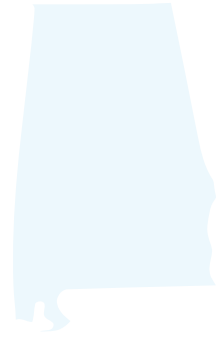
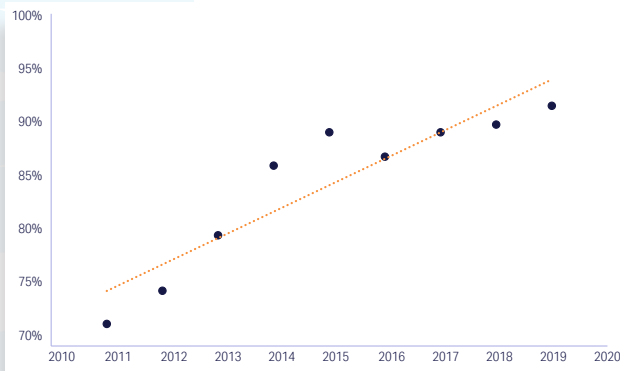


ALABAMA

MEETING THE MOMENT DATA PROFILE



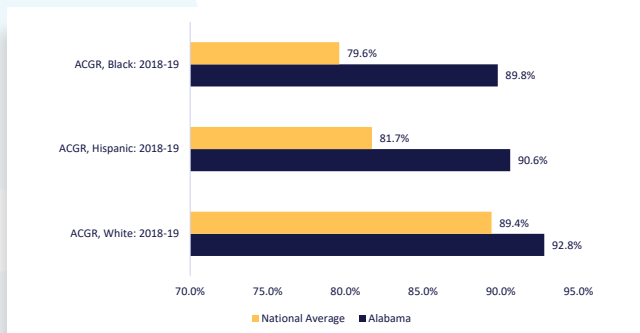
Alabama ACGR, 2011 - 2019



In 2019, Alabama's graduation rate was 91.7 percent, **above the national average** of 85.8 percent. Since 2011, Alabama's Adjusted Cohort Graduation Rate (ACGR) has **increased 19.7 percentage points**, greater than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Alabama vs. U.S. Average for Subgroups, 2019



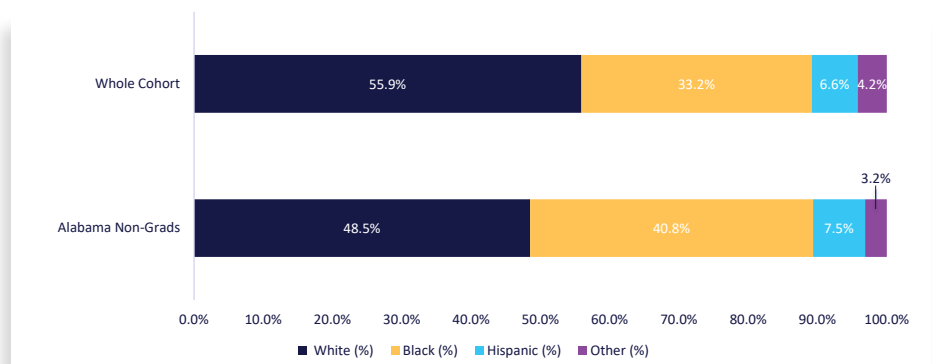
Alabama Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



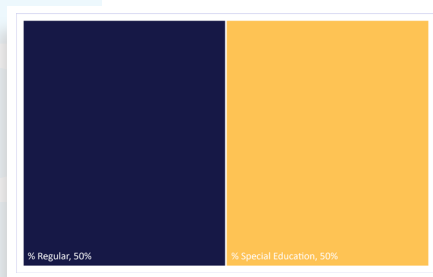
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Alabama's non-graduates.

Black and Hispanic Students are Overrepresented in Alabama's Non-Grads

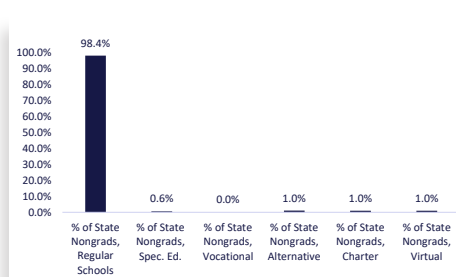


Alabama had **2 low-graduation-rate high schools** in 2019. These schools were a **regular and special education school**. Alabama must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Alabama's Low Grad Rate High Schools (ACGR <= 67%)



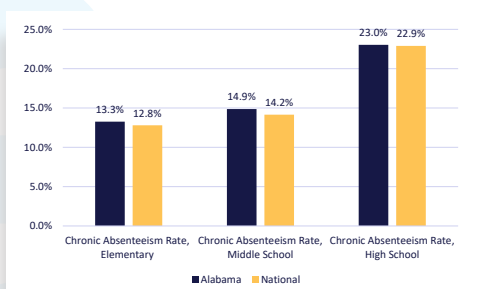
Where do Alabama's Non-Grads Come From?



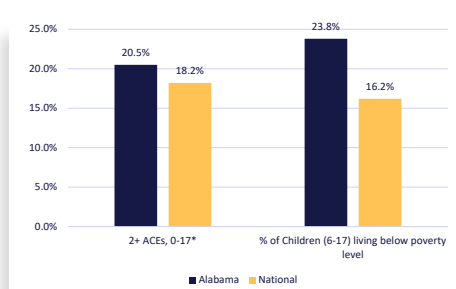
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Alabama, 16.7 percent of students were chronically absent, greater than the national average of 16.2 percent, and 20.5 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level



Child Poverty and ACE Scores, Alabama v. National

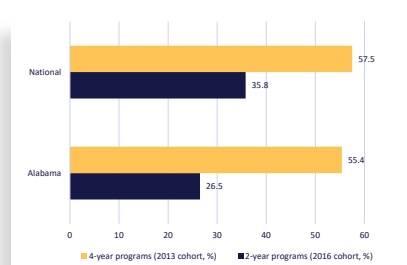


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

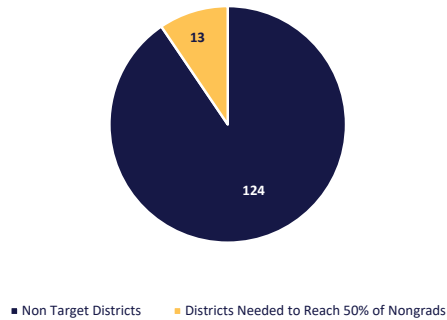


Alabama improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

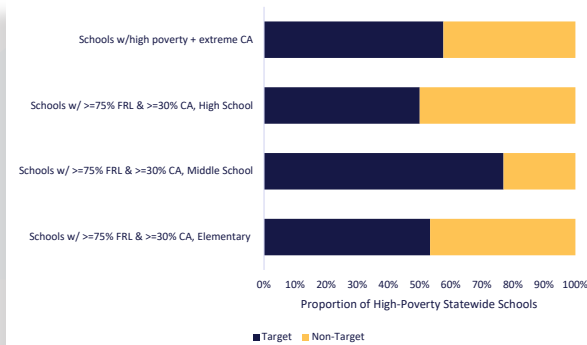
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Alabama



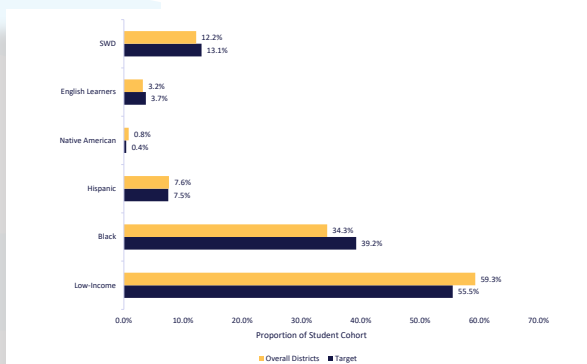
These 13 target districts contain 51 percent of all non-graduates in the state. Within these 13 target districts, the average graduation rate was 89 percent, **2.7 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Alabama Target District Schools Comparison, 2019



Over 57 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 13 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Alabama Target District and Overall Demographic Comparisons, 2019



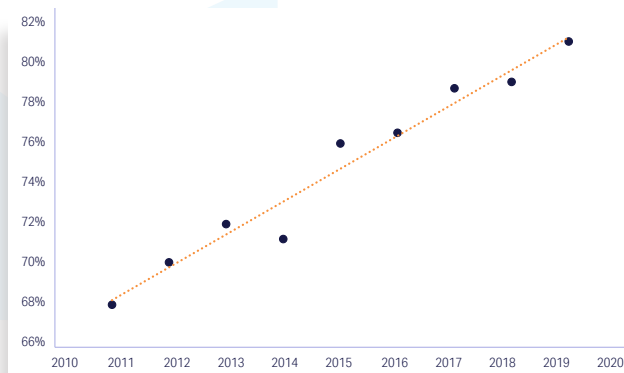
Additionally, Black students and students with disabilities are over-represented in these districts. About 55.5 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

ALASKA

MEETING THE MOMENT DATA PROFILE

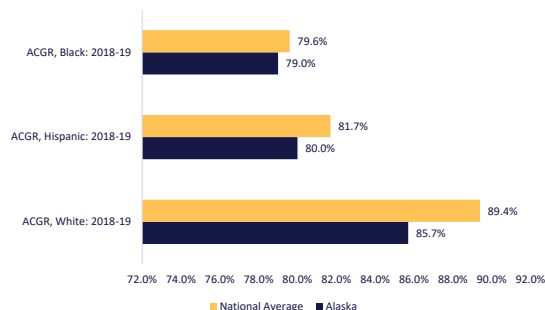
Alaska ACGR, 2011 - 2019



In 2019, Alaska's graduation rate was 80.4 percent, **below the national average** of 85.8 percent. Since 2011, Alaska's Adjusted Cohort Graduation Rate (ACGR) has **increased 12.4 percentage points**, greater than the national rate of gain of 6.8 percentage points.

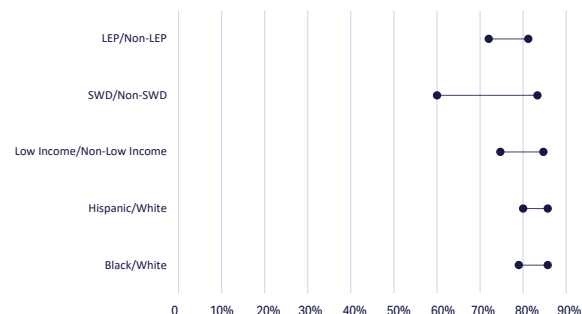
CLOSING GRADUATION GAPS

Alaska vs. U.S. Average for Subgroups, 2019



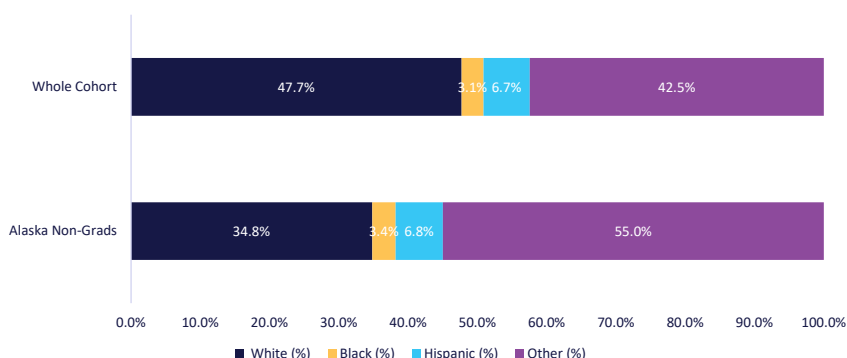
Alaska Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Alaska's non-graduates.

Native American Students are Overrepresented in Alaska's Non-Grads

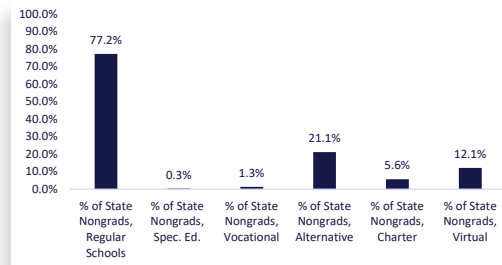


Alaska had **21 low-graduation-rate high schools** in 2019. All of these schools were **regular and alternative schools**. Alaska must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Alaska's Low Grad Rate High Schools (ACGR <= 67%)



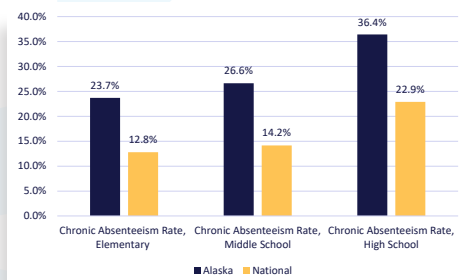
Where do Alaska's Non-Grads Come From?



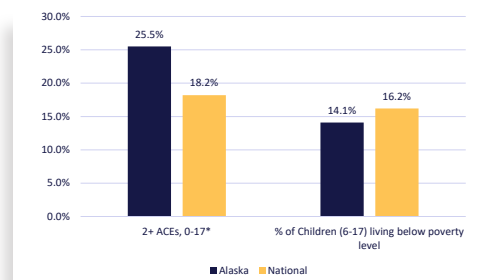
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Alaska, 29.6 percent of students were chronically absent, greater than the national average of 16.2 percent, and 25.5 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

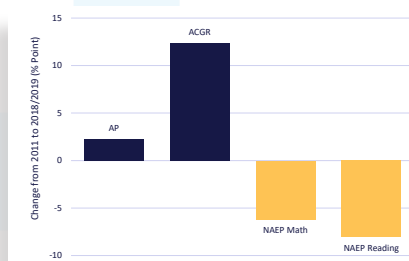


Child Poverty and ACE Scores, Alaska v. National

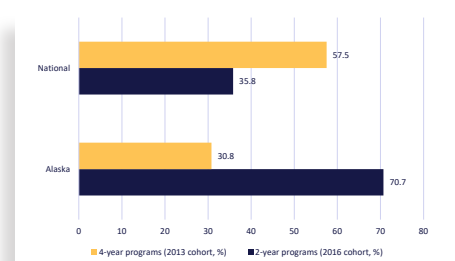


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

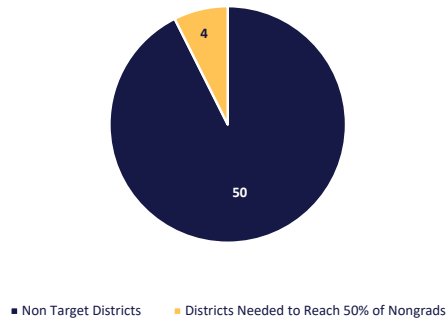


Alaska improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

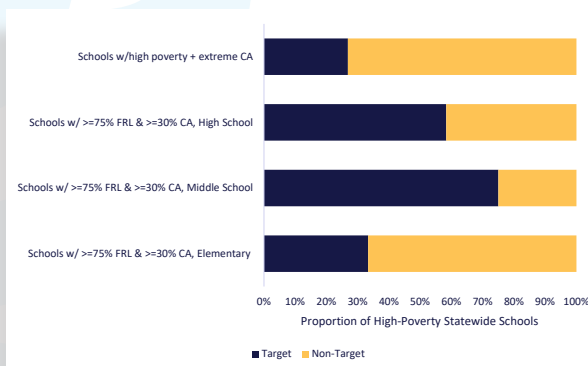
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Alaska



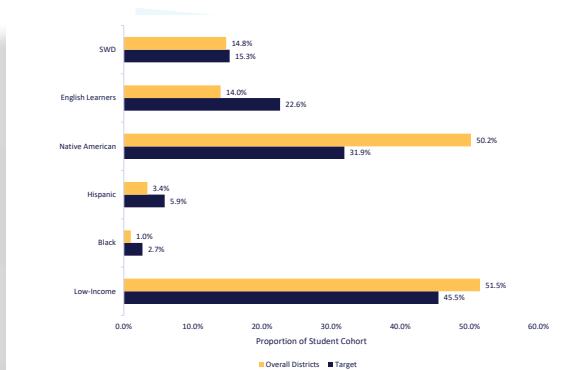
These 4 target districts contain 63 percent of all non-graduates in the state. Within these 4 target districts, the average graduation rate was 82.2 percent, **1.8 percentage points higher than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Alaska Target District Schools Comparison, 2019



Over 26 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 4 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Alaska Target District and Overall Demographic Comparisons, 2019



Additionally, English Learners and Hispanic students are over-represented in these districts. About 45.5 percent of students in these districts are economically disadvantaged.

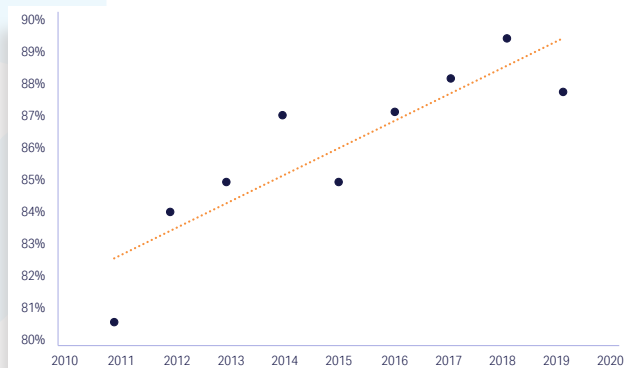
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

ARKANSAS

MEETING THE MOMENT DATA PROFILE



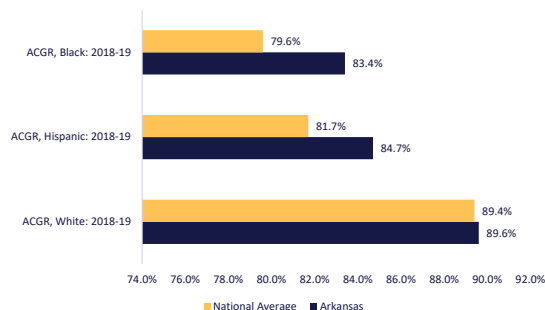
Arkansas ACGR, 2011 - 2019



In 2019, Arkansas's graduation rate was 87.6 percent, **above the national average** of 85.8 percent. Since 2011, Arkansas's Adjusted Cohort Graduation Rate (ACGR) has **increased 6.9 percentage points**, greater than the national rate of gain of 6.8 percentage points.

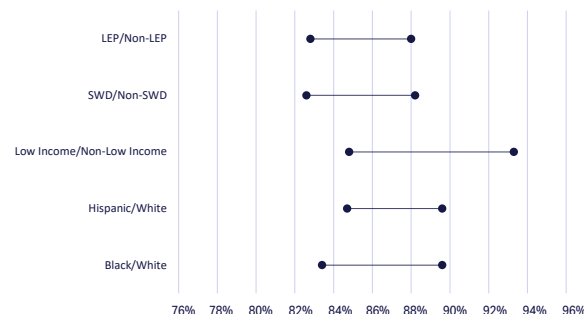
CLOSING GRADUATION GAPS

Arkansas vs. U.S. Average for Subgroups, 2019



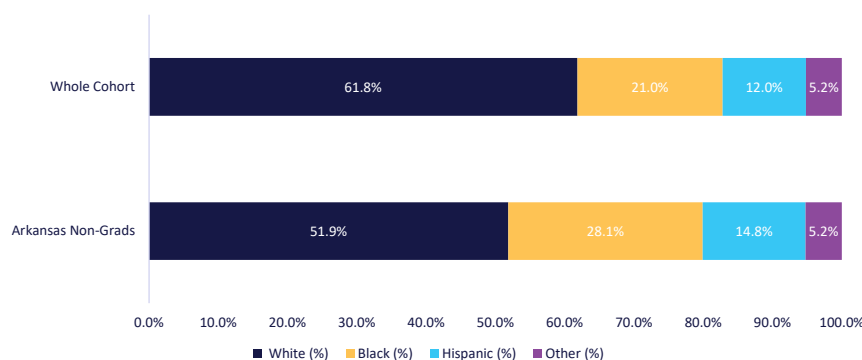
Arkansas Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Arkansas's non-graduates.

Black and Hispanic Students are Overrepresented in Arkansas's Non-Grads

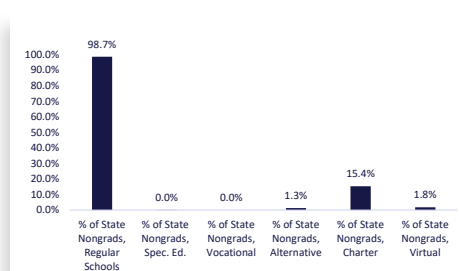


Arkansas had **13 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Arkansas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Arkansas's Low Grad Rate High Schools (ACGR <= 67%)



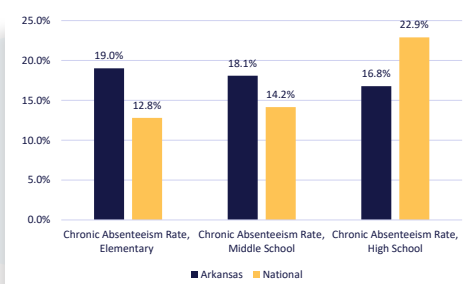
Where do Arkansas's Non-Grads Come From?



