	13%	1	11	1%
Nebraska	89.3%	264	2,682	1	74	3%	0	0	0%
Nevada	73.6%	149	9,050	11	1,020	11%	6	30	0%
New Hampshire	88.2%	94	1,716	2	120	7%	7	199	12%
New Jersey	90.1%	417	10,182	9	980	10%	16	619	6%
New Mexico	71.0%	205	7,251	46	2,791	38%	15	576	8%
New York	80.4%	1,217	35,238	224	14,943	42%	49	1,711	5%
North Carolina	85.9%	568	12,943	6	248	2%	26	718	6%
North Dakota	87.5%	155	1,092	8	221	20%	1	16	1%
Ohio	83.5%	895	22,233	93	5,488	25%	98	1,628	7%
Oklahoma	81.6%	465	8,844	27	1,528	17%	8	294	3%
Oregon	74.8%	316	10,426	28	1,577	15%	1	3	0%
Pennsylvania	86.1%	678	15,789	41	3,177	20%	12	431	3%
Rhode Island	82.8%	60	1,308	3	200	15%	3	202	15%
South Carolina	82.6%	238	9,351	7	290	3%	25	879	9%
South Dakota	83.9%	158	1,461	3	209	14%	3	74	5%
Tennessee	88.5%	369	7,665	14	921	12%	11	483	6%
Texas	89.1%	1,638	33,528	5	619	2%	68	2,501	7%
Utah	85.2%	183	6,625	6	244	4%	5	45	1%
Vermont	87.7%	60	766	2	54	7%	3	34	4%
Virginia	86.7%	325	12,517	3	174	1%	7	502	4%
Washington	79.7%	545	16,345	12	583	4%	5	33	0%
West Virginia	89.8%	116	1,855	0	0	0%	3	63	3%
Wisconsin	88.2%	531	8,600	29	2,394	28%	4	10	0%
Wyoming	80.0%	88	1,440	9	319	22%	0	0	0%
US Totals:	**84.1%**	**21,537**	**547,706**	**1,213**	**92,215**	**17%**	**794**	**23,688**	**4%**

Appendix M. Low-Performing High Schools, by Type and State, 2015-16
(continued)

State	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	71	2,457	34%	263	3,570	50%
Alaska	37	529	24%	35	374	17%
Arizona	66	2,697	16%	199	4,196	25%
Arkansas	37	1,367	31%	216	2,632	59%
California	114	5,225	7%	1,073	19,678	26%
Colorado	81	2,944	22%	176	2,968	22%
Connecticut	24	1,331	36%	159	1,546	42%
Delaware	13	669	48%	18	375	27%
District Of Columbia	6	174	13%	8	99	8%
Florida	135	9,415	25%	347	10,476	28%
Georgia	109	6,726	29%	217	6,360	27%
Hawaii	25	1,338	58%	22	630	27%
Idaho	39	809	18%	96	1,184	26%
Illinois	121	7,318	33%	450	7,951	36%
Indiana	31	1,328	13%	320	4,359	43%
Iowa	18	414	13%	295	1,966	64%
Kansas	37	1,635	35%	224	1,926	41%
Kentucky	15	699	14%	209	2,613	53%
Louisiana	101	4,105	42%	156	1,911	19%
Maine	32	902	46%	80	793	41%
Maryland	28	1,677	22%	155	3,554	46%
Massachusetts	43	2,050	24%	265	3,321	39%
Michigan	76	1,544	9%	479	5,429	32%
Minnesota	38	1,340	12%	334	3,407	30%
Mississippi	101	2,977	52%	124	1,911	34%
Missouri	23	753	13%	414	3,971	66%
Montana	10	458	29%	61	733	46%
Nebraska	23	985	37%	173	1,390	52%
Nevada	39	3,291	36%	47	968	11%
New Hampshire	14	381	22%	59	901	53%
New Jersey	46	2,892	28%	331	5,276	52%
New Mexico	50	2,558	35%	34	627	9%
New York	209	8,444	24%	687	7,920	22%
North Carolina	95	4,261	33%	393	7,159	55%
North Dakota	5	141	13%	64	404	37%
Ohio	53	2,296	10%	552	5,849	26%
Oklahoma	97	3,287	37%	202	2,398	27%
Oregon	106	4,291	41%	106	2,001	19%
Pennsylvania	54	2,744	17%	552	6,678	42%
Rhode Island	5	168	13%	42	590	45%
South Carolina	75	3,611	39%	111	2,837	30%
South Dakota	7	357	24%	57	411	28%
Tennessee	40	1,952	25%	276	3,916	51%
Texas	134	4,559	14%	1,142	17,452	52%
Utah	21	1,243	19%	113	2,593	39%
Vermont	8	229	30%	47	449	59%
Virginia	87	5,313	42%	219	5,978	48%
Washington	92	4,004	24%	215	4,776	29%
West Virginia	12	440	24%	99	1,346	73%
Wisconsin	34	1,432	17%	359	3,245	38%
Wyoming	23	717	50%	29	228	16%
US Totals:	**2,760**	**122,477**	**22%**	**12,304**	**183,325**	**33%**