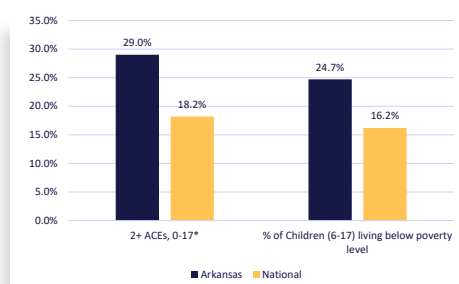
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Arkansas, 18.1 percent of students were chronically absent, greater than the national average of 16.2 percent, and 29.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level



Child Poverty and ACE Scores, Arkansas v. National

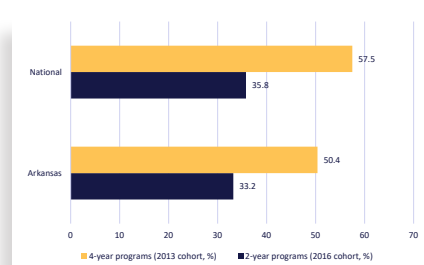


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

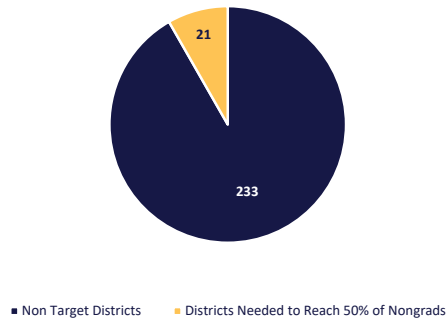


Arkansas improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

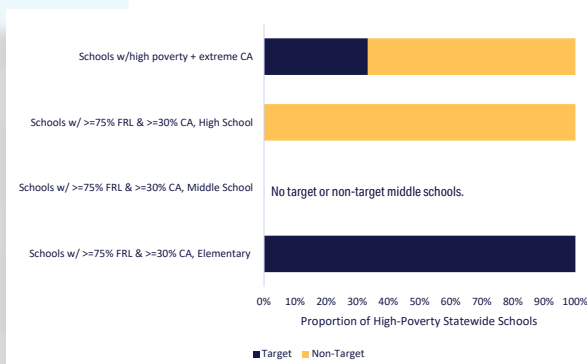
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Arkansas



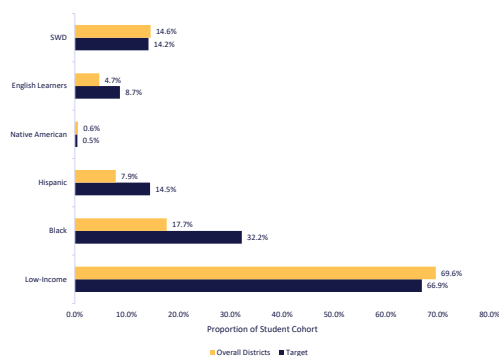
These 21 target districts contain 51 percent of all non-graduates in the state. Within these 21 target districts, the average graduation rate was 84.2 percent, **3.4 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Arkansas Target District Schools Comparison, 2019



Over 30 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 21 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Arkansas Target District and Overall Demographic Comparisons, 2019



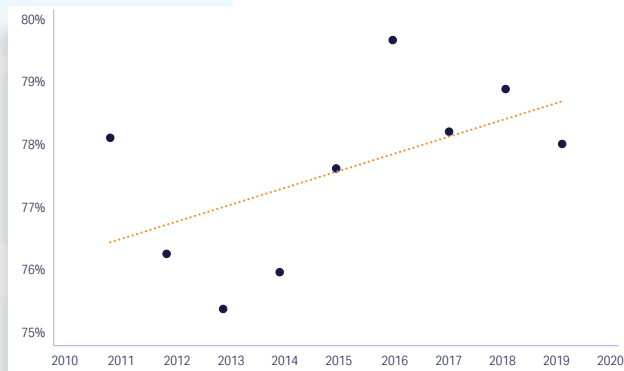
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 66.9 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

ARIZONA

MEETING THE MOMENT DATA PROFILE

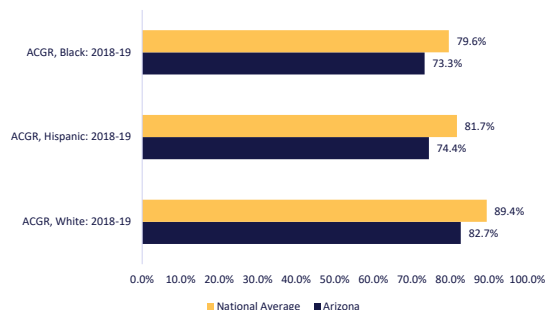
Arizona ACGR, 2011 - 2019



In 2019, Arizona's graduation rate was 77.8 percent, **below the national average** of 85.8 percent. Since 2011, Arizona's Adjusted Cohort Graduation Rate (ACGR) has **decreased 0.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

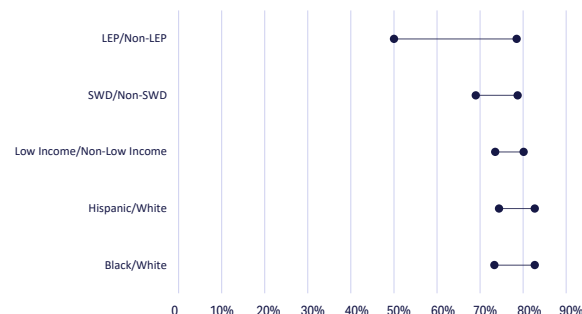
CLOSING GRADUATION GAPS

Arizona vs. U.S. Average for Subgroups, 2019



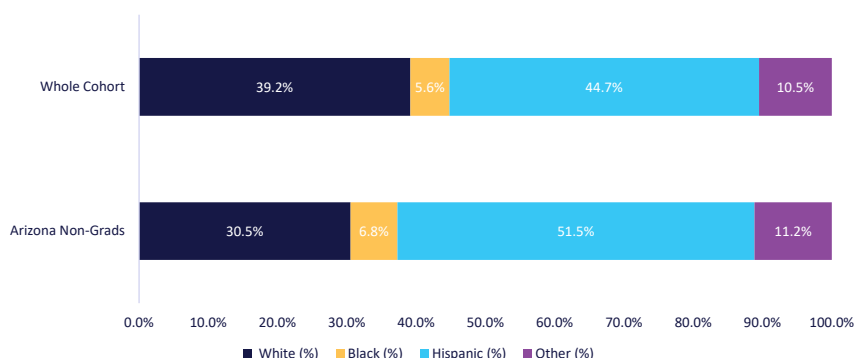
Arizona Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Arizona's non-graduates.

Hispanic Students are Overrepresented in Arizona's Non-Grads

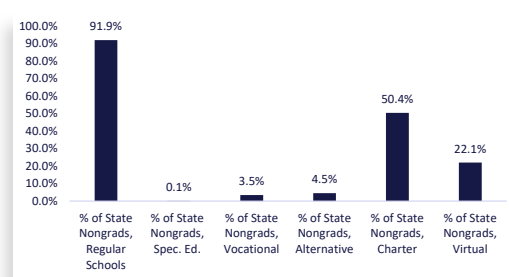


Arizona had **89 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Arizona must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Arizona's Low Grad Rate High Schools
(ACGR ≤ 67%)**



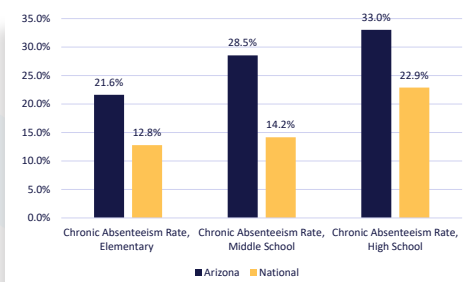
**Where do Arizona's
Non-Grads Come From?**



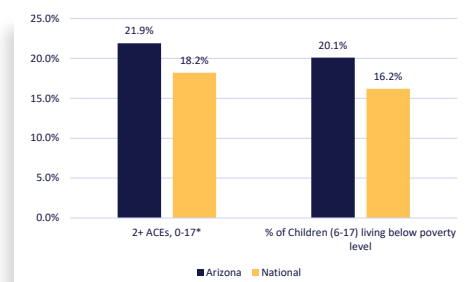
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Arizona, 25.9 percent of students were chronically absent, greater than the national average of 16.2 percent, and 21.9 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

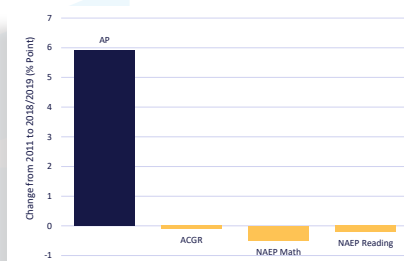


**Child Poverty and ACE Scores,
Arizona v. National**

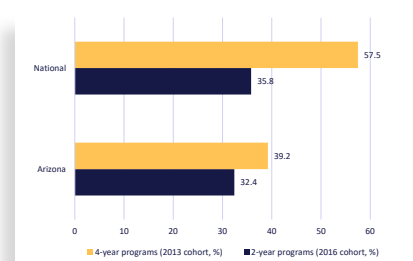


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

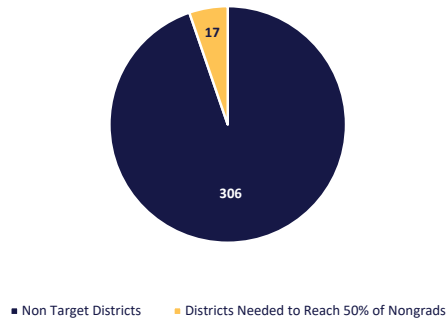


Arizona improved on **1 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

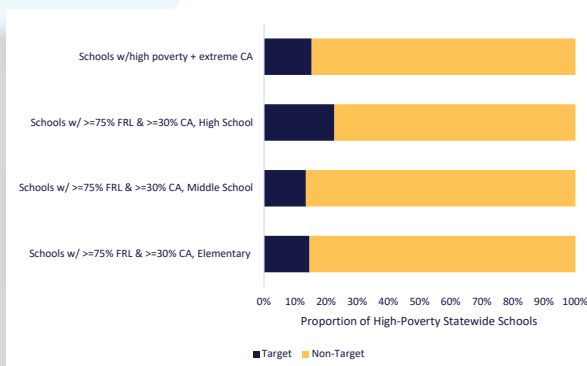
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Arizona



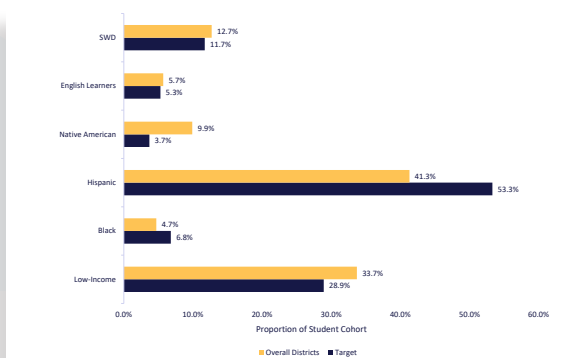
These 17 target districts contain 50 percent of all non-graduates in the state. Within these 17 target districts, the average graduation rate was 71 percent, **6.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Arizona Target District Schools Comparison, 2019



Over 15 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 17 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Arizona Target District and Overall Demographic Comparisons, 2019



Additionally, Hispanic students are over-represented in these districts. About 28.9 percent of students in these districts are economically disadvantaged.

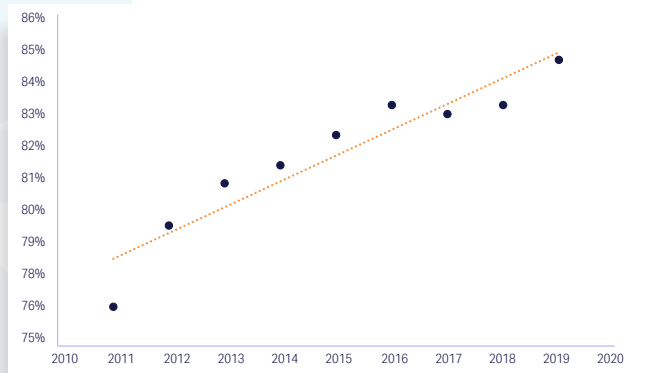
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

CALIFORNIA

MEETING THE MOMENT DATA PROFILE



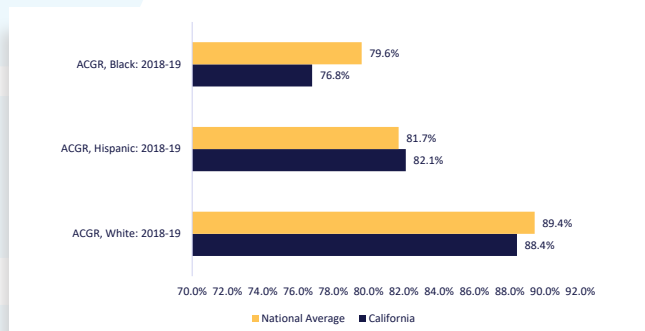
California ACGR, 2011 - 2019



In 2019, California's graduation rate was 84.5 percent, **below the national average** of 85.8 percent. Since 2011, California's Adjusted Cohort Graduation Rate (ACGR) has **increased 8.2 percentage points**, greater than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

California vs. U.S. Average for Subgroups, 2019



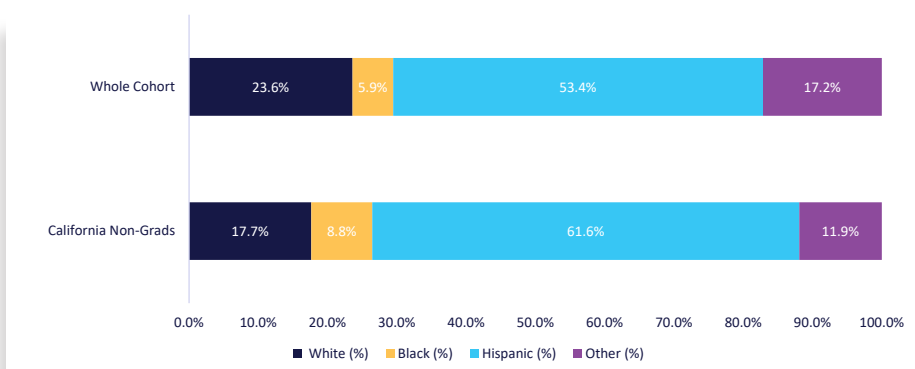
California Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



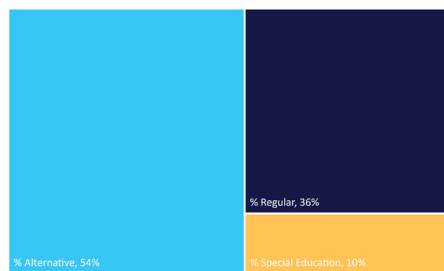
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up California's non-graduates.

Black and Hispanic Students are Overrepresented in California's Non-Grads

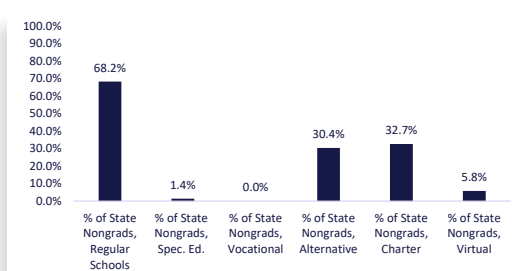


California had **381 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative and regular schools**. California must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

California's Low Grad Rate High Schools (ACGR <= 67%)



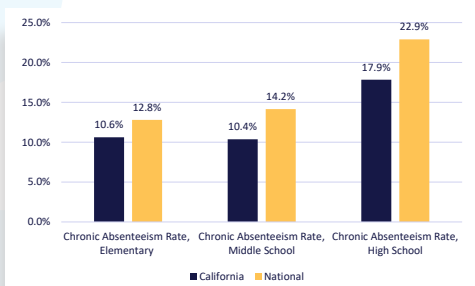
Where do California's Non-Grads Come From?



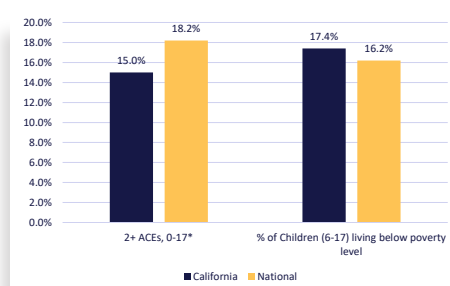
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In California, 13.3 percent of students were chronically absent, less than the national average of 16.2 percent, and 15.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

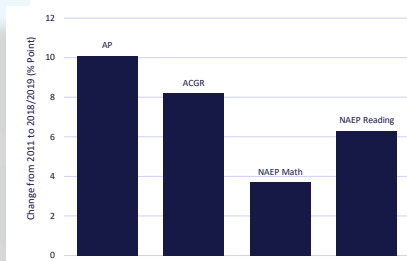


Child Poverty and ACE Scores, California v. National

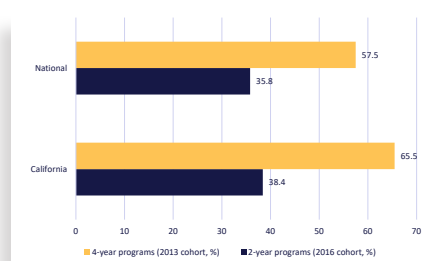


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

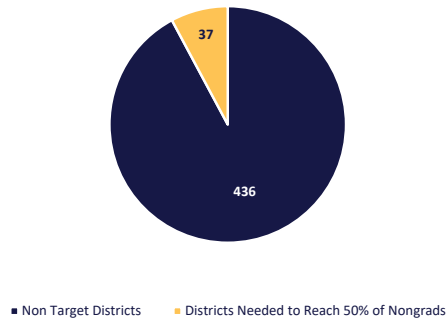


California improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

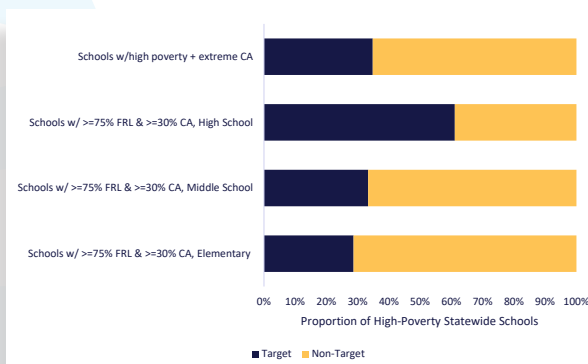
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in California



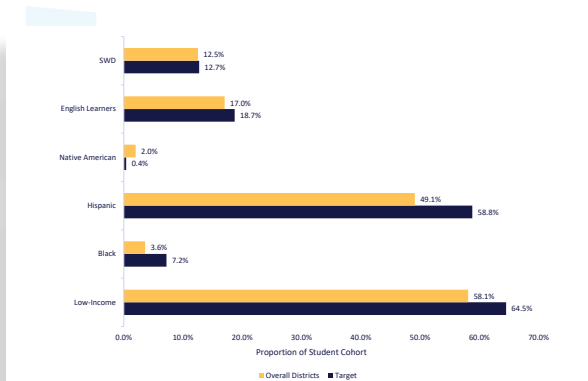
These 37 target districts contain 50 percent of all non-graduates in the state. Within these 37 target districts, the average graduation rate was 83.8 percent, **0.7 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

California Target District Schools Comparison, 2019



Over 34 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 37 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

California Target District and Overall Demographic Comparisons, 2019



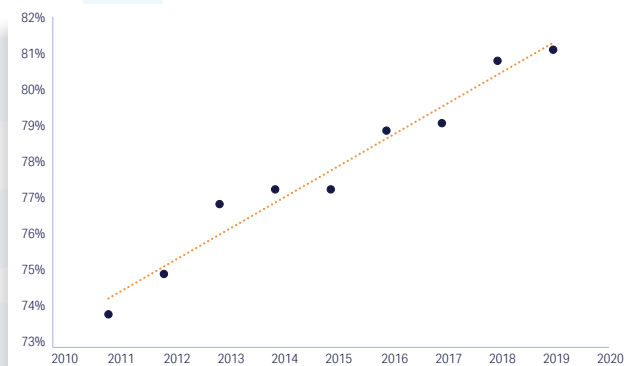
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 64.5 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

COLORADO

MEETING THE MOMENT DATA PROFILE

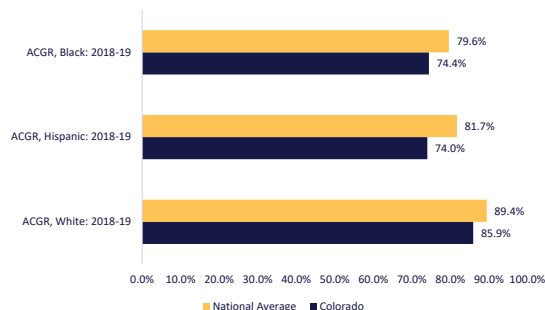
Colorado ACGR, 2011 - 2019



In 2019, Colorado's graduation rate was 81.1 percent, **below the national average** of 85.8 percent. Since 2011, Colorado's Adjusted Cohort Graduation Rate (ACGR) has **increased 7.2 percentage points**, greater than the national rate of gain of 6.8 percentage points.

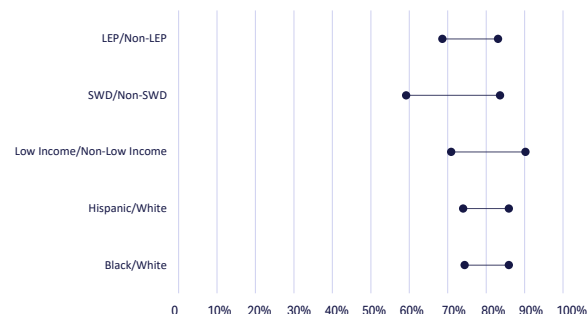
CLOSING GRADUATION GAPS

Colorado vs. U.S. Average for Subgroups, 2019



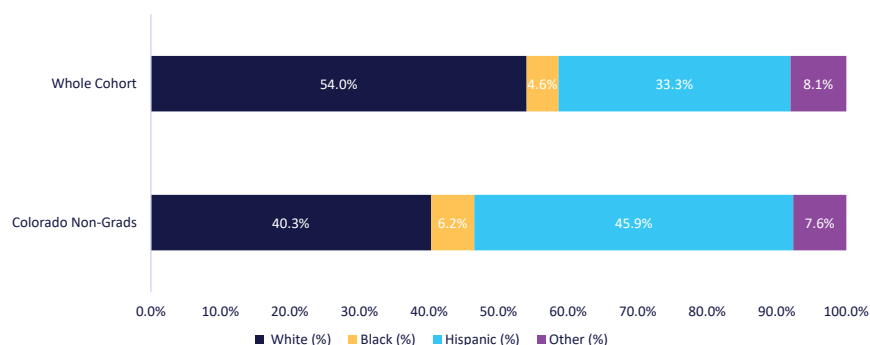
Colorado Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Colorado's non-graduates.

Black and Hispanic Students are Overrepresented in Colorado's Non-Grads

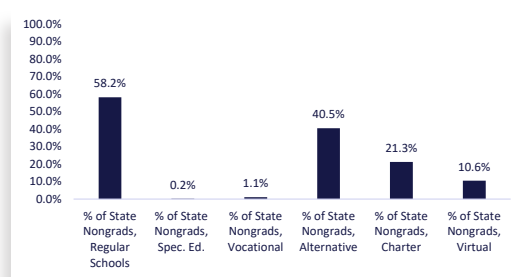


Colorado had **79 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Colorado must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Colorado's Low Grad Rate High Schools (ACGR <= 67%)



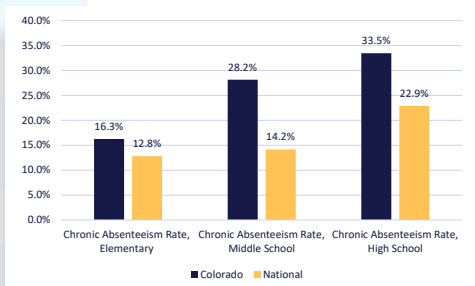
Where do Colorado's Non-Grads Come From?



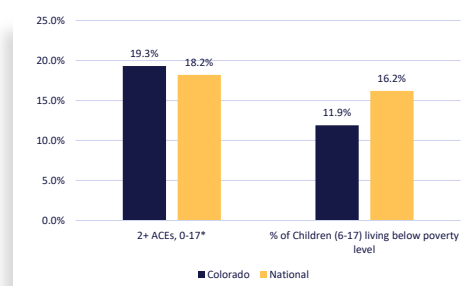
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Colorado, 23.4 percent of students were chronically absent, greater than the national average of 16.2 percent, and 19.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

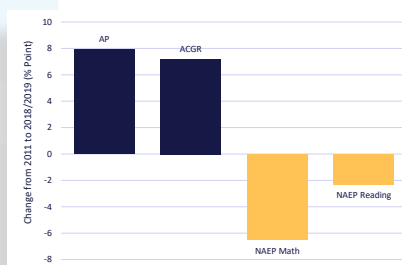


Child Poverty and ACE Scores, Colorado v. National

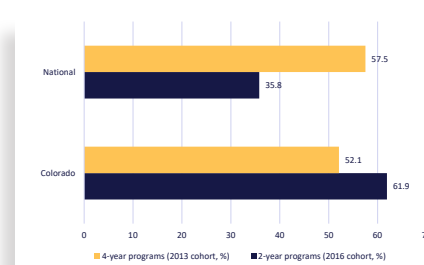


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

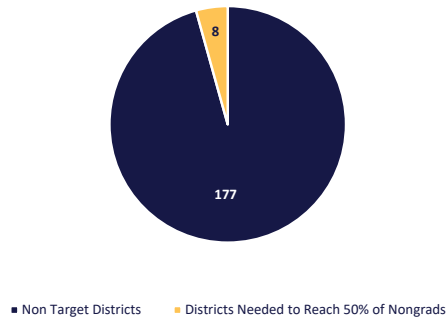


Colorado improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

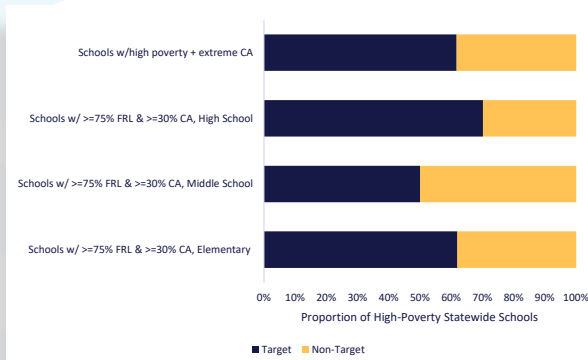
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Colorado



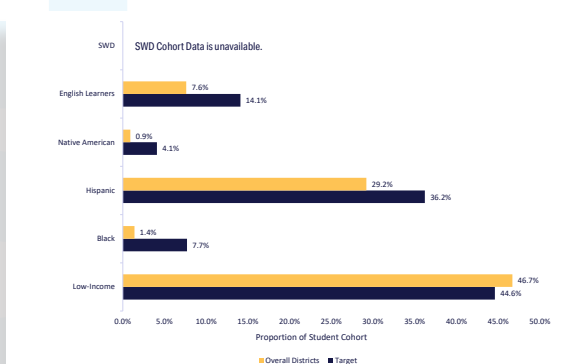
These 8 target districts contain 52 percent of all non-graduates in the state. Within these 8 target districts, the average graduation rate was 76.3 percent, **4.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Colorado Target District Schools Comparison, 2019



Over 60 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 8 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Colorado Target District and Overall Demographic Comparisons, 2019



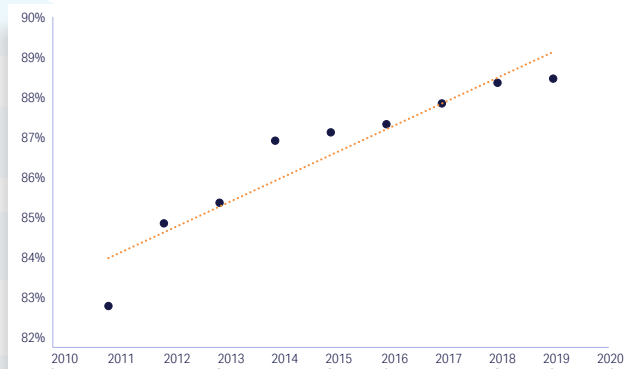
Additionally, Black, Hispanic, Native American, and English Learner students are over-represented in these districts. About 44.6 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

CONNECTICUT

MEETING THE MOMENT DATA PROFILE

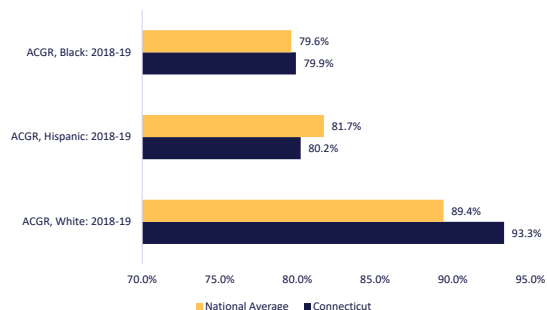
Connecticut ACGR, 2011 - 2019



In 2019, Connecticut's graduation rate was 88.5 percent, **above the national average** of 85.8 percent. Since 2011, Connecticut's Adjusted Cohort Graduation Rate (ACGR) has **increased 5.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Connecticut vs. U.S. Average for Subgroups, 2019



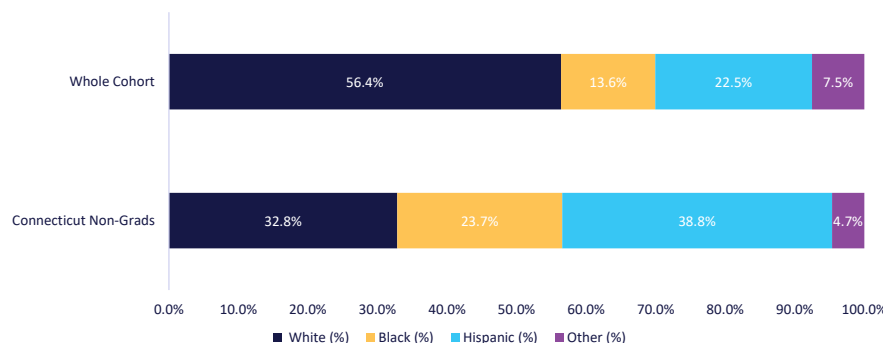
Connecticut Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Connecticut's non-graduates.

Black and Hispanic Students are Overrepresented in Connecticut's Non-Grads

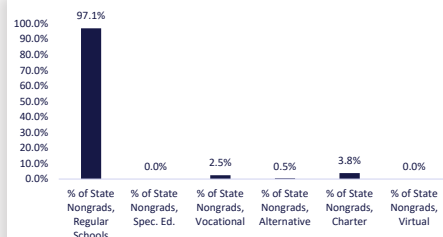


Connecticut had **5 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Connecticut must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Connecticut's Low Grad Rate High Schools (ACGR <= 67%)



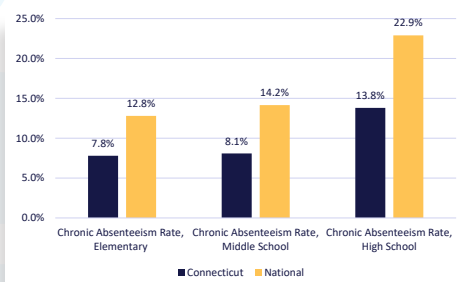
Where do Connecticut's Non-Grads Come From?



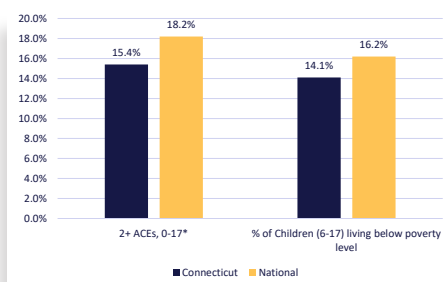
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Connecticut, 9.8 percent of students were chronically absent, less than the national average of 16.2 percent, and 15.4 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

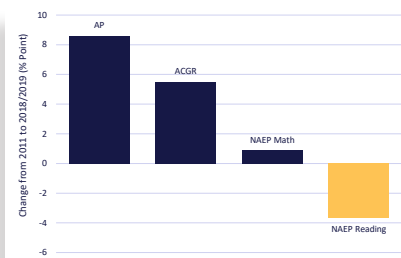


Child Poverty and ACE Scores, Connecticut v. National

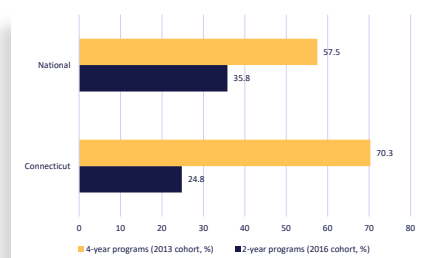


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

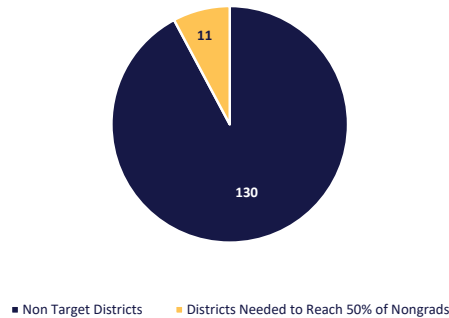


Connecticut improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements, with reservation. The state does not have course sequencing alignment between high school graduation and postsecondary admission requirements in Math.

¹ Data from the Integrated Postsecondary Education Data System

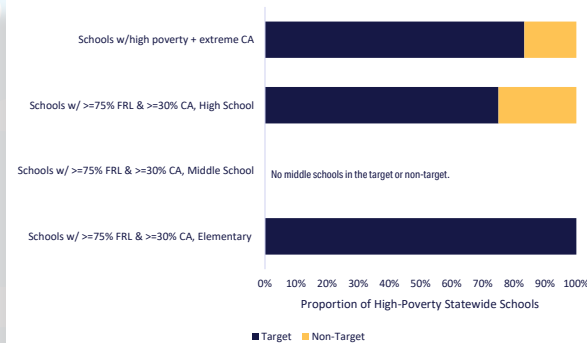
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Connecticut



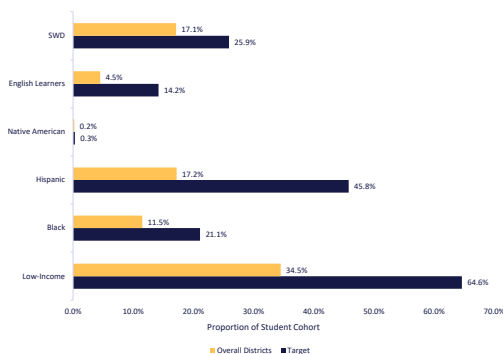
These 11 target districts contain 52 percent of all non-graduates in the state. Within these 11 target districts, the average graduation rate was 76.4 percent, **12.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Connecticut Target District Schools Comparison, 2019



Over 80 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 11 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Connecticut Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, students with disabilities, and English Learner students are over-represented in these districts. About 64.6 percent of students in these districts are economically disadvantaged.

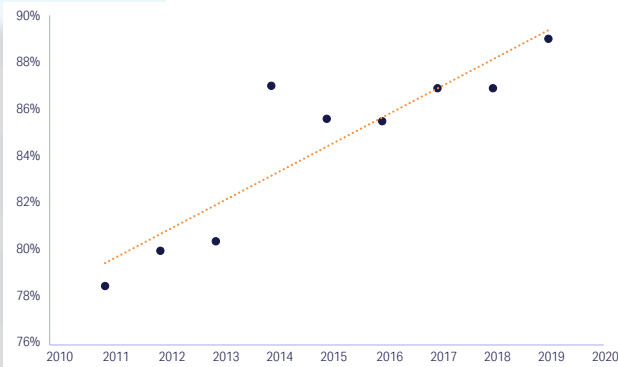
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

DELAWARE

MEETING THE MOMENT DATA PROFILE



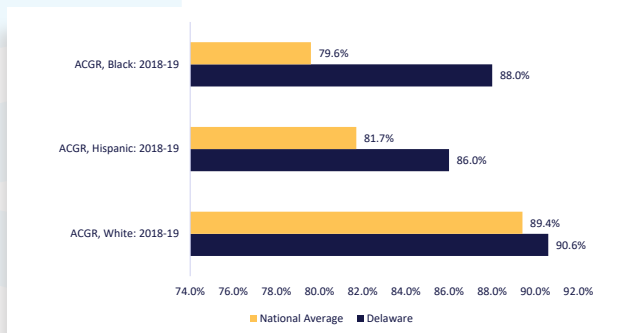
Delaware ACGR, 2011 - 2019



In 2019, Delaware's graduation rate was 89.0 percent, **above the national average** of 85.8 percent. Since 2011, Delaware's Adjusted Cohort Graduation Rate (ACGR) has **increased 10.5 percentage points**, greater than the national rate of gain of 6.8 percentage points.

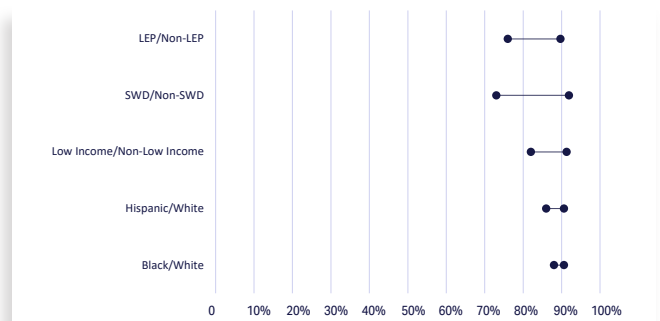
CLOSING GRADUATION GAPS

Delaware vs. U.S. Average for Subgroups, 2019



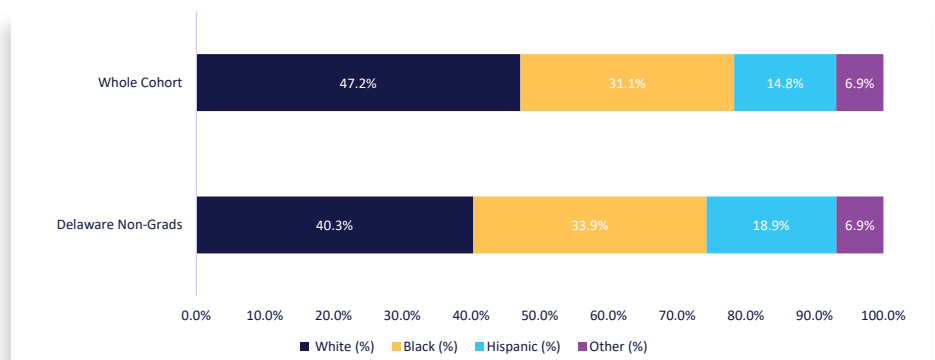
Delaware Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Delaware's non-graduates.

Black and Hispanic Students are Overrepresented in Delaware's Non-Grads

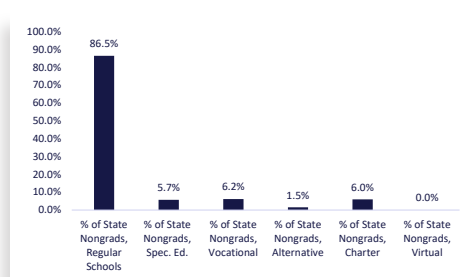


Delaware had **5 low-graduation-rate high schools** in 2019. All of these schools were **special education and alternative schools**. Delaware must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Delaware's Low Grad Rate High Schools (ACGR <= 67%)



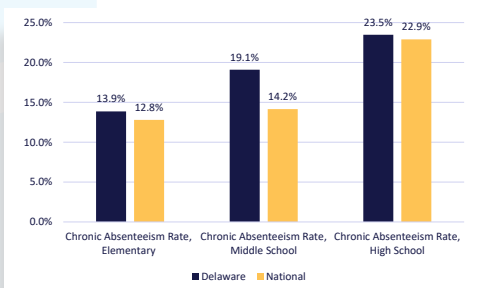
Where do Delaware's Non-Grads Come From?



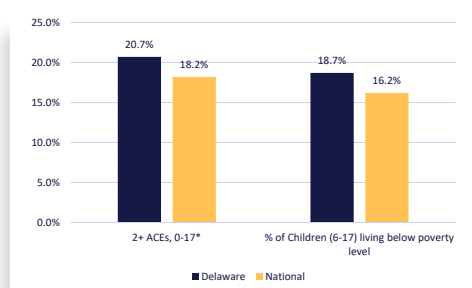
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Delaware, 17.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 20.7 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

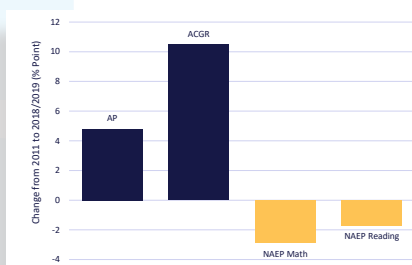


Child Poverty and ACE Scores, Delaware v. National

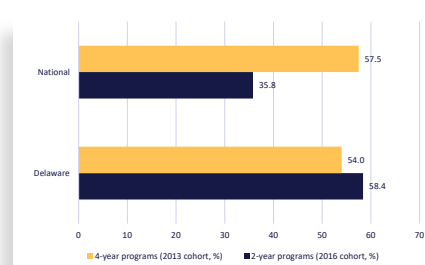


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

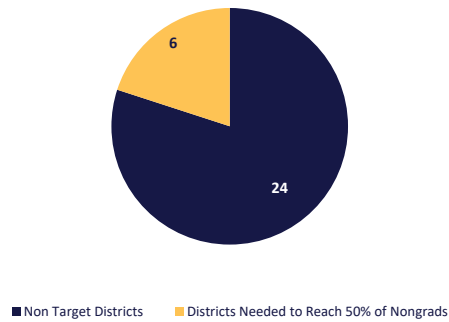


Delaware improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

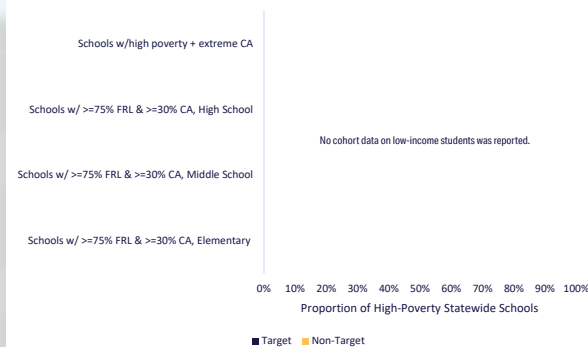
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Delaware



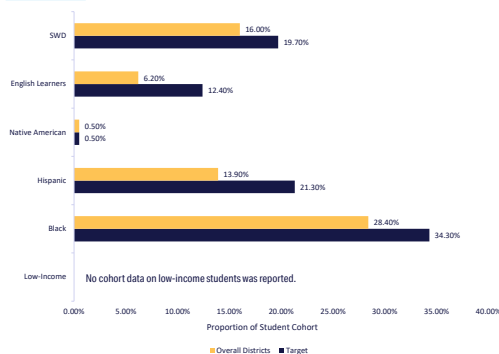
These 6 target districts contain 54 percent of all non-graduates in the state. Within these 6 target districts, the average graduation rate was 84.7 percent, **4.3 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Delaware Target District Schools Comparison, 2019



Since no cohort data was reported for low-income students, it was not possible to identify schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) located in these 6 target districts. This data would have been an indicator that schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Delaware Target District and Overall Demographic Comparisons, 2019



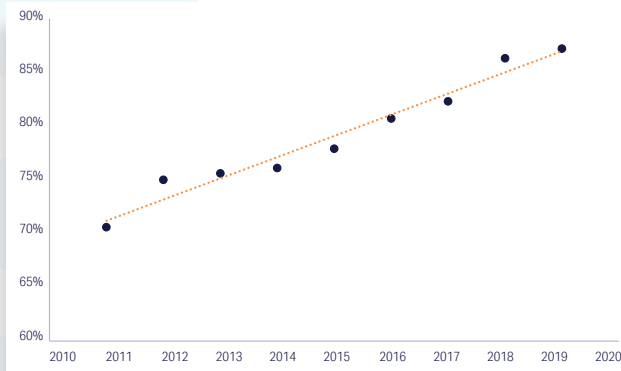
Additionally, students with disabilities, English Learner, Black, and Hispanic students are over-represented in these districts. The percent of economically disadvantaged students in these districts is unavailable.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

FLORIDA

MEETING THE MOMENT DATA PROFILE

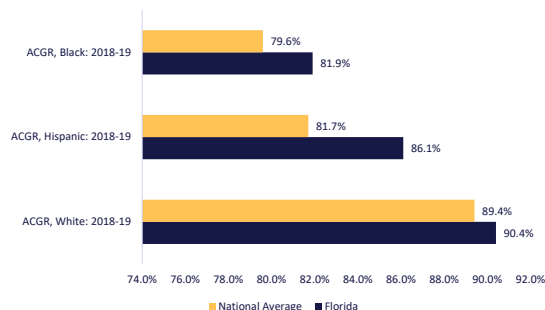
Florida ACGR, 2011 - 2019



In 2019, Florida's graduation rate was 87.2 percent, **above the national average** of 85.8 percent. Since 2011, Florida's Adjusted Cohort Graduation Rate (ACGR) has **increased 16.6 percentage points**, greater than the national rate of gain of 6.8 percentage points.