Appendix M. Low-Performing High Schools, by Type and State, 2015-16
(continued)

State	2016 ACGR	Alternative Schools that are not Virtual and have >=100 Students			Virtual Schools with >=100 Students		
		# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	87.1%	0	0	0%	9	173	2%
Alaska	76.1%	9	415	18%	0	0	0%
Arizona	79.5%	9	532	3%	14	2,745	17%
Arkansas	87.0%	1	42	1%	0	0	0%
California	83.0%	380	21,192	28%	31	2,123	3%
Colorado	78.9%	50	3,114	23%	23	1,710	13%
Connecticut	87.4%	4	56	2%	0	0	0%
Delaware	85.5%	1	3	0%	0	0	0%
District Of Columbia	69.2%	3	171	13%	0	0	0%
Florida	80.7%	109	11,487	31%	16	397	1%
Georgia	79.4%	9	752	3%	0	0	0%
Hawaii	82.7%	0	0	0%	0	0	0%
Idaho	79.7%	19	1,179	26%	8	686	15%
Illinois	85.5%	1	40	0%	0	0	0%
Indiana	86.8%	0	0	0%	4	1,456	15%
Iowa	91.3%	7	506	16%	2	18	1%
Kansas	85.7%	0	0	0%	7	486	10%
Kentucky	88.6%	19	945	19%	0	0	0%
Louisiana	78.6%	2	86	1%	3	198	2%
Maine	87.0%	0	0	0%	2	43	2%
Maryland	87.6%	8	427	6%	0	0	0%
Massachusetts	87.5%	8	209	2%	2	119	1%
Michigan	79.7%	110	4,133	24%	16	975	6%
Minnesota	82.2%	31	1,858	16%	10	979	9%
Mississippi	82.3%	0	0	0%	0	0	0%
Missouri	89.0%	1	28	0%	0	0	0%
Montana	85.6%	0	0	0%	0	0	0%
Nebraska	89.3%	0	0	0%	1	22	1%
Nevada	73.6%	9	609	7%	4	433	5%
New Hampshire	88.2%	0	0	0%	1	24	1%
New Jersey	90.1%	3	212	2%	0	0	0%
New Mexico	71.0%	13	305	4%	4	86	1%
New York	80.4%	22	1,795	5%	0	0	0%
North Carolina	85.9%	15	281	2%	0	0	0%
North Dakota	87.5%	0	0	0%	0	0	0%
Ohio	83.5%	0	0	0%	19	5,408	24%
Oklahoma	81.6%	0	0	0%	4	875	10%
Oregon	74.8%	15	1,076	10%	11	784	8%
Pennsylvania	86.1%	0	0	0%	12	2,703	17%
Rhode Island	82.8%	3	28	2%	0	0	0%
South Carolina	82.6%	3	693	7%	5	917	10%
South Dakota	83.9%	1	39	3%	2	98	7%
Tennessee	88.5%	0	0	0%	2	20	0%
Texas	89.1%	131	6,487	19%	1	150	0%
Utah	85.2%	19	1,950	29%	6	328	5%
Vermont	87.7%	0	0	0%	0	0	0%
Virginia	86.7%	5	527	4%	0	0	0%
Washington	79.7%	98	5,435	33%	0	0	0%
West Virginia	89.8%	0	0	0%	0	0	0%
Wisconsin	88.2%	14	656	8%	10	290	3%
Wyoming	80.0%	0	0	0%	0	0	0%
US Totals:	**84.1%**	**1,132**	**67,268**	**12%**	**229**	**24,246**	**4%**

Appendix M. Low-Performing High Schools, by Type and State, 2015-16
(continued)