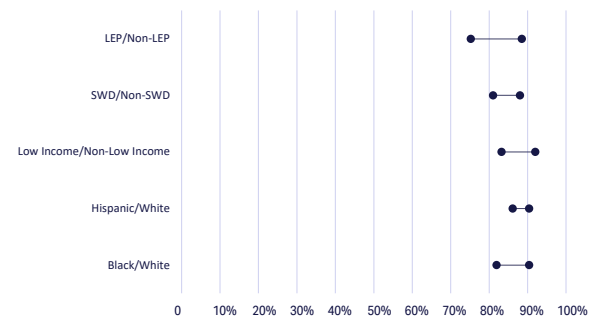
CLOSING GRADUATION GAPS

Florida vs. U.S. Average for Subgroups, 2019



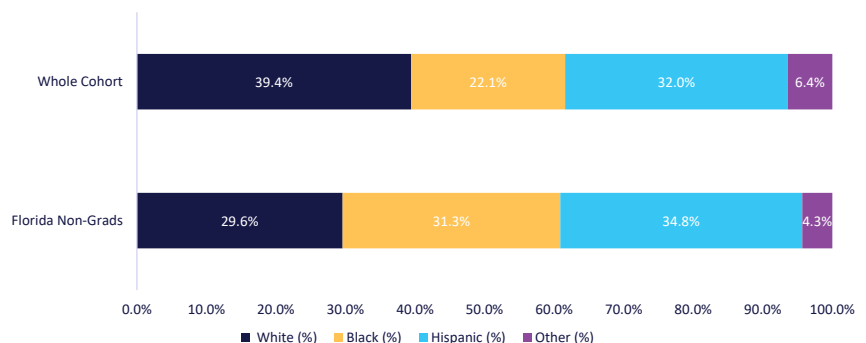
Florida Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



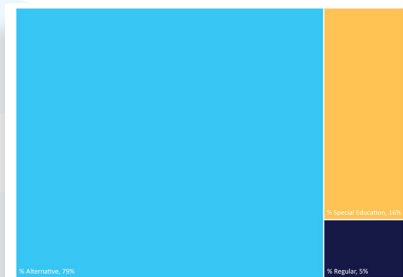
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Florida's non-graduates.

Black and Hispanic Students are Overrepresented in Florida's Non-Grads

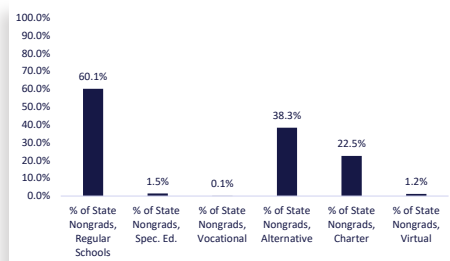


Florida had **111 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Florida must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Florida's Low Grad Rate High Schools (ACGR <= 67%)



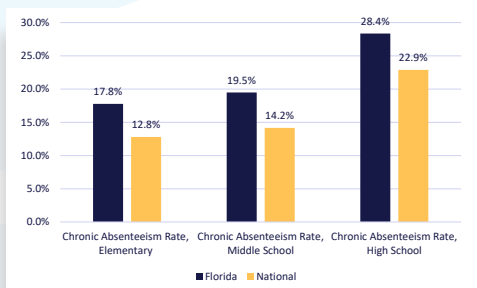
Where do Florida's Non-Grads Come From?



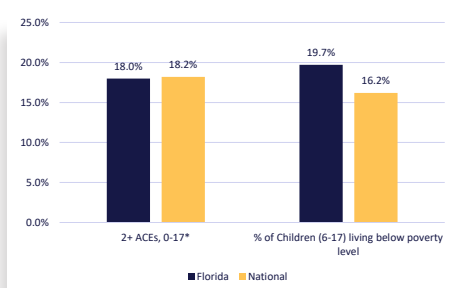
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Florida, 21.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 18 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

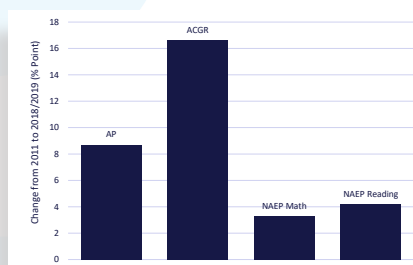


Child Poverty and ACE Scores, Florida v. National

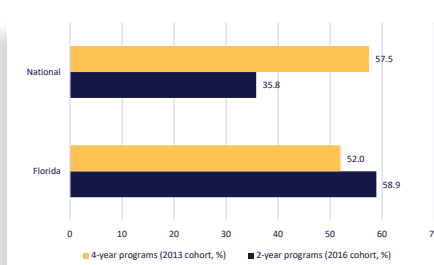


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

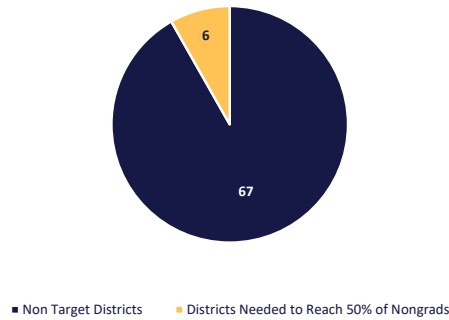


Florida improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

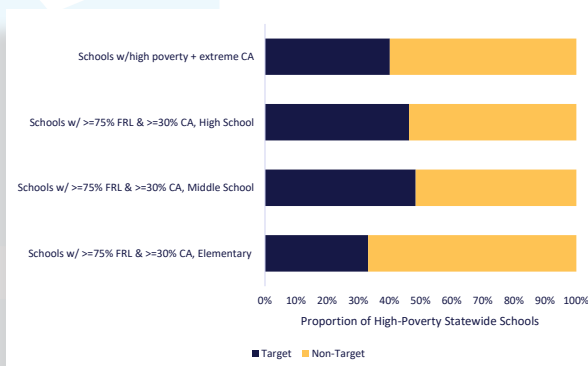
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Florida



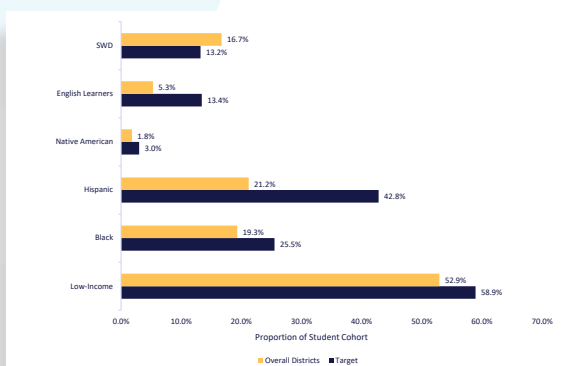
These 6 target districts contain 51 percent of all non-graduates in the state. Within these 6 target districts, the average graduation rate was 86.4 percent, **0.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Florida Target District Schools Comparison, 2019



Over 40 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 6 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Florida Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 58.9 percent of students in these districts are economically disadvantaged.

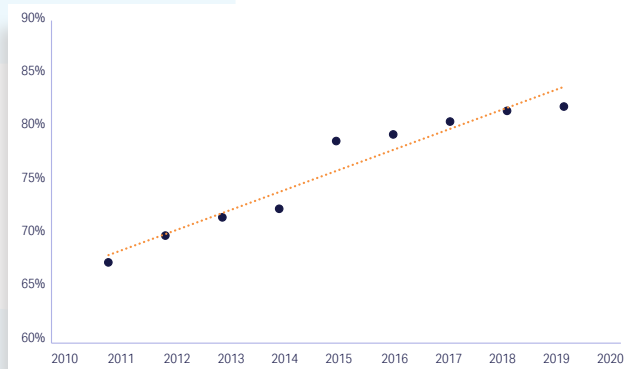
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

GEORGIA

MEETING THE MOMENT DATA PROFILE



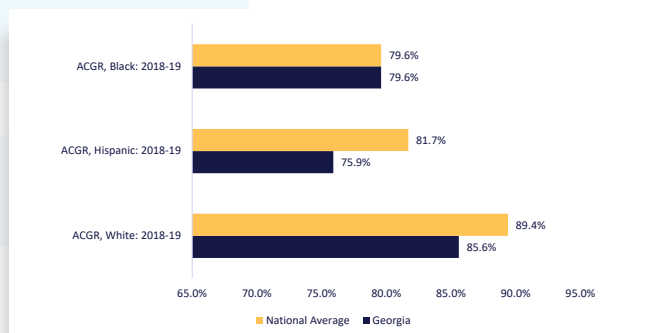
Georgia ACGR, 2011 - 2019



In 2019, Georgia's graduation rate was 82.0 percent, **below the national average** of 85.8 percent. Since 2011, Georgia's Adjusted Cohort Graduation Rate (ACGR) has **increased 14.5 percentage points**, greater than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Georgia vs. U.S. Average for Subgroups, 2019



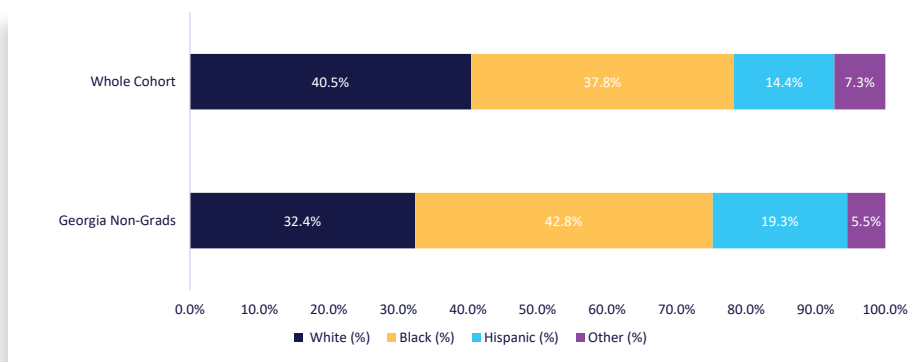
Georgia Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Georgia's non-graduates.

Black and Hispanic Students are Overrepresented in Georgia's Non-Grads

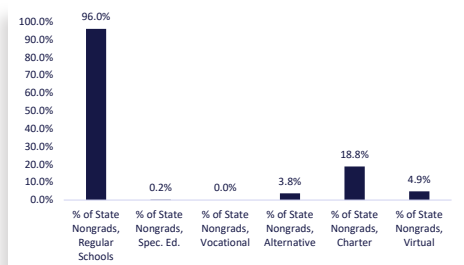


Georgia had **36 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular and alternative schools**. Georgia must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Georgia's Low Grad Rate High Schools (ACGR <= 67%)



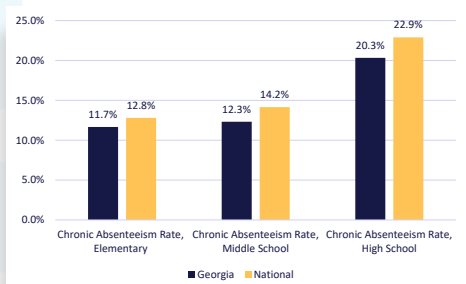
Where do Georgia's Non-Grads Come From?



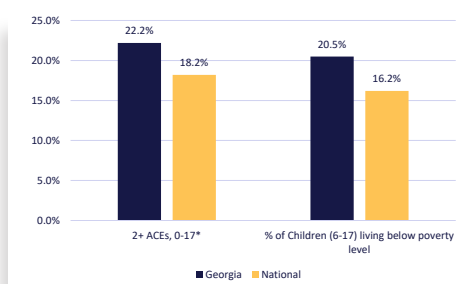
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Georgia, 14.3 percent of students were chronically absent, less than the national average of 16.2 percent, and 22.2 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

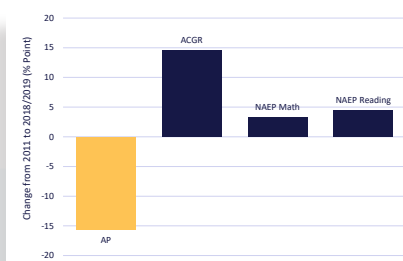


Child Poverty and ACE Scores, Georgia v. National

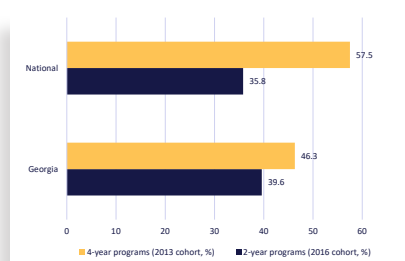


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

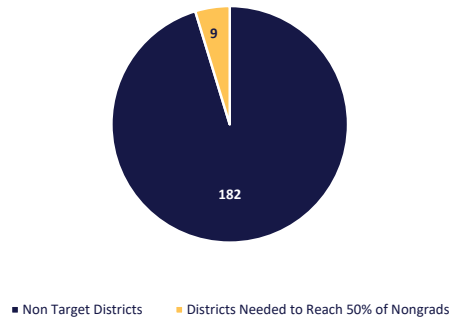


Georgia improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

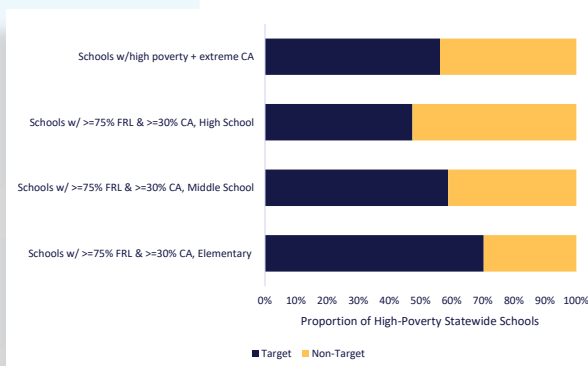
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Georgia



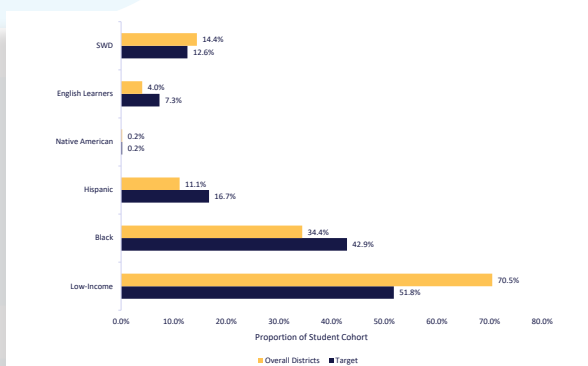
These 9 target districts contain 51 percent of all non-graduates in the state. Within these 9 target districts, the average graduation rate was 76.9 percent, **5.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Georgia Target District Schools Comparison, 2019



Over 55 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 9 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Georgia Target District and Overall Demographic Comparisons, 2019



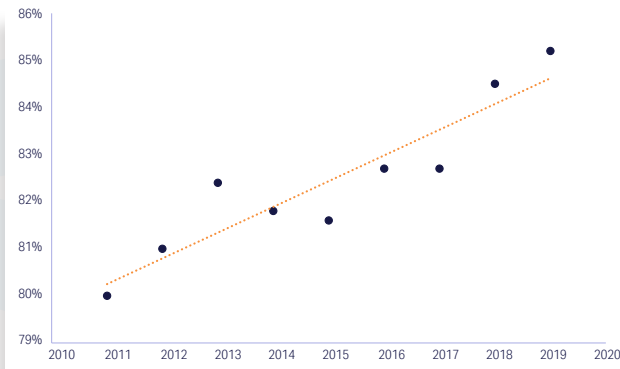
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 51.8 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

HAWAII

MEETING THE MOMENT DATA PROFILE

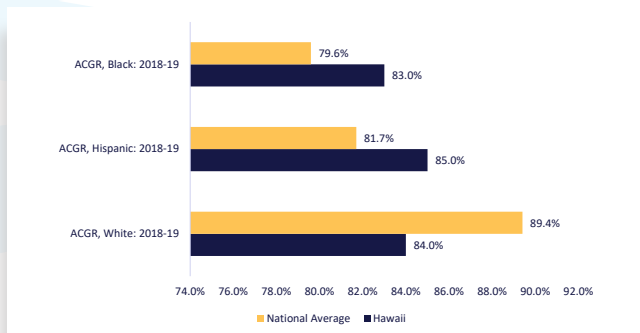
Hawaii ACGR, 2011 - 2019



In 2019, Hawaii's graduation rate was 85.2 percent, **below the national average** of 85.8 percent. Since 2011, Hawaii's Adjusted Cohort Graduation Rate (ACGR) has **increased 5.2 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Hawaii vs. U.S. Average for Subgroups, 2019



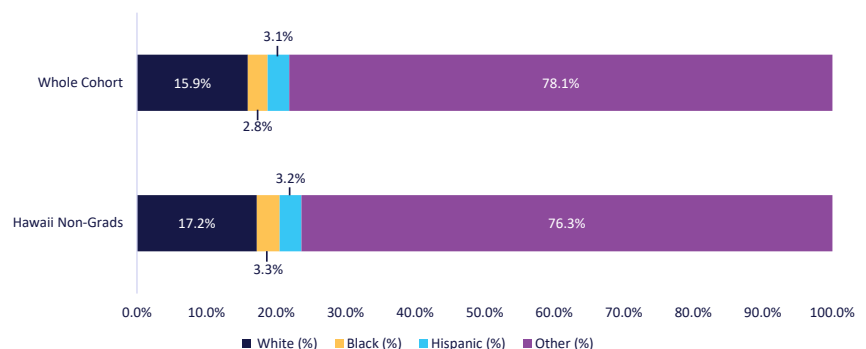
Hawaii Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Hawaii's non-graduates.

Hawaii's Non-Grads are Reflective of the State's Whole Cohort

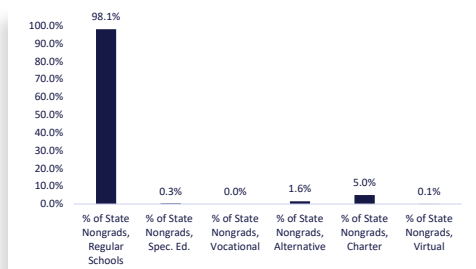


Hawaii had **3 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Hawaii must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Hawaii's Low Grad Rate High Schools
(ACGR <= 67%)**



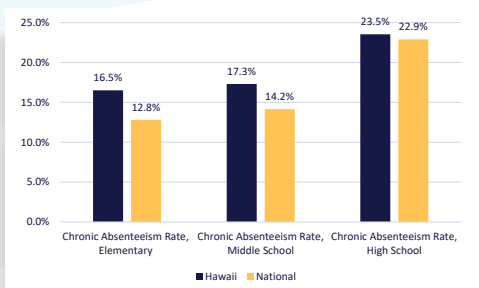
**Where do Hawaii's
Non-Grads Come From?**



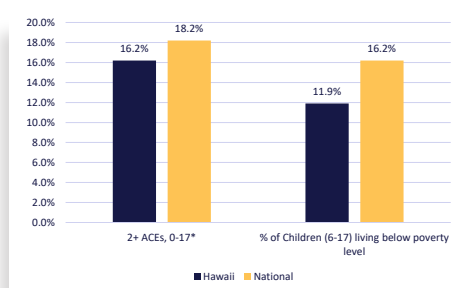
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Hawaii, 18.9 percent of students were chronically absent, more than the national average of 16.2 percent, and 16.2 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

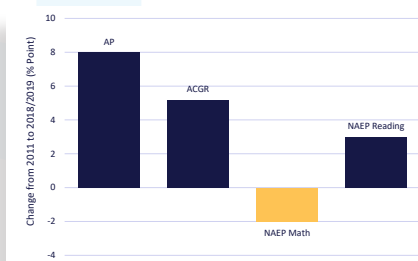


**Child Poverty and ACE Scores,
Hawaii v. National**

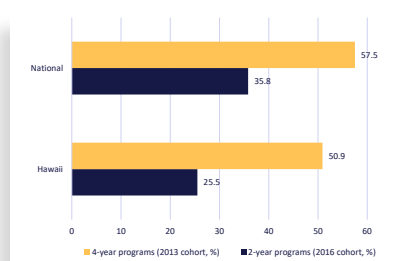


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹



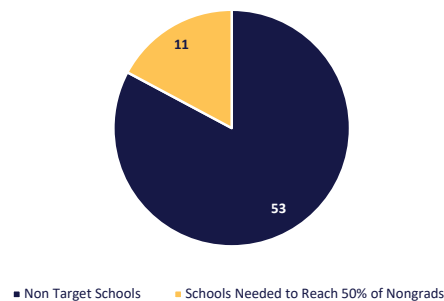
Hawaii improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

WHERE IS THE CHALLENGE CONCENTRATED?