	Special Education Schools that are not Virtual and have >=100 Students			Schools with <100 students		
State	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	1	22	0%	8	84	1%
Alaska	1	39	2%	42	240	11%
Arizona	0	0	0%	116	1605	10%
Arkansas	0	0	0%	22	152	3%
California	45	974	1%	495	5586	7%
Colorado	1	19	0%	70	667	5%
Connecticut	1	14	0%	7	68	2%
Delaware	6	37	3%	3	20	1%
District Of Columbia	0	0	0%	0	0	0%
Florida	47	540	1%	138	2082	6%
Georgia	3	30	0%	26	415	2%
Hawaii	0	0	0%	2	35	2%
Idaho	0	0	0%	30	502	11%
Illinois	0	0	0%	30	183	1%
Indiana	0	0	0%	5	33	0%
Iowa	1	20	1%	23	109	4%
Kansas	0	0	0%	70	302	6%
Kentucky	1	6	0%	61	595	12%
Louisiana	4	23	0%	22	449	5%
Maine	0	0	0%	7	24	1%
Maryland	6	75	1%	19	395	5%
Massachusetts	0	0	0%	31	404	5%
Michigan	39	419	2%	202	2113	12%
Minnesota	5	31	0%	222	2910	26%
Mississippi	0	0	0%	6	55	1%
Missouri	0	0	0%	69	232	4%
Montana	0	0	0%	66	166	11%
Nebraska	0	0	0%	66	211	8%
Nevada	3	22	0%	30	2677	30%
New Hampshire	0	0	0%	11	91	5%
New Jersey	0	0	0%	12	203	2%
New Mexico	0	0	0%	43	308	4%
New York	6	62	0%	20	363	1%
North Carolina	0	0	0%	33	276	2%
North Dakota	0	0	0%	77	310	28%
Ohio	14	200	1%	66	1364	6%
Oklahoma	0	0	0%	127	462	5%
Oregon	0	0	0%	49	694	7%
Pennsylvania	1	3	0%	6	53	0%
Rhode Island	0	0	0%	4	120	9%
South Carolina	2	13	0%	10	111	1%
South Dakota	0	0	0%	85	273	19%
Tennessee	5	32	0%	21	341	4%
Texas	1	29	0%	156	1731	5%
Utah	0	0	0%	13	222	3%
Vermont	0	0	0%	0	0	0%
Virginia	0	0	0%	4	23	0%
Washington	0	0	0%	123	1514	9%
West Virginia	0	0	0%	2	6	0%
Wisconsin	0	0	0%	81	573	7%
Wyoming	0	0	0%	27	176	12%
US Totals:	**193**	**2,610**	**0%**	**2,912**	**31877**	**6%**

Appendix N. School Districts with Enrollment of 25,000+ with Net ACGR Gains of 10 Percentage Points or More, 2011 to 2016

State	School District	ACGR 2011*	ACGR 2012	ACGR 2016	Net ACGR Gain 2011-2016	Student Enrollment	% Minority Students	% Low-Income
Alabama	Baldwin County	74	74	84	10	30,931	23.7	45.8
Alabama	Mobile County	64	68	81	17	57,581	58.3	49.1
Alabama	Montgomery County	66	64	78	12	30,667	88.9	55.1
California	Twin Rivers Unified	68	72	84	16	31,137	72	81.8
California	Fresno Unified	73	75	85	12	73,460	89.7	85.9
California	Los Angeles Unified	61	67	77	16	639,337	90	78.9
California	Moreno Valley Unified	69	75	88	19	33,942	91.9	81.5
California	San Bernardino City Unified	68	74	86	18	53,303	93.6	89.2
California	Stockton Unified	67	71	82	15	40,324	93.5	76.3
Colorado	Aurora, Joint District No. 28 of the counties of Adams and A	48	48	65	17	42,249	82.3	65.5
Colorado	School District No. 1 in the county of Denver and State of C	56	59	67	11	90,235	77.3	68.5
Colorado	Adams 12 Five Star Schools	65	70	81	16	39,287	49.1	39
District Of Columbia	District of Columbia Public Schools	53	54	69	16	48,336	86.7	76.5
Florida	Alachua	63	69	78	15	29,305	56	47.7
Florida	Bay	68	74	81	13	27,781	31.4	54.6
Florida	Clay	74	74	85	11	36,638	33.4	41.6
Florida	Collier	73	78	87	14	45,994	64.4	62.1
Florida	Duval	63	68	79	16	129,192	63.9	48.9
Florida	Escambia	58	62	76	18	40,655	51.1	59.8
Florida	Hillsborough	69	73	79	10	211,923	65.1	58.8
Florida	Leon	68	71	92	24	33,736	56.7	41.8
Florida	Manatee	65	76	83	18	48,356	52.1	56.1
Florida	Marion	70	75	82	12	42,786	48.2	66.9
Florida	Orange	71	74	81	10	196,951	72.2	64.8
Florida	Pinellas	65	72	80	15	103,495	43.3	51.1
Florida	Sarasota	71	78	85	14	42,368	35.3	49.7
Florida	St. Lucie	65	71	87	22	40,045	64.5	69.5
Florida	Volusia	62	67	76	14	62,928	40.9	64.5
Georgia	Atlanta Public Schools	52	51	71	19	51,500	84.9	77.1
Georgia	Chatham County	54	63	83	29	38,323	71.6	65.4
Georgia	Cherokee County	75	73	85	10	41,291	29.5	30.7
Georgia	Clayton County	51	54	69	18	54,136	97.4	99.5
Georgia	Cobb County	73	76	84	11	112,708	61	44.1
Georgia	Columbia County	76	74	89	13	26,118	39.4	33.3
Georgia	DeKalb County	59	57	70	11	101,389	89	72.2
Georgia	Douglas County	71	72	87	16	26,016	72.1	61.7
Georgia	Fulton County	70	71	87	17	95,641	70.7	47.4
Georgia	Gwinnett County	68	71	80	12	176,052	74.4	54.4
Georgia	Hall County	73	74	83	10	27,210	49.7	59.4
Georgia	Henry County	72	76	85	13	41,820	66.8	51.4
Georgia	Houston County	73	76	87	14	28,530	53.8	60.7
Georgia	Muscogee County	68	68	86	18	31,899	73.8	73.4
Georgia	Richmond County	55	59	77	22	31,476	82.6	96.8

Appendix N. School Districts with Enrollment of 25,000+ with Net ACGR Gains of 10 Percentage Points or More, 2011 to 2016 *(continued)*

State	School District	ACGR 2011*	ACGR 2012	ACGR 2016	Net ACGR Gain 2011-2016	Student Enrollment	% Minority Students	% Low-Income
Louisiana	Caddo Parish	61	63	74	13	40,356	70.2	69.1
Massachusetts	Springfield	52	57	68	16	25,689	87.7	0
Massachusetts	Worcester	72	72	82	10	25,527	67.4	0
Michigan	Detroit City School District	60	65	78	18	46,616	97.8	73.3
Minnesota	Minneapolis Public School Dist.	47	50	67	20	36,793	66.2	62.5
Minnesota	St. Paul Public School District	64	66	77	13	37,698	78.2	70.5
Missouri	St. Louis City	54	62	71	17	28,960	90	100
Nevada	State-Sponsored Charter Schools	28	35	59	31	25,748	48.5	19.7
Nevada	Clark County School District	59	62	75	16	325,990	73.8	64.1
New Jersey	Elizabeth Public Schools	67	66	81	14	27,396	92	85.5
New Jersey	Newark Public School District	61	69	73	12	40,889	92.4	78.7
New Jersey	Paterson Public School District	64	66	78	14	28,362	95.7	72.4
New York	New York City Geographic District #15	55	54	66	11	31,036	72.1	55.2
New York	Buffalo City School District	50	56	63	13	33,345	79.8	67.7
North Carolina	Gaston County Schools	75	78	88	13	32,091	39.2	65.6
North Carolina	Johnston County Schools	79	82	90	11	34,857	42.4	45.4
North Carolina	Charlotte-Mecklenburg Schools	74	76	90	16	146,211	70.6	60.8
Ohio	Cleveland Municipal	56	59	72	16	39,410	84.6	79.3
Oregon	Portland Sd 1J	62	63	75	13	48,345	43.4	39.2
Pennsylvania	Philadelphia City Sd	55	62	69	14	134,044	86.3	100
South Carolina	Charleston 01	73	75	83	10	48,084	52.6	45.4
South Carolina	Dorchester 02	75	77	88	13	25,643	44.6	41
South Carolina	Greenville 01	74	72	87	13	76,315	44.5	47.7
South Carolina	Richland 02	76	80	88	12	27,523	74.9	46
Texas	Austin Isd	80	83	91	11	83,648	73.3	56.9
Texas	Dallas Isd	77	81	87	10	158,604	95.1	87.8
Utah	Alpine District	76	79	91	15	76,938	16.6	22.1
Utah	Davis District	82	86	94	12	71,721	15.9	22.1
Utah	Jordan District	77	83	87	10	52,985	21.7	23.9
Utah	Washington District	75	81	89	14	29,187	19.5	42.3
Virginia	Newport News City Pblc Schs	76	78	88	12	29,197	74.7	60.7
Virginia	Norfolk City Pblc Schs	68	71	80	12	32,148	78	67.5
Washington	Kent School District	69	80	81	12	27,738	64.3	52.1
Washington	Spokane School District	75	77	86	11	30,434	31.3	58
Washington	Tacoma School District	60	74	85	25	29,323	58.7	62.1
West Virginia	Kanawha County Schools	71	72	86	15	27,346	17	47.5

*2013 Acgr For Ky & Ok, 2014 Acgr For Id
Source: Nces, Us Department Of Education

Appendix O. State ESSA Plan Graduation Rate Goals

State	2011 ACGR	2016 ACGR	ACGR Growth 2011-2016	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using ER Grad Rates in Accountability Plan?	Set Long-Term ER Grad Rate Goal(s) for All Students?
Alabama	72%	87.10%		N	93.62% by 2030	Yes (5-year rate)	Yes (95% by 2030)
Alaska	68%	76.10%		N	90% by 2027	Yes (5-year rate)	Yes (93% by 2027
Arizona	78%	79.50%		Y	90% by 2030	Yes (5-, 6-, and 7-year rates)	No
Arkansas	81%	87.00%		Y	94% by 2028	Yes (5-year rate)	Yes (97% by 2028)
California	76%	83.00%		N	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%	78.90%		N	90.3% by 6 years following baseline	Yes (5-, 6-, and 7-year rates)	No
Connecticut	83%	87.40%		Y	94% by 2029	Yes (6-year rate)	No (Set target of 94%)
Delaware	78%	85.50%		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%	69.20%		Y	90% by 2039	No	No
Florida	71%	80.70%		N	85% by 2020	No	No
Georgia	67%	79.40%		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%		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%	85.50%		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%	86.80%		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%	91.30%		N	95% by 2022	Yes (5-year rate)	Yes (97% by 2022)
Kansas	83%	85.70%		Y	95% by 2030	No	No
Kentucky	†	88.60%		N	Between 2019 and 2030, schools must reduce the number of students not graduting 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%	78.60%		Y	90% by 2025	No	No
Maine	84%	87.00%		Y	90% by 2030	Yes	Yes (92% by 2030)
Maryland	83%	87.60%		Y	88.49% by 2020	Yes (5-year rate)	Yes (89.78% by 2020)
Massachusetts	83%	87.50%		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%	79.70%		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%	82.20%		Y	90% by 2020	No	No
Mississippi	75%	82.30%		Y	90% by 2025	No	No
Missouri	81%	89.00%		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