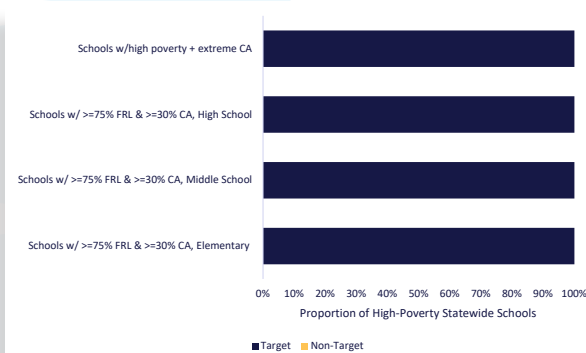
Hawaii has one school district. Of its 292 schools, 64 reported an ACGR in 2018-19. The following data is based on this cohort.

Target Schools: Where 50% of Non-Grads Live in Hawaii



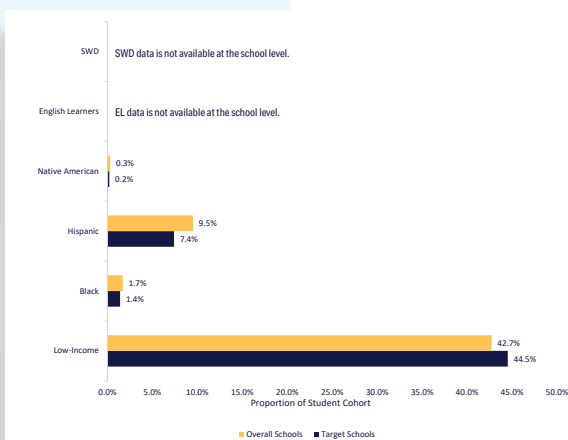
These 11 target schools contain 52.6 percent of all non-graduates in the state. Within these target schools, the average graduation rate was 79.4 percent, **5.8 percentage points lower than the state average**. These 11 schools are more likely to have high rates of poverty than other schools in Hawaii, but rates of chronic absenteeism are equivalent to those in other schools reporting ACGR. Additionally, these schools have high concentrations of need post-COVID-19.²

Hawaii Target Schools Comparison, 2019



While non-graduates are concentrated in these 11 schools, schools with high rates of Chronic Absenteeism (CA) and Free and Reduced Priced Lunch (FRL) are found in other parts of the state. Schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Hawaii Target School and Overall Demographic Comparisons, 2019



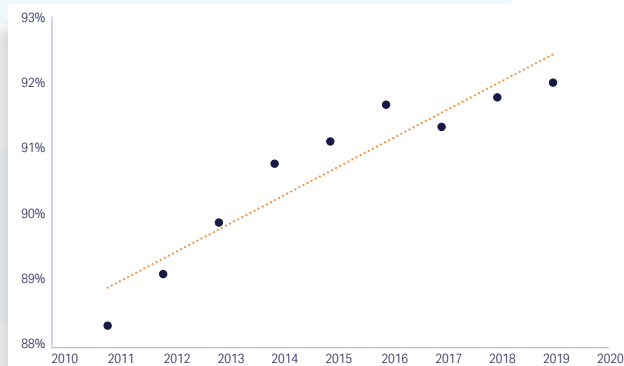
Low-income students are over-represented in these schools. About 44.5 percent of students in these schools are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

IOWA

MEETING THE MOMENT DATA PROFILE

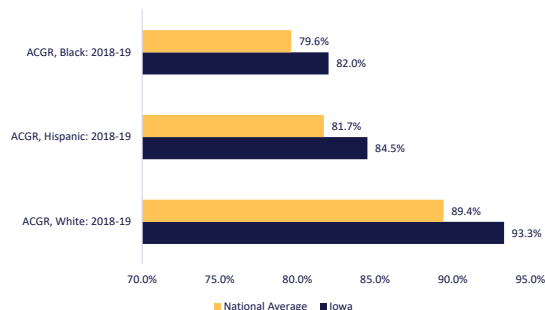
Iowa ACGR, 2011 - 2019



In 2019, Iowa's graduation rate was 91.6 percent, **above the national average** of 85.8 percent. Since 2011, Iowa's Adjusted Cohort Graduation Rate (ACGR) has **increased 3.3 percentage points**, less than the national rate of gain of 6.8 percentage points.

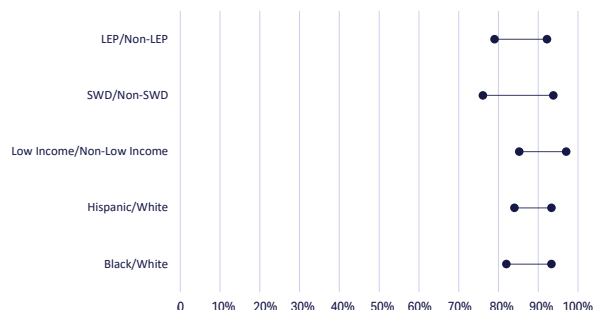
CLOSING GRADUATION GAPS

Iowa vs. U.S. Average for Subgroups, 2019



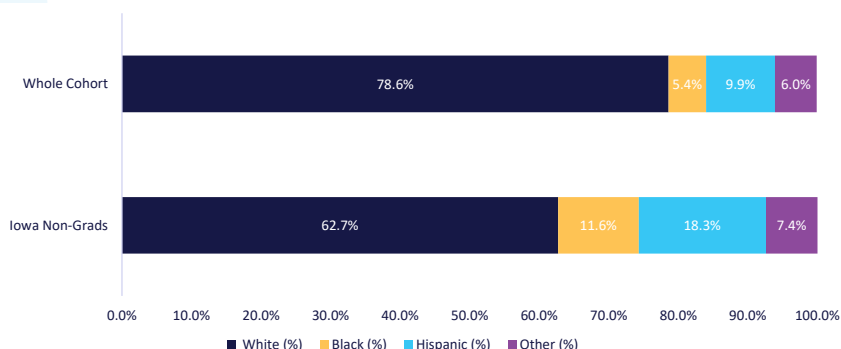
Iowa Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



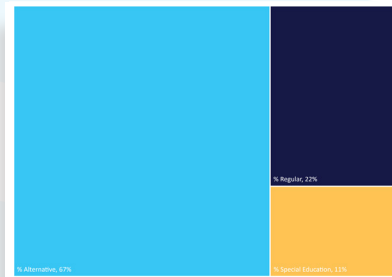
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Iowa's non-graduates.

Black and Hispanic Students are Underrepresented in Iowa's Non-Grads

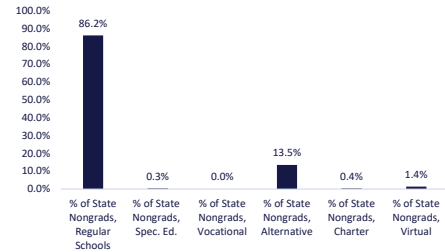


Iowa had **9 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Iowa must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Iowa's Low Grad Rate High Schools (ACGR <= 67%)



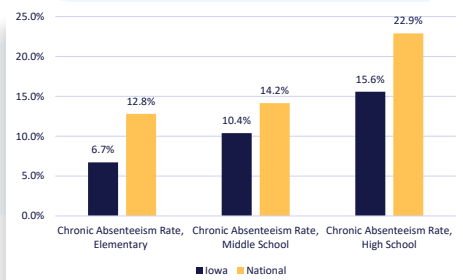
Where do Iowa's Non-Grads Come From?



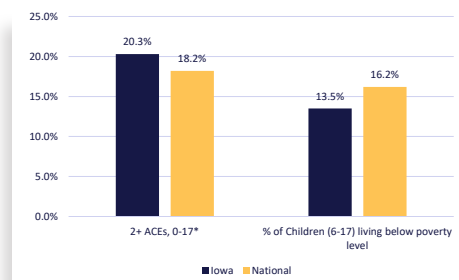
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Iowa, 10.3 percent of students were chronically absent, less than the national average of 16.2 percent, and 20.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

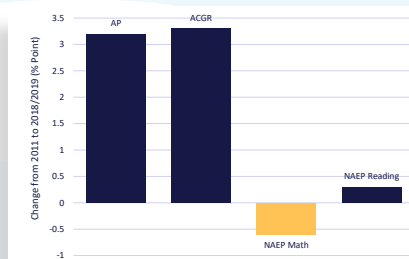


Child Poverty and ACE Scores, Iowa v. National

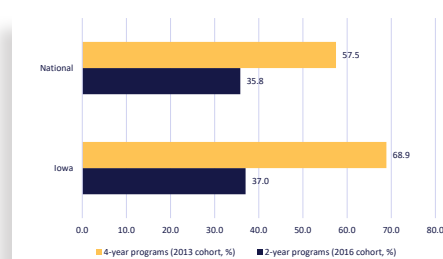


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

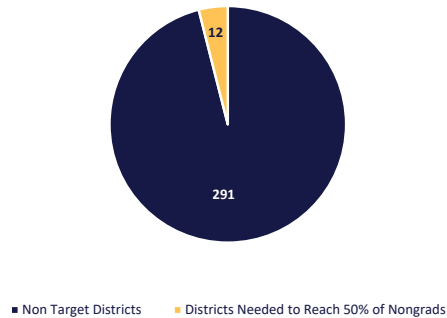


Iowa improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

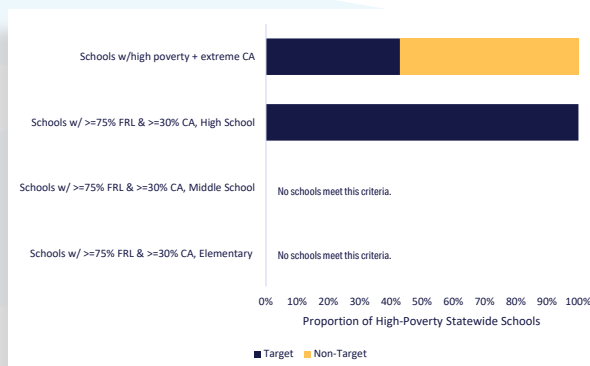
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Iowa



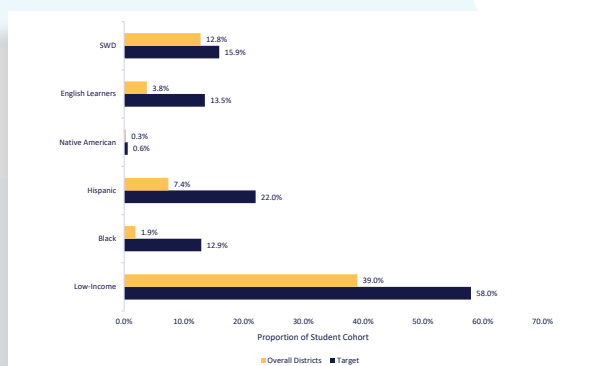
These 12 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 83.6 percent, **8.0 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Iowa Target District Schools Comparison, 2019



Over 40 of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 12 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Iowa Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 58 percent of students in these districts are economically disadvantaged.

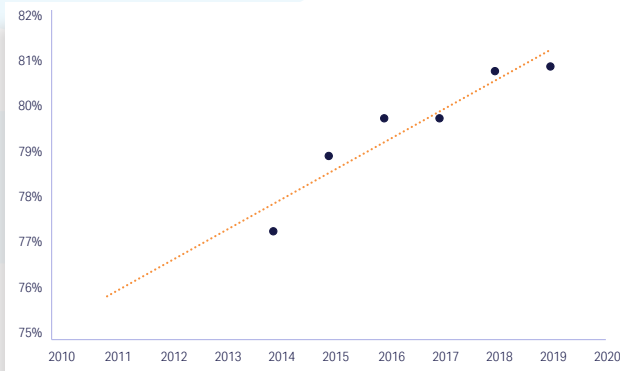
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

IDAHO

MEETING THE MOMENT DATA PROFILE



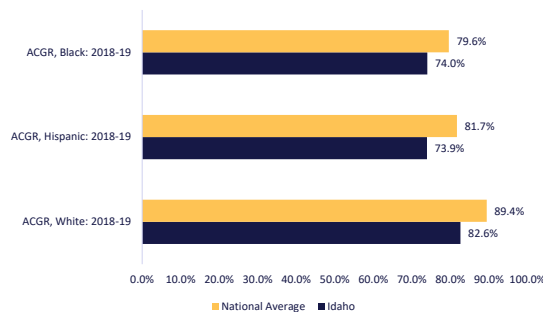
Idaho ACGR, 2011 - 2019



In 2019, Idaho's graduation rate was 80.8 percent, **below the national average** of 85.8 percent. Since 2014, Idaho's Adjusted Cohort Graduation Rate (ACGR) has **increased 3.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

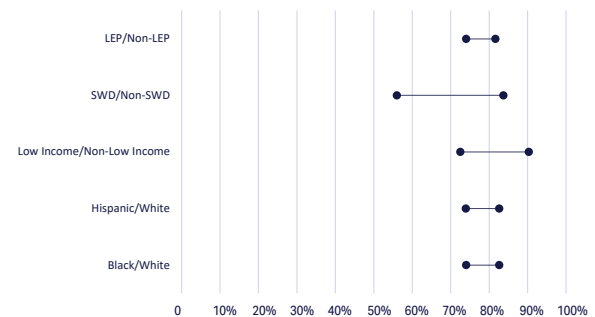
CLOSING GRADUATION GAPS

Idaho vs. U.S. Average for Subgroups, 2019



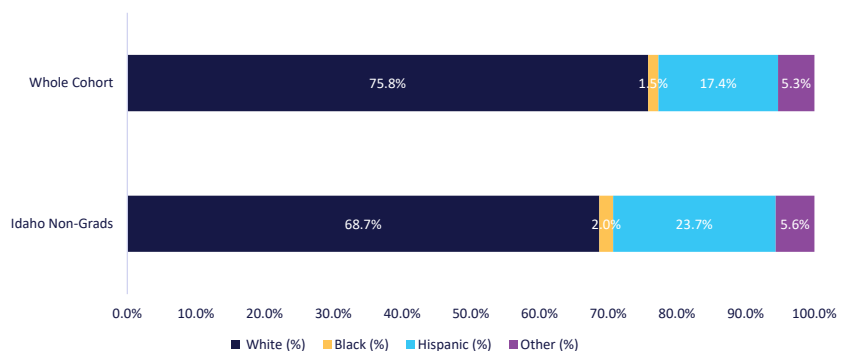
Idaho Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



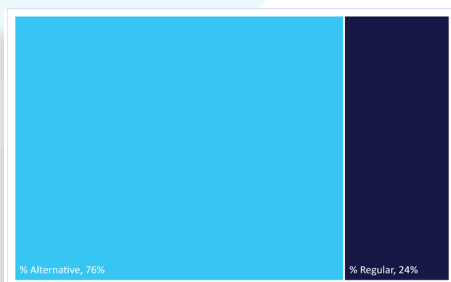
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Idaho's non-graduates.

Hispanic Students are Overrepresented in Idaho's Non-Grads

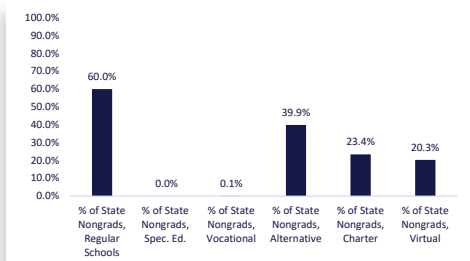


Idaho had **33 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Idaho must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Idaho's Low Grad Rate High Schools (ACGR <= 67%)



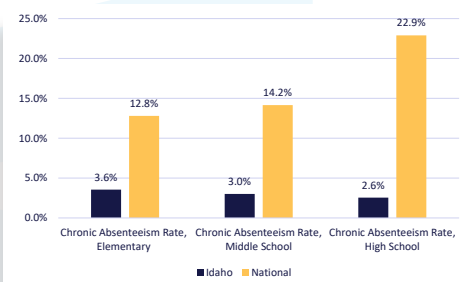
Where do Idaho's Non-Grads Come From?



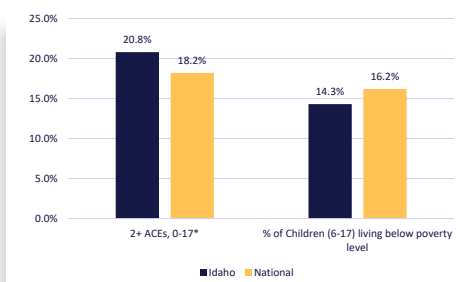
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Idaho, 3.1 percent of students were chronically absent, less than the national average, and 20.8 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

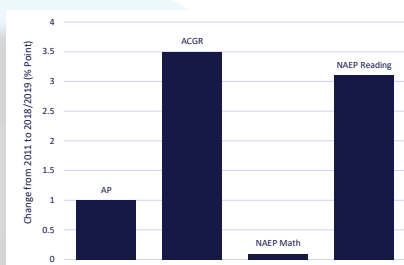


Child Poverty and ACE Scores, Idaho v. National

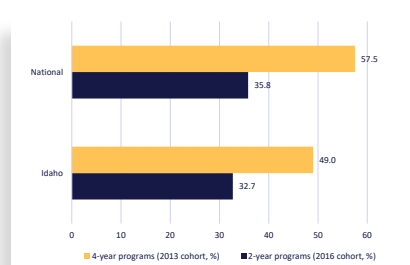


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

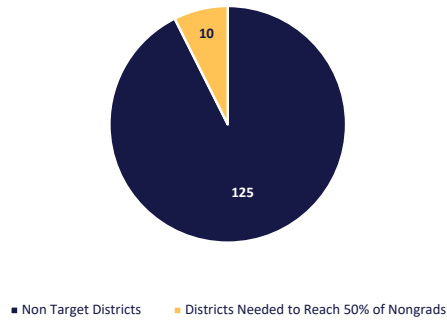


Idaho improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

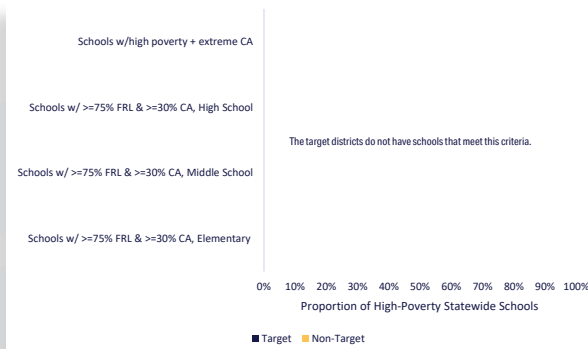
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Idaho



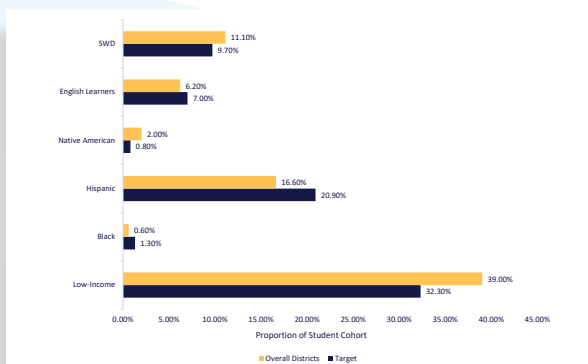
These 10 target districts contain 52 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 76.8 percent, **4 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Idaho Target District Schools Comparison, 2019



Idaho does not have any schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA). This would be an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Idaho Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 32.3 percent of students in these districts are economically disadvantaged.

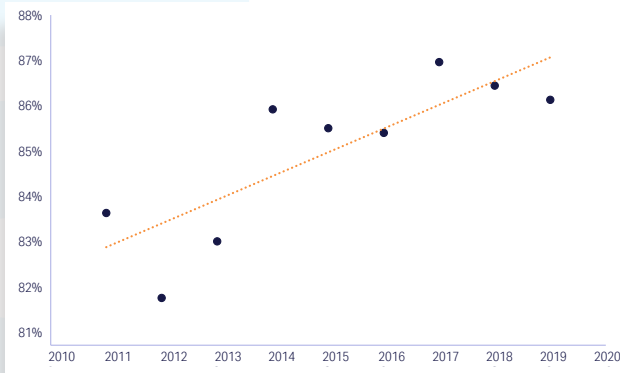
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

ILLINOIS

MEETING THE MOMENT DATA PROFILE



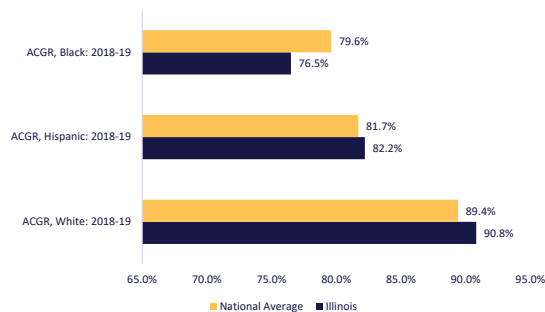
Illinois ACGR, 2011 - 2019



In 2019, Illinois's graduation rate was 86.2 percent, **above the national average** of 85.8 percent. Since 2011, Illinois's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.4 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Illinois vs. U.S. Average for Subgroups, 2019



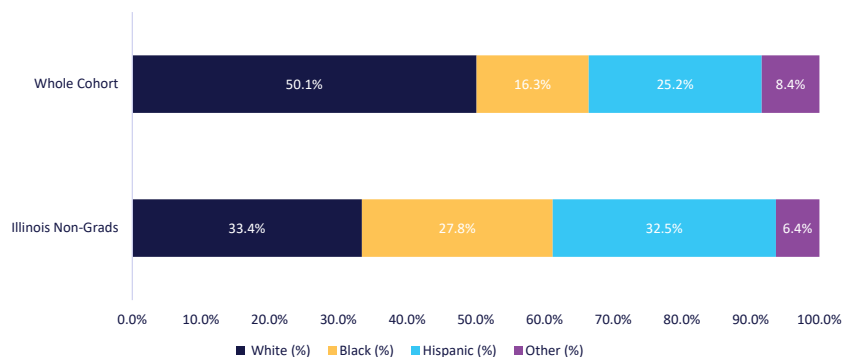
Illinois Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



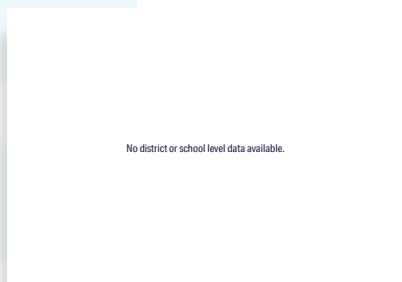
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Illinois's non-graduates.

Black and Hispanic Students are Overrepresented in Illinois's Non-Grads

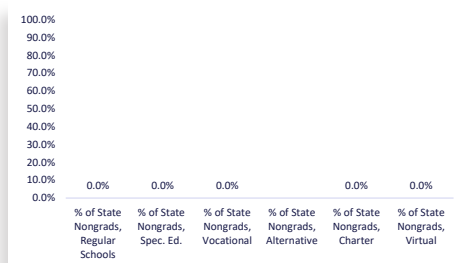


No district or school level data was released for Illinois for the 2018-19 school year.

Illinois's Low Grad Rate High Schools (ACGR <= 67%)



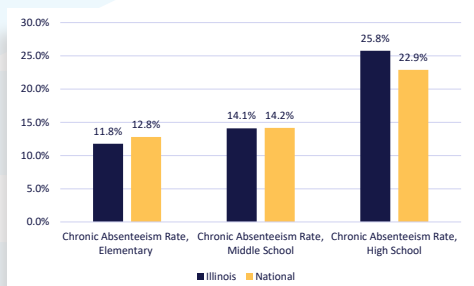
Where do Illinois's Non-Grads Come From?



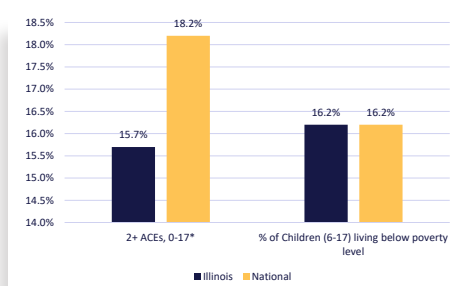
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Illinois, 16.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 15.7 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

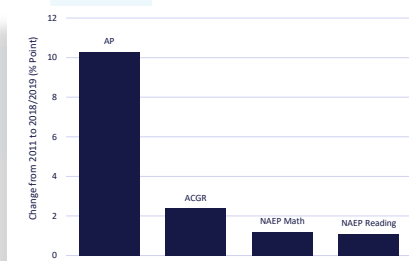


Child Poverty and ACE Scores, Illinois v. National

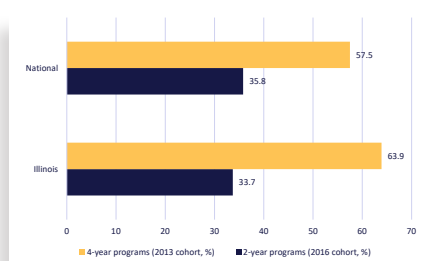


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹



Illinois improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

WHERE IS THE CHALLENGE CONCENTRATED?

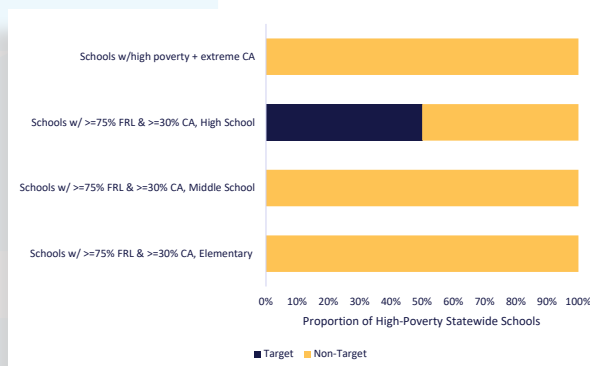
Target Districts: Where 50% of Non-Grads Live in Illinois

No district level data available.

■ Non Target Districts ■ Districts Needed to Reach 50% of Nongrads

No district or state level data was released for the 2018-19 school year. District data would indicate where disproportionate amounts of students are falling off-track to graduation, and which districts have greater concentrations of high poverty and chronic absenteeism rates and need greater support. Additionally, it would show where there is greater need post-COVID-19.²

Illinois Target District Schools Comparison, 2019



While non-graduates are targeted in these districts, schools with high rates of Free and Reduced Priced Lunch (FRPL) and Chronic Absenteeism (CA) are found in other areas of the state. Schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Illinois Target District and Overall Demographic Comparisons, 2019



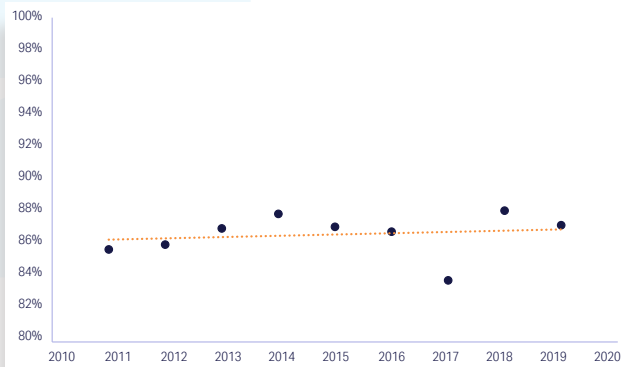
The percent of economically disadvantaged students in these districts is unavailable.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

INDIANA

MEETING THE MOMENT DATA PROFILE

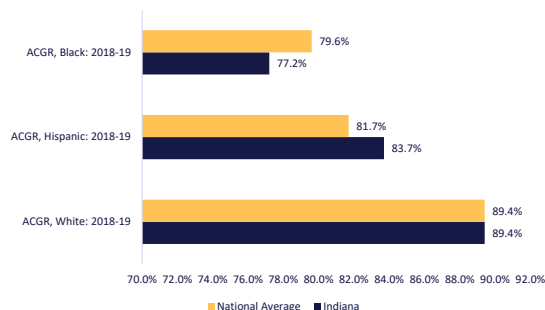
Indiana ACGR, 2011 - 2019



In 2019, Indiana's graduation rate was 87.2 percent, **above the national average** of 85.8 percent. Since 2011, Indiana's Adjusted Cohort Graduation Rate (ACGR) has **increased 1.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

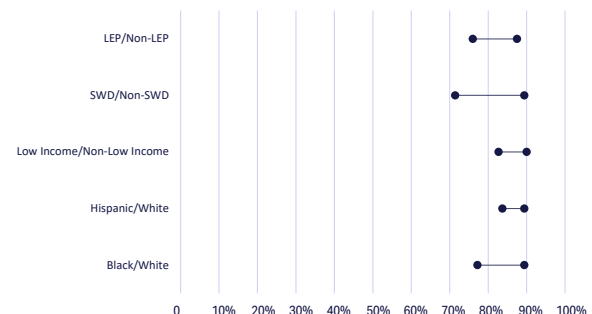
CLOSING GRADUATION GAPS

Indiana vs. U.S. Average for Subgroups, 2019



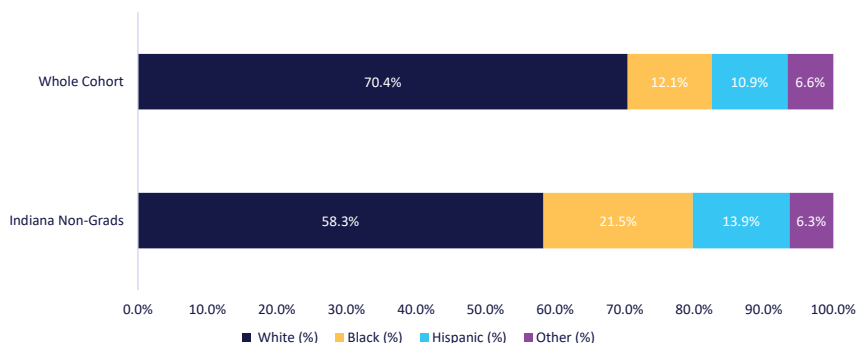
Indiana Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Indiana's non-graduates.

Black and Hispanic Students are Overrepresented in Indiana's Non-Grads

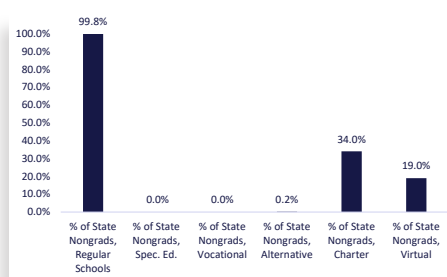


Indiana had **39 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Indiana must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Indiana's Low Grad Rate High Schools
(ACGR <= 67%)**



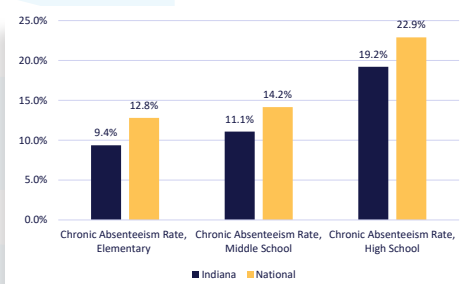
**Where do Indiana's
Non-Grads Come From?**



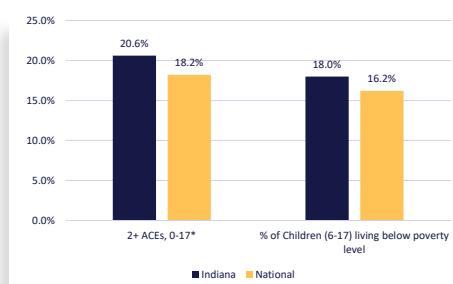
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Indiana, 13.2 percent of students were chronically absent, less than the national average of 16.2 percent, and 20.6 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

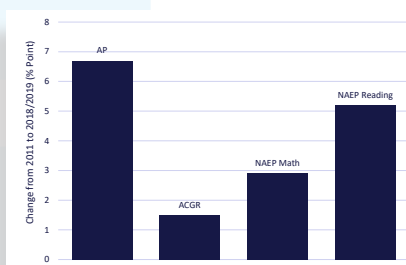


**Child Poverty and ACE Scores,
Indiana v. National**

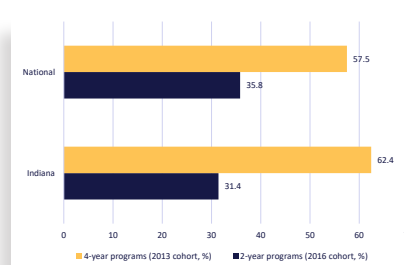


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

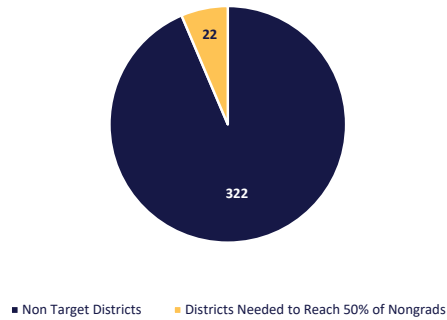


Indiana improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

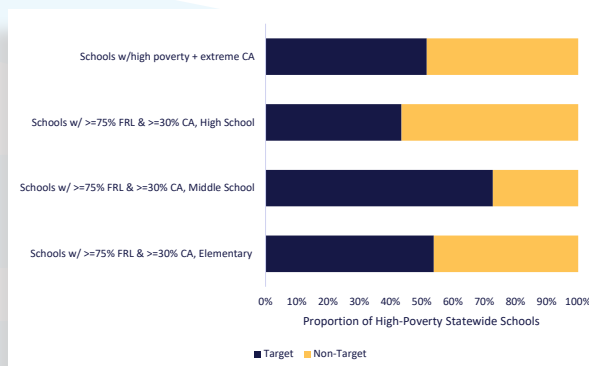
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Indiana



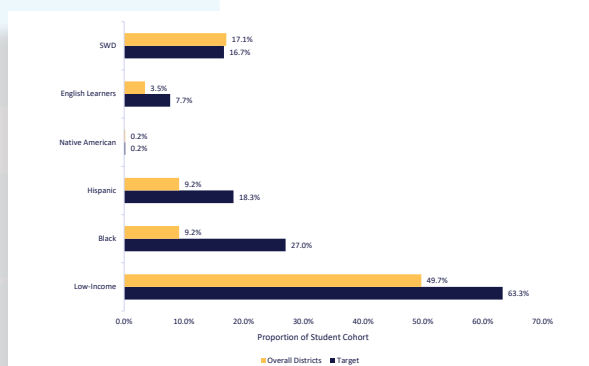
These 22 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 72.4 percent, **14.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Indiana Target District Schools Comparison, 2019



Over 50 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 22 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Indiana Target District and Overall Demographic Comparisons, 2019



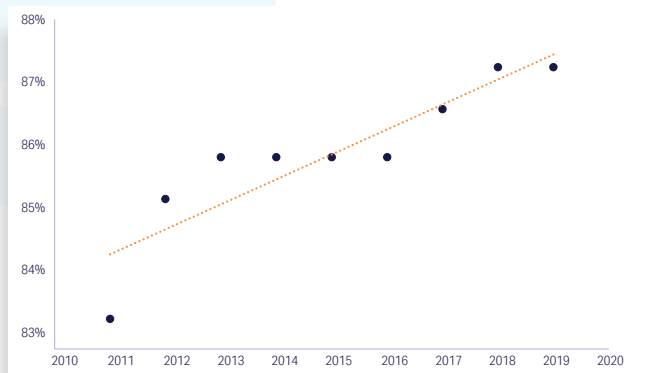
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 63.3 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

KANSAS

MEETING THE MOMENT DATA PROFILE

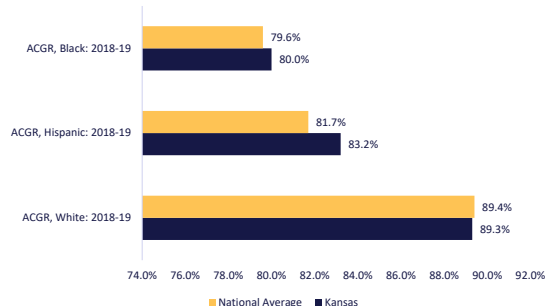
Kansas ACGR, 2011 - 2019



In 2019, Kansas's graduation rate was 87.2 percent, **above the national average** of 85.8 percent. Since 2011, Kansas's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.2 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Kansas vs. U.S. Average for Subgroups, 2019



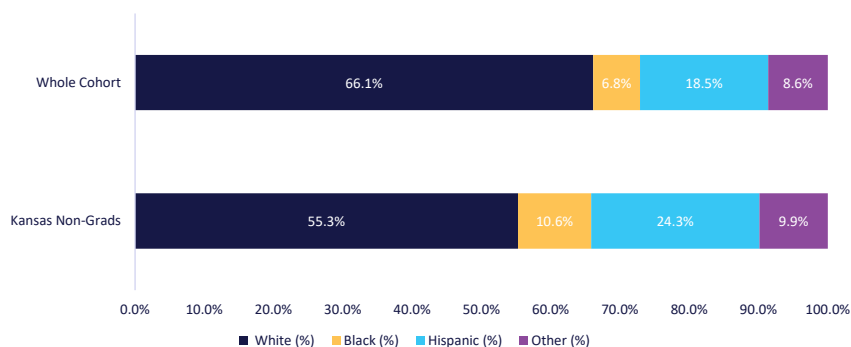
Kansas Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Kansas's non-graduates.

Black and Hispanic Students are Overrepresented in Kansas's Non-Grads

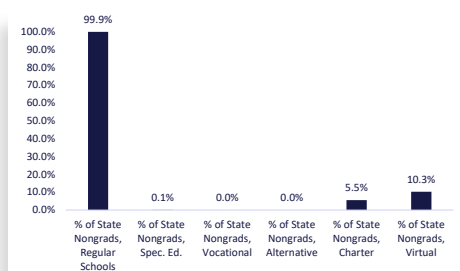


Kansas had **8 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Kansas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Kansas's Low Grad Rate High Schools
(ACGR <= 67%)**



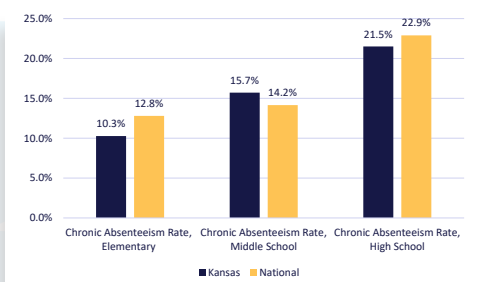
**Where do Kansas's
Non-Grads Come From?**



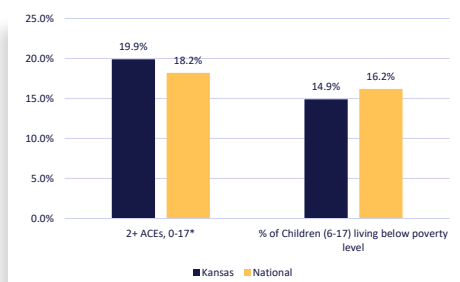
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Kansas, 14.8 percent of students were chronically absent, less than the national average of 16.2 percent, and 19.9 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

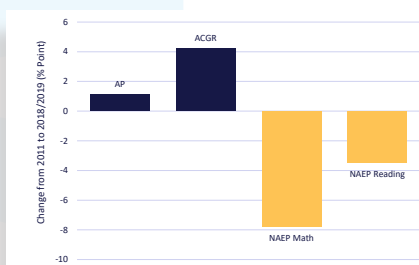


**Child Poverty and ACE Scores,
Kansas v. National**

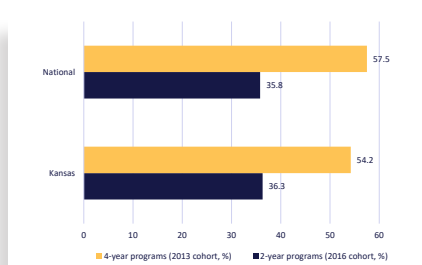


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

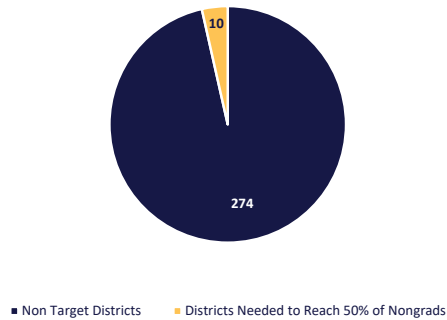


Kansas improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements, with reservations. The state does not have course sequencing alignment between high school graduation and postsecondary admission requirements in Science.

¹ Data from the Integrated Postsecondary Education Data System

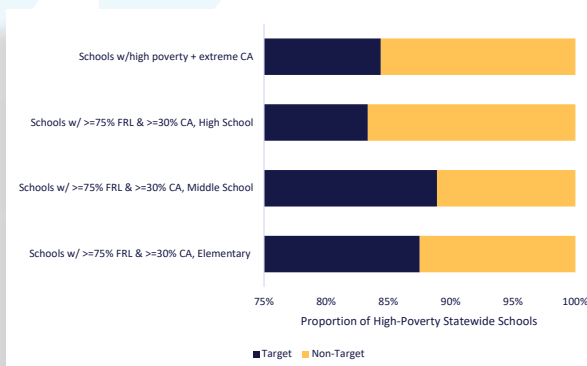
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Kansas



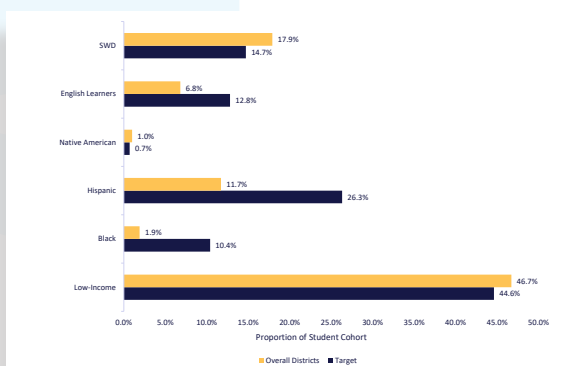
These 10 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 83.7 percent, **3.5 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Kansas Target District Schools Comparison, 2019



Over 80 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 10 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Kansas Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 44.6 percent of students in these districts are economically disadvantaged.

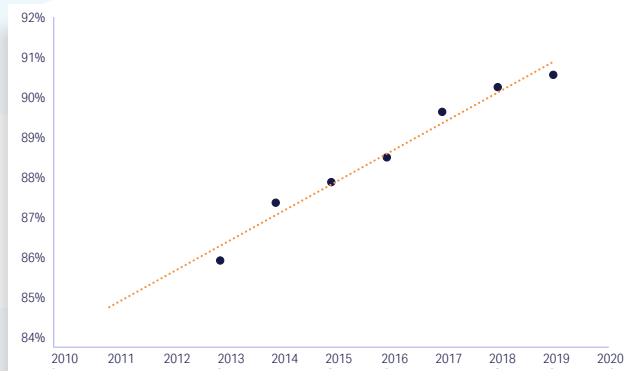
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

KENTUCKY

MEETING THE MOMENT DATA PROFILE



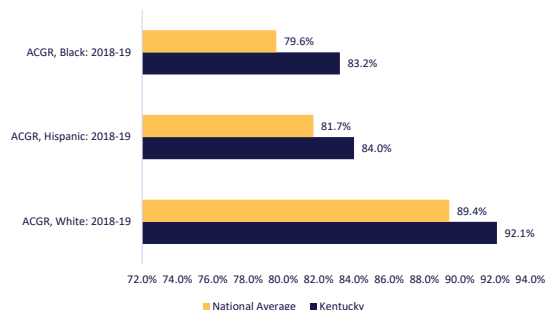
Kentucky ACGR, 2011 - 2019



In 2019, Kentucky's graduation rate was 90.6 percent, **above the national average** of 85.8 percent. Since 2013, Kentucky's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.5 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Kentucky vs. U.S. Average for Subgroups, 2019



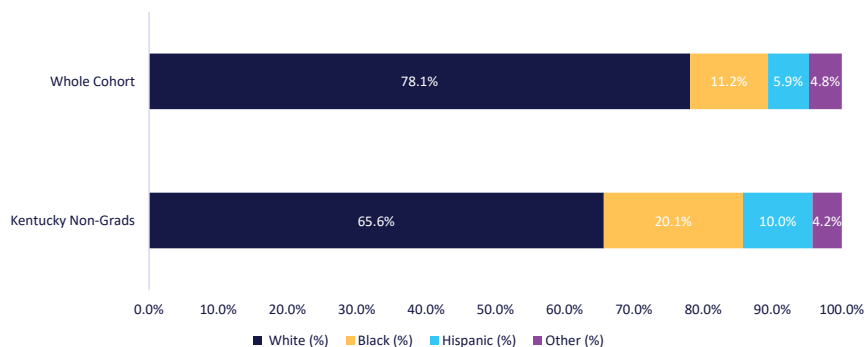
Kentucky Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Kentucky's non-graduates.