Appendix 0. State ESSA Plan Graduation Rate Goals

(continued)

State	2011 ACGR	2016 ACGR	ACGR Growth 2011-2016	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using ER Grad Rates in Accountability Plan?	Set Long-Term ER Grad Rate Goal(s) for All Students?
Montana	82%	85.60%		Y	89.5% by 2022	No	No
Nebraska	86%	89.30%		N	94.4% by 2026	Yes (7-year rate)	Yes (96% 7-year rate by 2026)
Nevada	62%	73.60%		Y	84% by 2022	Yes (5-year rate)	Yes (86% by 2022)
New Hampshire	86%	88.20%		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%	90.10%		Y	95% by 2030	Yes (5-year rates)	Yes (96% by 2030)
New Mexico	63%	71.00%		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%	80.40%		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%	85.90%		N	95% by 2027	No (Reports 5-year rates but is not including them in their accountability plan)	No
North Dakota	86%	87.50%		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%	83.50%		Y	93% by 2026	Yes (5-year rate)	95% by 2026
Oklahoma	†	81.60%		N	90% by 2025	Yes (5- and 6-year rates)	No (Will set goals moving forward)
Oregon	68%	74.80%		Y	90% by 2025	Yes (5-year rate)	Yes (93% by 2025)
Pennsylvania	83%	86.10%		Y	92.4% by 2030	Yes (5-year rate)	Yes (93.5% by 2030)
Rhode Island	77%	82.80%		Y	95% by 2025	Yes (5- and 6-year rates)	No (Using an equal-ly-weighted composite of 4-, 5-, and 6-year rates as grad rate indicator)
South Carolina	74%	82.60%		N	90% by 2035	No	No
South Dakota	83%	83.90%		Y	100% by 2031	No	No
Tennessee	86%	88.50%		Y	95% by 2025	No (will report ER grad rates publicy but not count towards accountability)	No
Texas	86%	89.10%		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%	85.20%		N	90.1% by 2022	No	No
Vermont	87%	87.70%		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%	86.70%		N	84% by 2025	Yes (5- and 6-year rates)	Yes (85% 5-year rate by 2025; 86% 6-year rate by 2025)
Washington	76%	79.70%		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%	89.80%		Y	95% by 2030	Yes (5-year rate)	No
Wisconsin	87%	88.20%		Y	90.4% by 2023	Yes (7-year rate)	93.5% by 2023
Wyoming	80%	80.00%		Y	88% within 15 years	No	No

Appendix P. 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
Alabama	2015-16	2030	84.51%	92.31%	86.52%	93.28%	88.61%	94.33%
Alaska	2016-17	2026-27	73.90%	90%	77.40%	90%	82.10%	90%
Arizona	2015	2030	74%	90%	72%	90%	84%	90%
Arkansas	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
California								
Colorado			76.60%	90.30%	73.60%	90.30%	87.20%	90.30%
Connecticut	2015-16	2028-29	78.10%	94%	74.80%	94%	92.70%	94%
Delaware	2014-15	2030	81.80%	90.60%	79.80%	90%	87%	93.50%
District of Columbia	2014-15	2038-39	63.90%	90%	65.60%	90%	84.50%	90%
Florida**	2014-15	2019-20	14.8	9.8	6	4	-8.1	-5.4
Georgia	2017	2031	76.20%	86.85%	73.38%	85.38%	83.05%	90.70%
Hawaii	2016	2025	77%	90%	74%	90%	82%	90%
Idaho	2016	2022	72.30%	90.10%	72.30%	90.10%	n/a	n/a
Illinois	2016	2032	74.60%	90%	81.30%	90%	90.40%	90%
Indiana	2016-17	2023	62.10%	81.10%	71.90%	86%	78.40%	89.20%
Iowa	2015-16	2021-22	79.70%	95%	84.50%	95%	92.90%	95%
Kansas	2016	2030	77.10%	95%	79.90%	95%	88.80%	95%
Kentucky	2018-19	2029-30	83.20%	89.10%	85.50%	90.30%	91.90%	93.50%
Louisiana	2014-15	2025	71.40%	90%	74.90%	90%	82.70%	90%
Maine	2016	2030	76.77%	90%	83.46%	90%	87.29%	90%
Maryland	2011	2020	74.02	84.51%	73.44%	84.22%	88.27%	91.64%
Massachusetts	2015	2020	77.50%	84%	72.20%	90%	91.60%	94%
Michigan	2015-16	2024-25	67.31%	94.44%	72.07%	94.44%	83.48%	94.44%
Minnesota	2012	2020	51.49%	85%	54.30%	85%	84.58%	85%
Mississippi	2015-16	2024-25	78.90%	88.60%	81.80%	89.80%	85.80%	91.50%
Missouri	2017	2026	83.70%	89.50%	86.90%	91.60%	93.50%	95.80%
Montana	2016	2022	n/a	n/a	n/a	n/a	87.30%	91.00%
Nebraska	2014-15	2026	75.00%	87.72%	82%	90.80%	93%	96.25%
Nevada	2016	2022	56.50%	75%	69.70%	82%	79.90%	89%
New Hampshire	2017	2025		86.20%		81.50%		93.96%
New Jersey	2015-16	2029-30	82.14%	95%	83.35%	95%	94.24%	95%
New Mexico	2016	2022	61%	78%	71%	84%	76%	88%
New York	2015-16	2021-22	69.30%	74.40%	68.90%	74.10%	89.20%	90.40%
North Carolina	2016	2027	82.90%	95.00%	80.10%	95.00%	88.60%	95.00%
North Dakota	2015-16	2023-24	75.60%	90%	74.70%	90%	90.50%	90%
Ohio	2015-16	2025-26	65.00%	82.50%	72.00%	86.00%	87.40%	93.00%
Oklahoma	2016	2025	77.10%	90.00%	77.80%	90.00%	83.20%	90.00%
Oregon	2015-16	2024-25	63%	90%	67%	90%	76%	90%
Pennsylvania	2014-15	2029-30	71.80%	85.90%	69.50%	84.80%	89.30%	94.70%
Rhode Island	2016	2031	81%	95.00%	79.00%	95.00%	88.00%	95.00%
South Carolina	2017	2035		90.00%		90.00%		90.00%
South Dakota	2016-17	2030-31	77.69%	100.00%	70.77%	100.00%	89.56%	100.00%
Tennessee	2015-16	2024-25	82.30%	92.30%	83.70%	92.90%	91.30%	96.20%
Texas	2015	2032	85.20%	94.00%	86.50%	94.00%	93.40%	94.00%
Utah	2016	2022	74.10%	82.70%	75.10%	83.40%	87.90%	91.90%
Vermont	2016	2025	79.80%	90%	80.90%	90%	88.80%	90%
Virginia	2015-16	2024-25		84.00%		84.00%		84.00%
Washington***	2016-17	2027	70.70%	90.00%	72.30%	90.00%	81.50%	90.00%
West Virginia	2015-16	2029-30	87.74%	95.00%	89.04%	95.00%	89.94%	95.00%
Wisconsin	2015	2021	64.00%	80.10%	77.50%	86.80%	92.90%	94.50%
Wyoming	2015-16	2030-31	81.00%	88.00%	74.00%	88.00%	82.00%	88.00%

Appendix P. State ESSA Student Subgroup Graduation Rate Goals

(continued)