Black and Hispanic Students are Overrepresented in Kentucky's Non-Grads

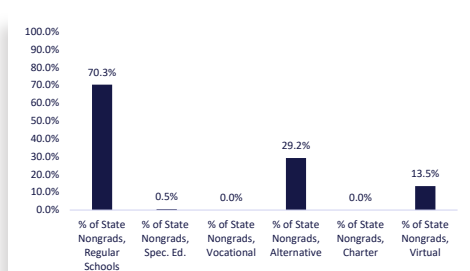


Kentucky had **11 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Kentucky must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Kentucky's Low Grad Rate High Schools (ACGR <= 67%)



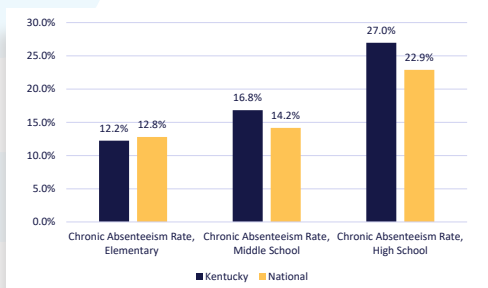
Where do Kentucky's Non-Grads Come From?



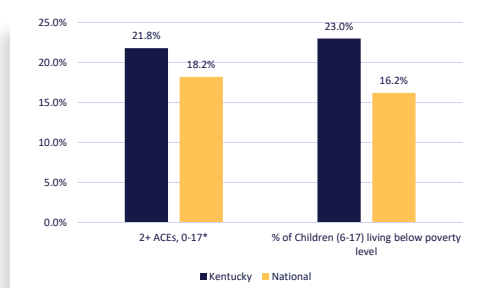
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Kentucky, 17.8 percent of students were chronically absent, more than the national average of 16.2 percent, and 21.8 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

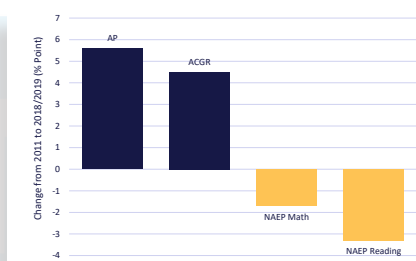


Child Poverty and ACE Scores, Kentucky v. National

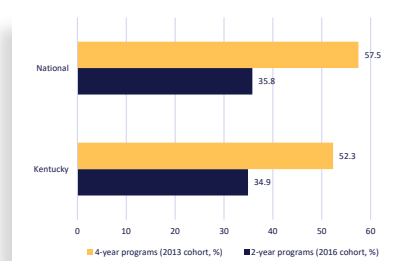


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

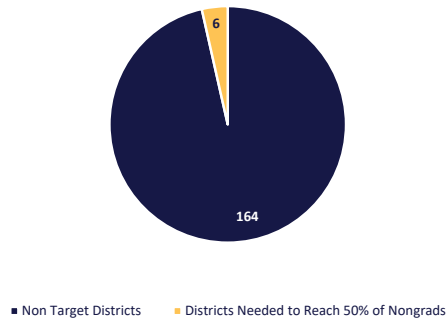


Kentucky improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

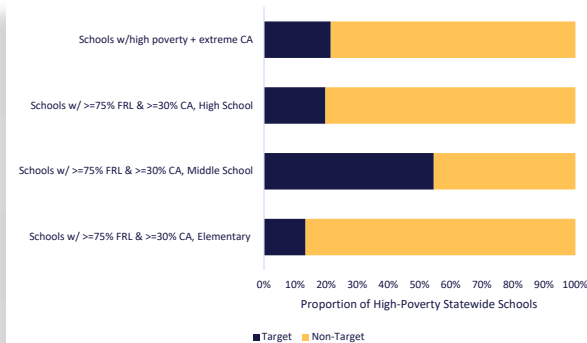
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Kentucky



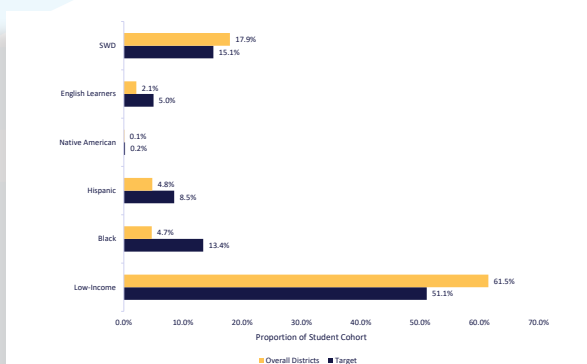
These 6 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 85.9 percent, **4.7 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Kentucky Target District Schools Comparison, 2019



Over 20 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 6 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Kentucky Target District and Overall Demographic Comparisons, 2019

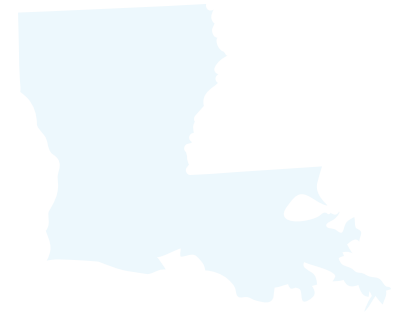


Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 51.1 percent of students in these districts are economically disadvantaged.

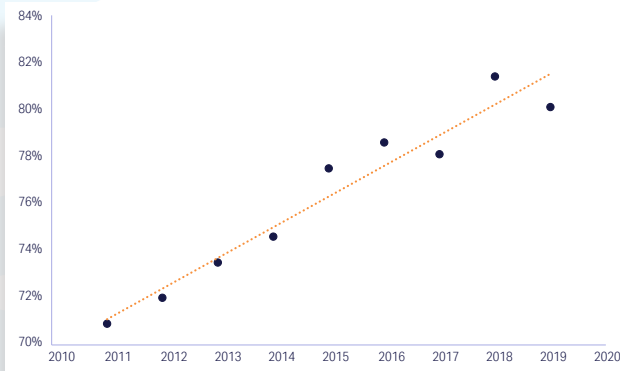
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

LOUISIANA

MEETING THE MOMENT DATA PROFILE



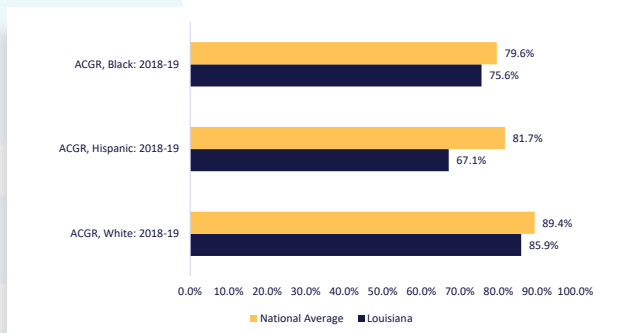
Louisiana ACGR, 2011 - 2019



In 2019, Louisiana's graduation rate was 80.1 percent, **below the national average** of 85.8 percent. Since 2011, Louisiana's Adjusted Cohort Graduation Rate (ACGR) has **increased 9.2 percentage points**, more than the national rate of gain of 6.8 percentage points.

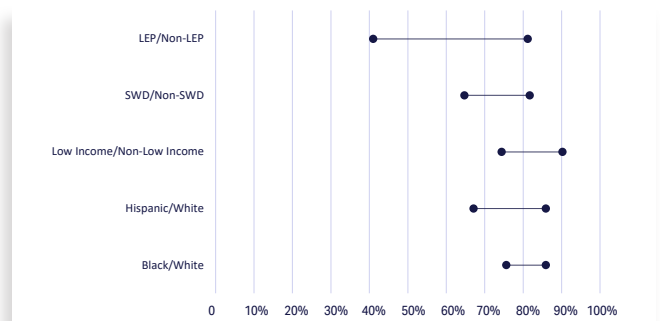
CLOSING GRADUATION GAPS

Louisiana vs. U.S. Average for Subgroups, 2019



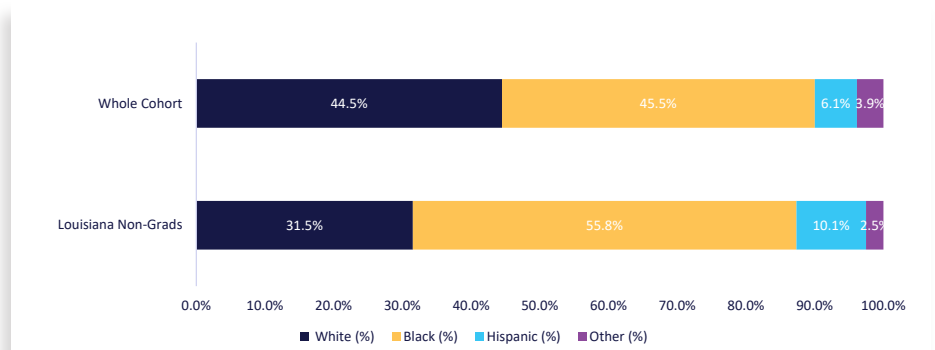
Louisiana Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Louisiana's non-graduates.

Black and Hispanic Students are Overrepresented in Louisiana's Non-Grads

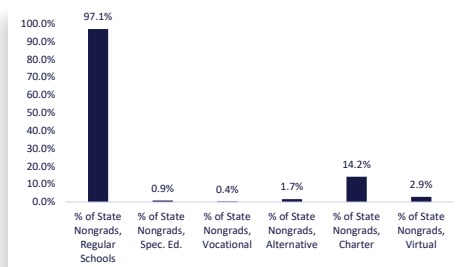


Louisiana had **39 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Louisiana must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Louisiana's Low Grad Rate High Schools
(ACGR <= 67%)**



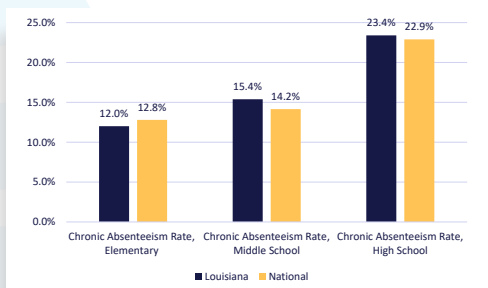
**Where do Louisiana's
Non-Grads Come From?**



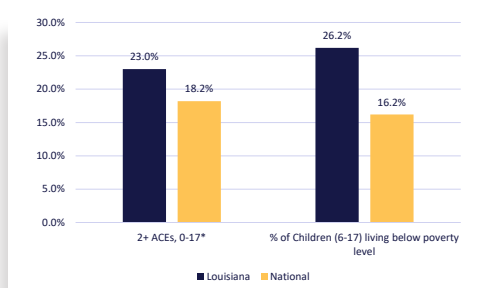
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Louisiana, 15.9 percent of students were chronically absent, less than the national average of 16.2 percent, and 23.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

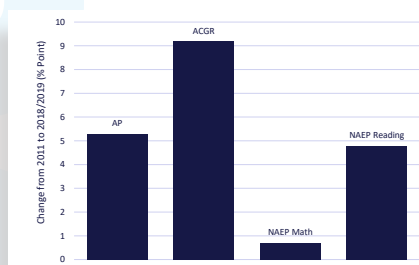


**Child Poverty and ACE Scores,
Louisiana v. National**

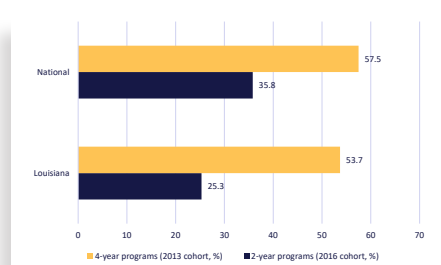


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

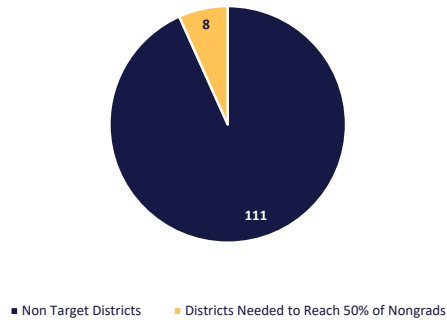


Louisiana improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

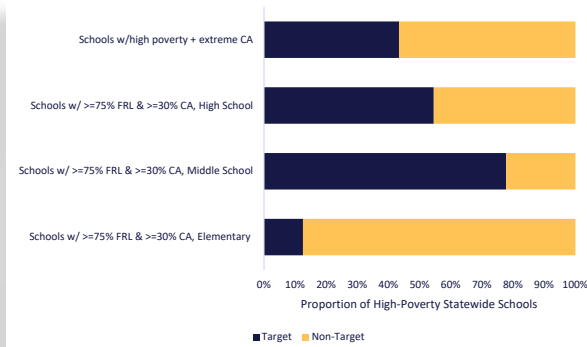
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Louisiana



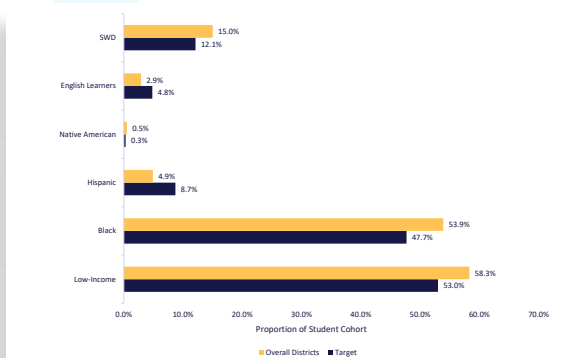
These 8 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 75.2 percent, **4.9 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Louisiana Target District Schools Comparison, 2019



Over 40 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 8 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Louisiana Target District and Overall Demographic Comparisons, 2019



Additionally, Hispanic and English Learner students are over-represented in these districts. About 53 percent of students in these districts are economically disadvantaged.

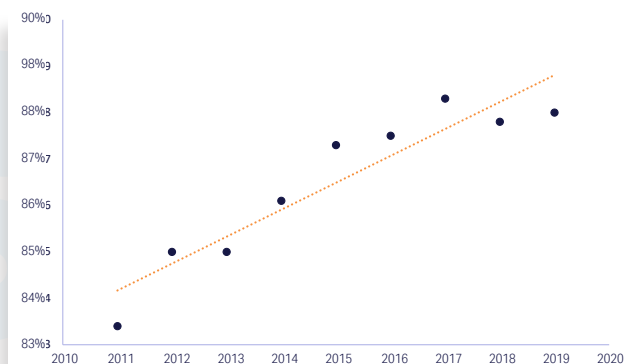
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MASSACHUSETTS

MEETING THE MOMENT DATA PROFILE



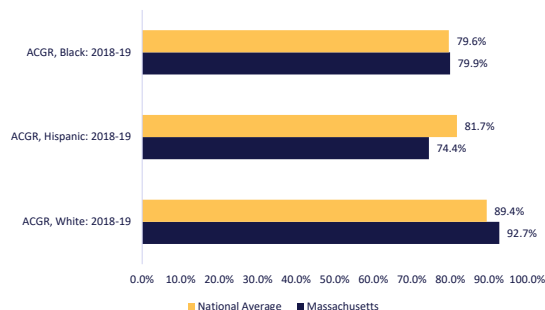
Massachusetts ACGR, 2011 - 2019



In 2019, Massachusetts's graduation rate was 88.0 percent, **above the national average** of 85.8 percent. Since 2011, Massachusetts's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.6 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Massachusetts vs. U.S. Average for Subgroups, 2019



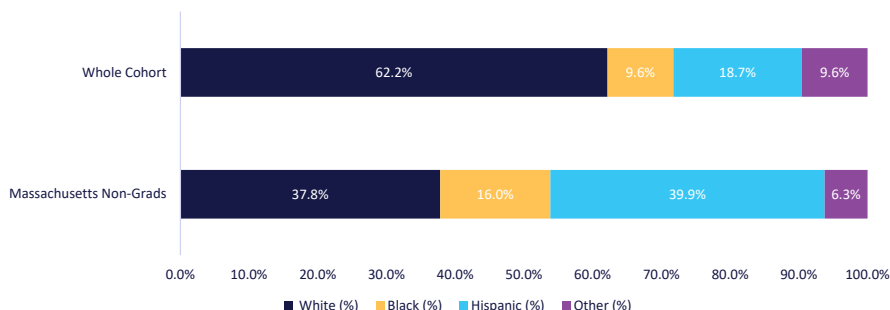
Massachusetts Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



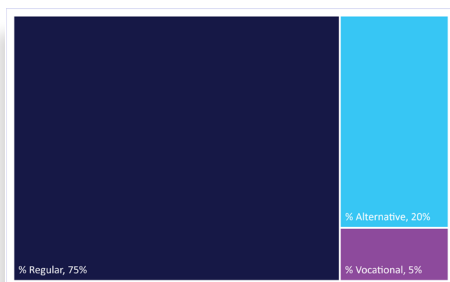
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Massachusetts's non-graduates.

Black and Hispanic Students are Overrepresented in Massachusetts's Non-Grads

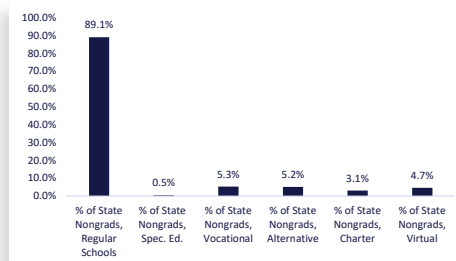


Massachusetts had **20 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular and alternative schools**. Massachusetts must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Massachusetts's Low Grad Rate High Schools (ACGR <= 67%)



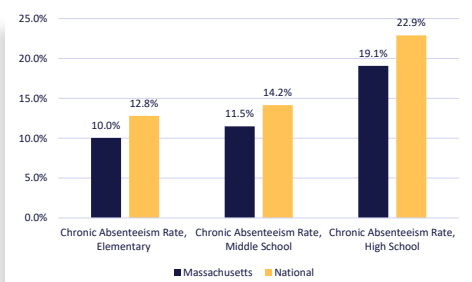
Where do Massachusetts's Non-Grads Come From?