State	Baseline Native American ACGR	Native American Long-Term 4-Year Grad Rate Goal	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	86.36%	93.12%	80.92%	90.41%	54.05%	77.06%	64.41%	82.22%
Alaska	68.90%	90%	72.10%	90%	58.70%	90%	57.70%	90%
Arizona	66%	90%	73%	90%	66%	90%	25%*	90%
Arkansas	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
California								
Colorado	71.40%	90.30%	72%	90.30%	72.20%	90.30%	69.20%	90.30%
Connecticut	87.10%	94%	76%	94%	65.60%	94%	66.70%	94%
Delaware	65.80%	82.90%	73.70%	86.80%	63.70%	81.90%	68.70%	84.30%
District of Columbia	DS	90%	65.80%	90%	42.90%	90%	59.60%	90%
Florida**	n/a	n/a	15.3	10.2	23.8	15.9	19.8	13.2
Georgia	69.34%	83.14%	75.33%	86.43%	56.59%	76.09%	56.46%	76.11%
Hawaii	79%	90%	78%	90%	59%	90%	69%	90%
Idaho	72.30%	90.10%	72%	90%	58.40%	85.10%	72.30%	90.10%
Illinois	79.30%	90%	76.70%	90%	70.60%	90%	71.90%	90%
Indiana	68.90%	84.50%	69.20%	84.60%	43.90%	72%	52.60%	76.30%
Iowa	80.60%	95%	83.90%	95%	69.50%	95%	80.80%	95%
Kansas	72.50%	95%	77.70%	95%	77.40%	95%	77.70%	95%
Kentucky	83.40%	89.20%	88%	91.50%	71.80%	83.40%	72.40%	83.70%
Louisiana	n/a	n/a	70.80%	90%	44.30%	90%	50.20%	90%
Maine	84.91%	90%	77.77%	90%	72.19%	90%	78.14%	90%
Maryland	75.93%	85.47%	74.11%	84.55%	54.72%	74.86%	56.98%	75.99%
Massachusetts	79.50%	85.40%	78.20%	84.50%	69.90%	78.60%	64%	74.40%
Michigan	70.88%	94.44%	67.48%	94.44%	57.12%	94.44%	72.14%	94.44%
Minnesota	45.20%	85%	61.70%	85%	55.95%	85%	52.46%	85%
Mississippi	87.50%	92.20%	78.80%	88.50%	34.70%	70%	55.90%	78.90%
Missouri	89%	93%	86.10%	91.10%	73.50%	78%	75.20%	84%
Montana	65.60%	76.00%	76.40%	82.90%	77.80%	85.10%	58.70%	73.30%
Nebraska	76%	88.19%	82%	90.69%	70%	86%	55%	77%
Nevada	64.70%	80%	66.70%	81%	29.30%	60%	42.60%	70%
New Hampshire		81.50%		83.10%		79.62%		83.38%
New Jersey	83.22%	95%	82.71%	95%	78.80%	95%	74.65%	95%
New Mexico	63%	79%	67%	82%	62%	79%	67%	82%
New York	66.50%	72.20%	73.20%	77.60%	55.30%	63.20%	46.60%	56.30%
North Carolina	82.00%	95.00%	80.60%	95.00%	68.90%	95.00%	57.20%	95.00%
North Dakota	59.70%	90%	70%	90%	67.40%	90%	60%	90%
Ohio	76.40%	88.20%	71.40%	85.70%	69.20%	84.60%	54.40%	77.20%
Oklahoma	81.40%	90.00%	75.90%	90.00%	74.40%	90.00%	57.90%	90.00%
Oregon	63%	90%	66%	90%	53.00%	90%	51%	90%
Pennsylvania	76.20%	88.10%	75.90%	88.00%	71.50%	85.80%	62.60%	81.30%
Rhode Island	72.00%	95.00%	79.00%	95.00%	67.00%	95.00%	79.00%	95.00%
South Carolina		90.00%		90.00%		90.00%		90.00%
South Dakota	50.00%	100.00%	66.94%	100.00%	60.42%	100.00%	59.50%	100.00%
Tennessee	86.50%	94.10%	85.50%	93.70%	71.80%	87.70%	75.60%	89.30%
Texas	86.30%	94.00%	85.60%	94.00%	78.20%	94.00%	71.50%	94.00%
Utah	71.40%	80.90%	75.60%	83.70%	70.20%	80.10%	65.70%	77.10%
Vermont	80.40%	90%	78%	90%	71.90%	90%	68.10%	90%
Virginia		n/a		84.00%		84.00%		84.00%
Washington***	60.60%	90.00%	69.40%	90.00%	58.10%	90.00%	57.6	90.00%
West Virginia	88.00%	95.00%	83.57%	95.00%	76.87%	95.00%	92.66%	95.00%
Wisconsin	78.10%	87.10%	77.30%	87.30%	67.50%	81.20%	62.20%	77.60%
Wyoming	53.00%	88.00%	69.00%	88.00%	65.00%	88.00%	70.00%	88.00%

*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.
**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.
DS = Data Suppressed
New York also has an "end goal" of a 95% graduation for all student subgroups but no date by which to reach them
*** Washington's projected 2017 Graduation Rates are provided in their state plan, which are used here for the baseline subgroup grad rates

Appendix Q: Residents Ages 25-64 With At Least an Associate Degree by Subgroup and With Corresponding Attainment Gaps (%)

State	Postsecondary Attainment Rate, White	Postsecondary Attainment Rate, Black	White-Black Attainment Rate Gap	Postsecondary Attainment Rate, Hispanic (% Points)	White-Hispanic Attainment Rate Gap (% Points)
Alabama	37.6%	26.0%	11.6%	20.0%	17.6%
Alaska	43.7%	31.1%	12.6%	28.3%	15.4%
Arizona	45.9%	34.9%	11.0%	19.0%	26.9%
Arkansas	32.7%	22.3%	10.4%	12.9%	19.8%
California	53.3%	34.3%	19.0%	18.3%	35.0%
Colorado	56.3%	37.1%	19.2%	22.2%	34.1%
Connecticut	55.0%	31.5%	23.5%	23.1%	31.9%
Delaware	44.4%	30.4%	14.0%	21.2%	23.2%
Florida	44.2%	28.8%	15.4%	34.2%	10.0%
Georgia	43.8%	32.2%	11.6%	20.8%	23.0%
Hawaii	55.9%	39.2%	16.7%	29.5%	26.4%
Idaho	39.6%	35.7%	3.9%	12.7%	26.9%
Illinois	50.3%	30.7%	19.6%	20.4%	29.9%
Indiana	38.1%	26.9%	11.2%	18.6%	19.5%
Iowa	45.1%	28.8%	16.3%	20.6%	24.5%
Kansas	46.4%	29.2%	17.2%	18.6%	27.8%
Kentucky	34.3%	25.3%	9.0%	24.2%	10.1%
Louisiana	35.6%	20.7%	14.9%	22.8%	12.8%
Maine	42.0%	34.8%	7.2%	47.9%	-5.9%
Maryland	53.6%	36.9%	16.7%	26.5%	27.1%
Massachusetts	57.4%	34.4%	23.0%	24.6%	32.8%
Michigan	41.6%	25.9%	15.7%	24.3%	17.3%
Minnesota	52.4%	29.1%	23.3%	23.0%	29.4%
Mississippi	36.8%	24.3%	12.5%	20.4%	16.4%
Missouri	40.3%	26.1%	14.2%	26.4%	13.9%
Montana	41.7%	28.1%	13.6%	35.3%	6.4%
Nebraska	48.4%	34.2%	14.2%	15.2%	33.2%
Nevada	38.0%	24.8%	13.2%	14.4%	23.6%
New Hampshire	48.0%	41.5%	6.5%	36.5%	11.5%
New Jersey	53.9%	32.1%	21.8%	24.4%	29.5%
New Mexico	50.3%	40.3%	10.0%	23.2%	27.1%
New York	55.4%	34.1%	21.3%	26.6%	28.8%
North Carolina	46.9%	30.5%	16.4%	18.8%	28.1%
North Dakota	48.8%	26.6%	22.2%	NA	NA
Ohio	40.2%	26.5%	13.7%	26.9%	13.3%
Oklahoma	37.7%	26.6%	11.1%	15.9%	21.8%
Oregon	44.5%	32.9%	11.6%	19.6%	24.9%
Pennsylvania	44.3%	26.8%	17.5%	22.0%	22.3%
Rhode Island	47.8%	30.3%	17.5%	20.0%	27.8%
South Carolina	43.6%	25.2%	18.4%	20.1%	23.5%
South Dakota	46.2%	23.2%	23.0%	25.7%	20.5%
Tennessee	37.2%	27.8%	9.4%	18.5%	18.7%
Texas	47.4%	32.2%	15.2%	19.7%	27.7%
Utah	46.6%	31.7%	14.9%	18.2%	28.4%
Vermont	46.0%	60.1%	-14.1%	45.8%	0.2%
Virginia	51.4%	32.9%	18.5%	29.8%	21.6%
Washington	47.9%	35.9%	12.0%	22.0%	25.9%
West Virginia	29.0%	24.0%	5.0%	36.3%	-7.3%
Wisconsin	45.9%	23.5%	22.4%	19.7%	26.2%
Wyomming	40.4%	43.5%	-3.1%	23.2%	17.2%
National Average	**46.4%**	**30.0%**	**16.4%**	**21.9%**	**24.5%**

Source: The Lumina Foundation, A Stronger Nation

Appendix R: States Requiring Public Schools to Provide College Admission Exams

State	College Admission Exam Required	Year Implemented
Alabama	ACT	2014-2015
Alaska	None	N/A
Arizona	None	N/A
Arkansas	ACT	2015-2016
California	None	N/A
Colorado	SAT	2016
Connecticut	SAT	2015-2016
Delaware	SAT	2015-2016
District of Columbia	SAT	2014
Florida	None	N/A
Georgia	None	N/A
Hawaii	ACT	2014
Idaho	SAT/ACT	2017-2018
Illinois	SAT	2016-2017
Indiana	None	N/A
Iowa	None	N/A
Kansas	None	N/A
Kentucky	ACT	1990
Louisiana	ACT	
Maine	SAT	2005
Maryland	None	N/A
Massachusetts	None	N/A
Michigan	SAT	2015-2016
Minnesota	None	N/A
Mississippi	ACT	2014-2015
Missouri	ACT	2014-2015
Montana	ACT	2015-2016
Nebraska	ACT	2016-2017
Nevada	ACT	2014-2015
New Hampshire	SAT	2015-2016
New Jersey	None	N/A
New Mexico	None	N/A
New York	None	N/A
North Carolina	ACT	2015-2016
North Dakota	ACT	2017-2018
Ohio	ACT/SAT	2014-2015
Oklahoma	None	N/A
Oregon	None	N/A
Pennsylvania	None	N/A
Rhode Island	None	N/A
South Carolina	ACT	2014-2015
South Dakota	None	N/A
Tennessee	SAT/ACT	2016-2017
Texas	None	N/A
Utah	ACT	2013-2014
Vermont	None	N/A
Virginia	None	N/A
Washington	None	N/A
West Virginia	None	N/A
Wisconsin	ACT	2016
Wyomming	ACT	2007

GradNation

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