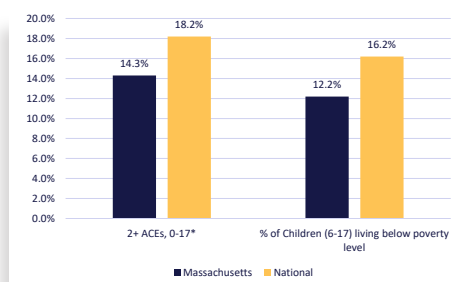
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Massachusetts, 13.4 percent of students were chronically absent, less than the national average of 16.2 percent, and 14.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level



Child Poverty and ACE Scores, Massachusetts v. National

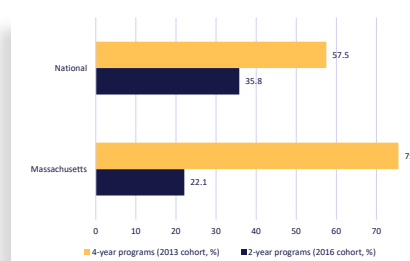


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

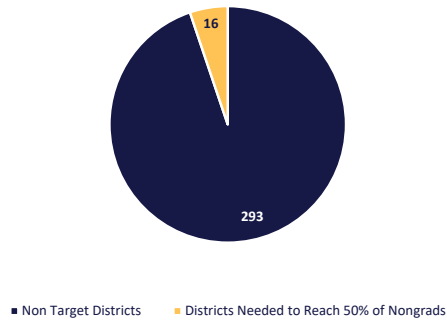


Massachusetts improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

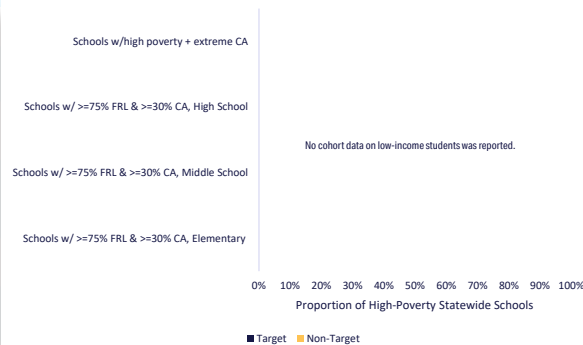
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Massachusetts



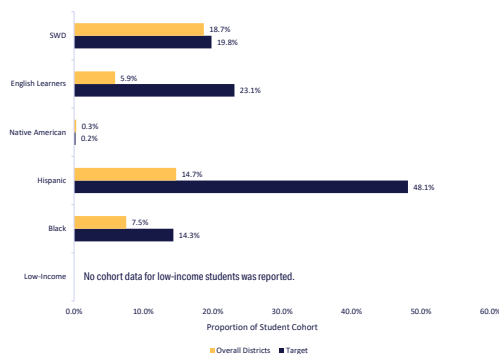
These 16 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 74.2 percent, **13.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Massachusetts Target District Schools Comparison, 2019



Since no cohort data was reported for low-income students, it was not possible to identify schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) located in these 16 target districts. This data would have been an indicator that schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Massachusetts Target District and Overall Demographic Comparisons, 2019



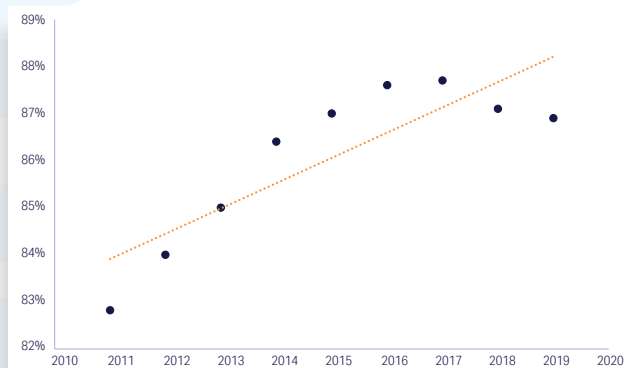
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. The percent of economically disadvantaged students in these districts is unavailable.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MARYLAND

MEETING THE MOMENT DATA PROFILE

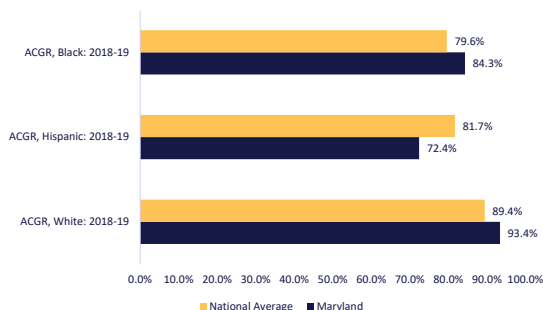
Maryland ACGR, 2011 - 2019



In 2019, Maryland's graduation rate was 86.9 percent, **above the national average** of 85.8 percent. Since 2011, Maryland's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

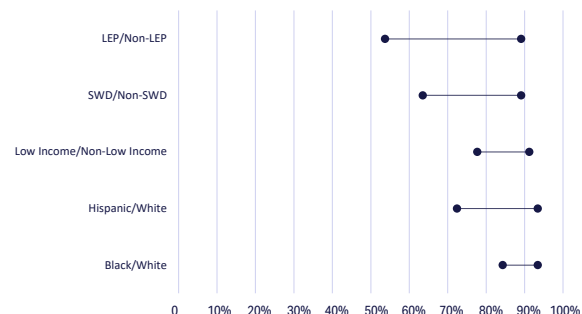
CLOSING GRADUATION GAPS

Maryland vs. U.S. Average for Subgroups, 2019



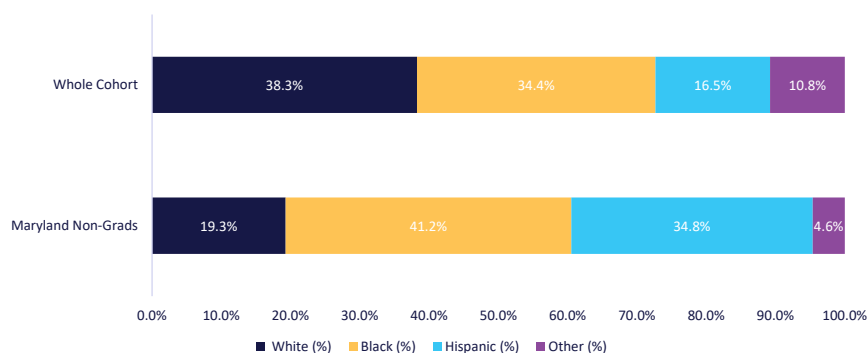
Maryland Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



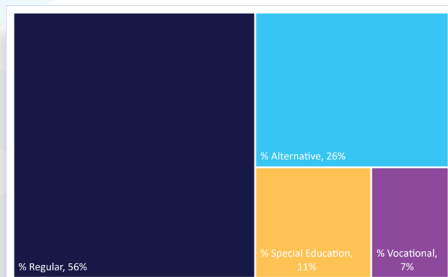
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Maryland's non-graduates.

Black and Hispanic Students are Overrepresented in Maryland's Non-Grads

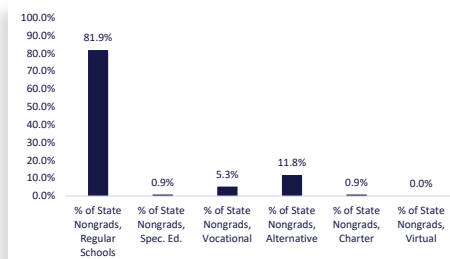


Maryland had **27 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular and alternative schools**. Maryland must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Maryland's Low Grad Rate High Schools (ACGR <= 67%)



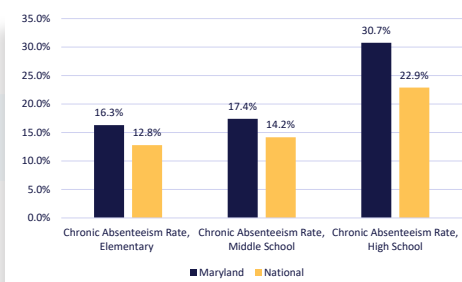
Where do Maryland's Non-Grads Come From?



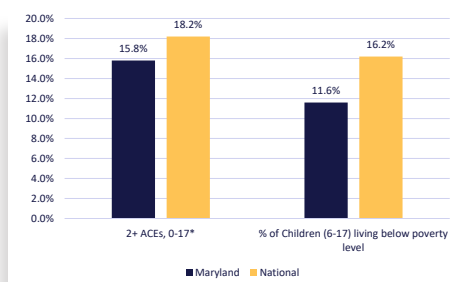
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Maryland, 20.9 percent of students were chronically absent, more than the national average of 16.2 percent, and 15.8 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

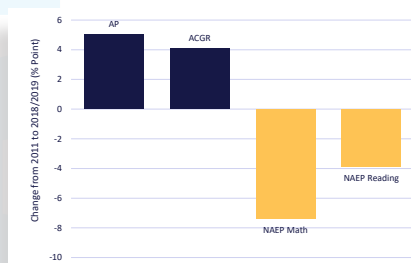


Child Poverty and ACE Scores, Maryland v. National

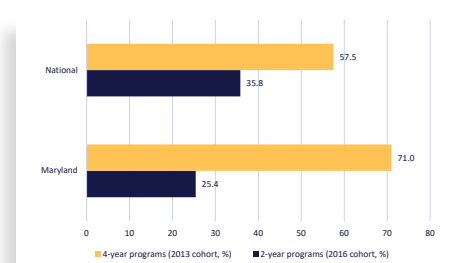


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

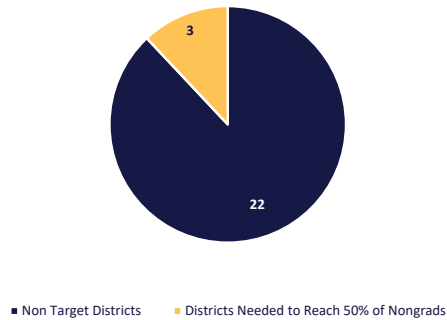


Maryland improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

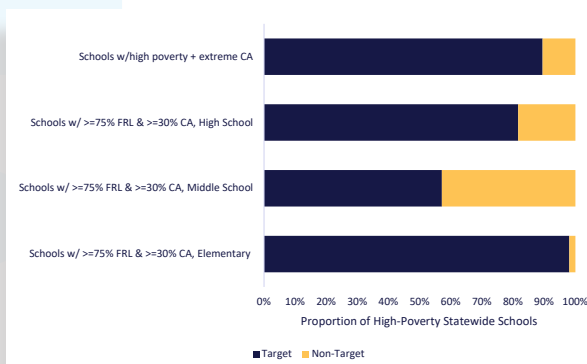
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Maryland



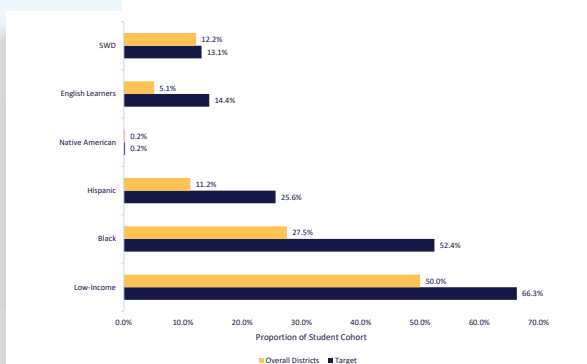
These 3 target districts contain 58 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 81.9 percent, **5.0 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Maryland Target District Schools Comparison, 2019



Nearly 90 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 3 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Maryland Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 66.3 percent of students in these districts are economically disadvantaged.

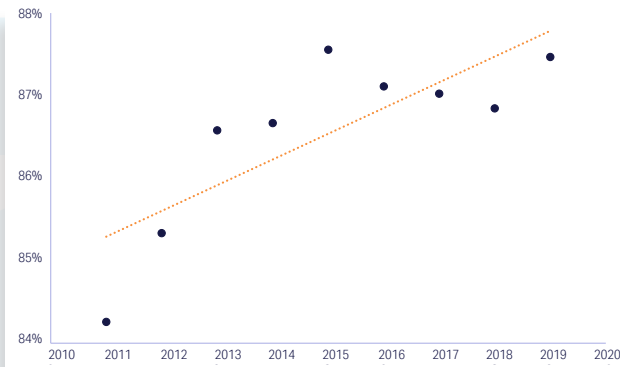
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MAINE

MEETING THE MOMENT DATA PROFILE



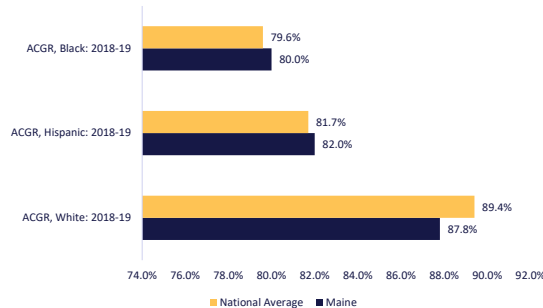
Maine ACGR, 2011 - 2019



In 2019, Maine's graduation rate was 87.4 percent, **above the national average** of 85.8 percent. Since 2011, Maine's Adjusted Cohort Graduation Rate (ACGR) has **increased 3.6 percentage points**, less than the national rate of gain of 6.8 percentage points.

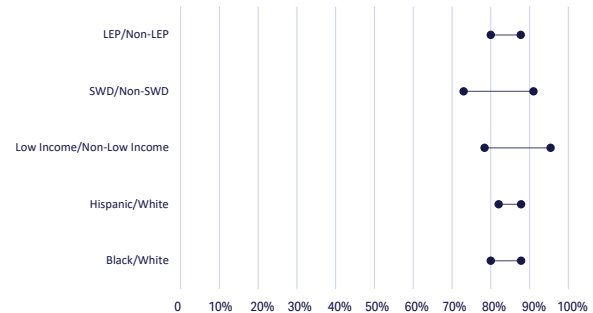
CLOSING GRADUATION GAPS

Maine vs. U.S. Average for Subgroups, 2019



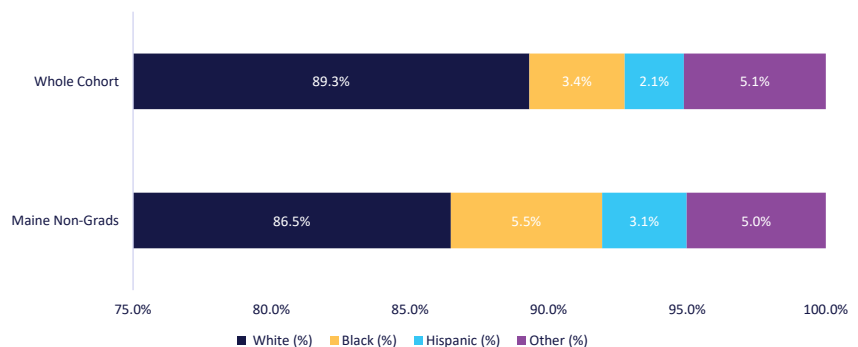
Maine Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Maine's non-graduates.

Black and Hispanic Students are Overrepresented in Maine's Non-Grads

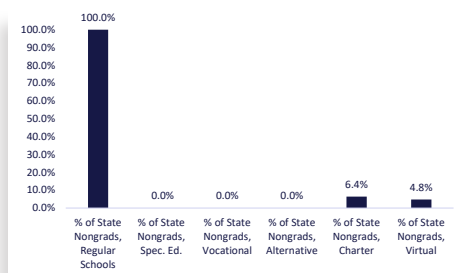


Maine had **3 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Maine must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Maine's Low Grad Rate High Schools
(ACGR <= 67%)**



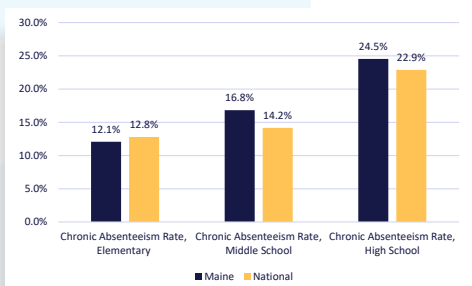
**Where do Maine's
Non-Grads Come From?**



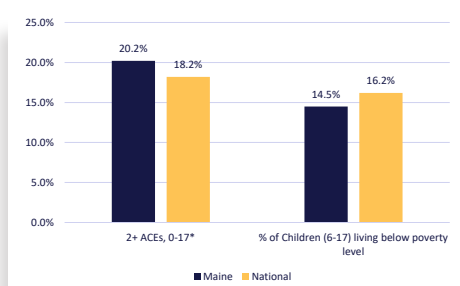
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Maine, 16.8 percent of students were chronically absent, more than the national average of 16.2 percent, and 20.2 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

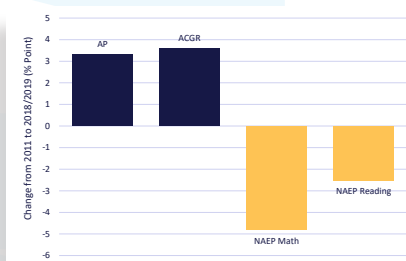


**Child Poverty and ACE Scores,
Maine v. National**

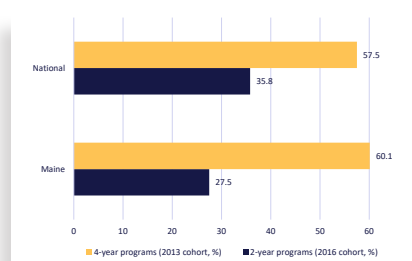


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

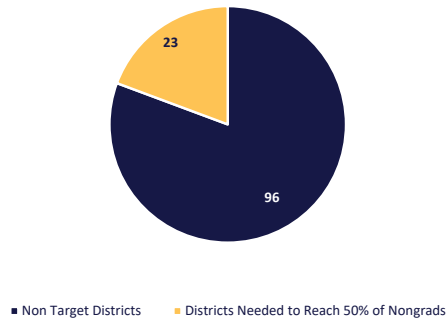


Maine improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

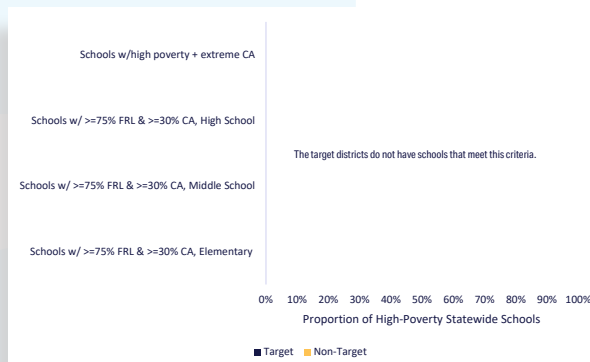
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Maine



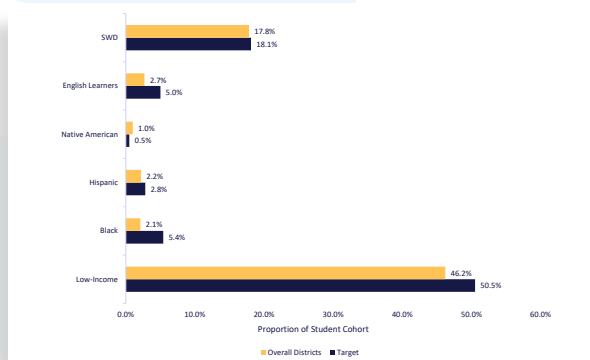
These 23 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 82.0 percent, **5.4 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Maine Target District Schools Comparison, 2019



While Maine had schools with high rates of Free and Reduced Priced Lunch (FRPL) and schools with high rates of Chronic Absenteeism (CA), no schools reached the threshold for both. Schools that serve high poverty communities or schools with high rates of youth disconnection need greater support.

Maine Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 50.5 percent of students in these districts are economically disadvantaged.

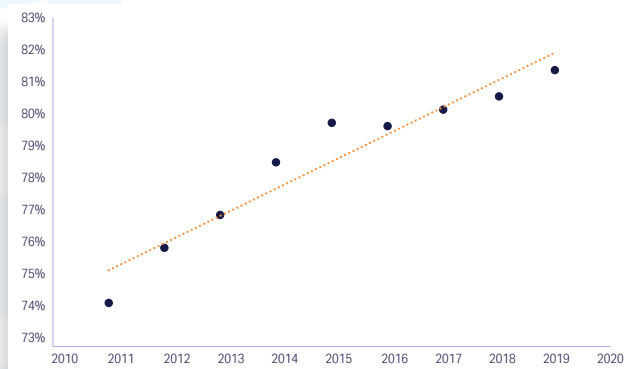
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MICHIGAN

MEETING THE MOMENT DATA PROFILE



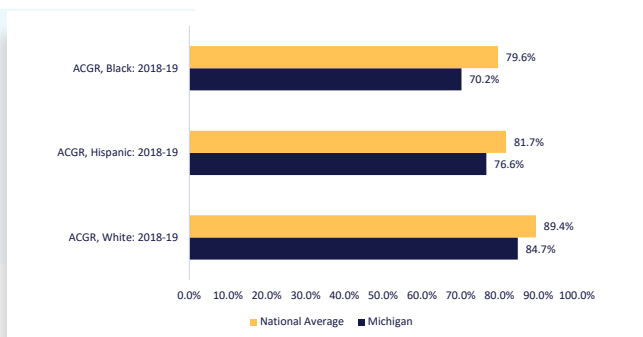
Michigan ACGR, 2011 - 2019



In 2019, Michigan's graduation rate was 81.4 percent, **below the national average** of 85.8 percent. Since 2011, Michigan's Adjusted Cohort Graduation Rate (ACGR) has **increased 7.1 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Michigan vs. U.S. Average for Subgroups, 2019



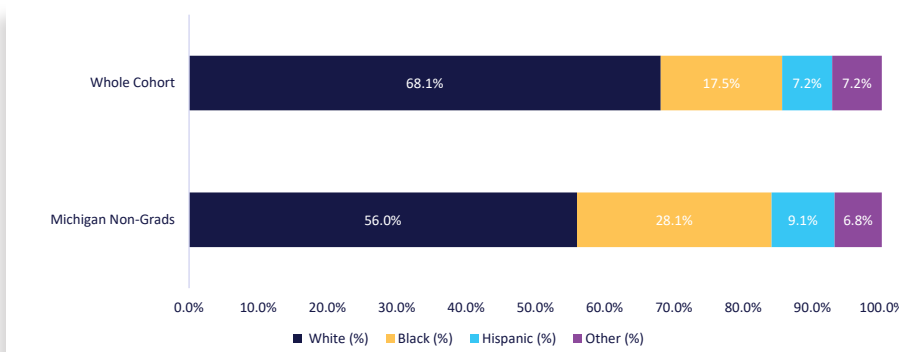
Michigan Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



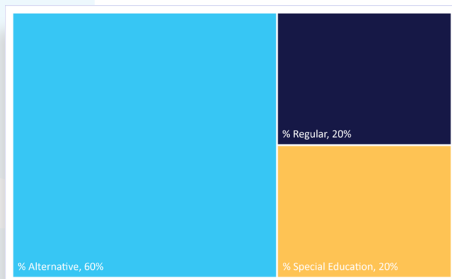
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Michigan's non-graduates.

Black and Hispanic Students are Overrepresented in Michigan's Non-Grads

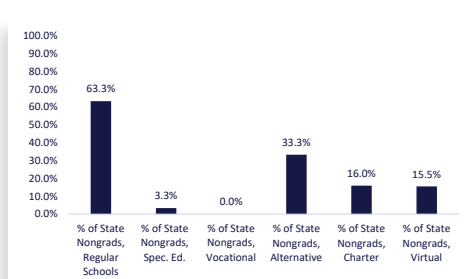


Michigan had **166 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Michigan must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Michigan's Low Grad Rate High Schools (ACGR <= 67%)



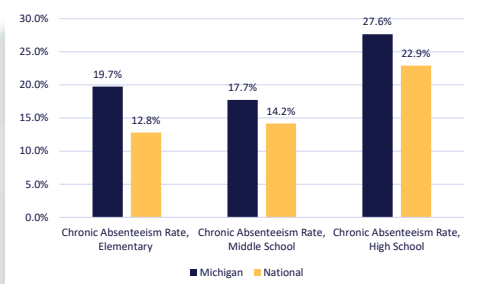
Where do Michigan's Non-Grads Come From?



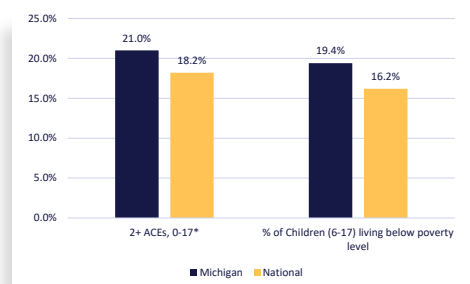
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Michigan, 22.3 percent of students were chronically absent, more than the national average of 16.2 percent, and 21.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

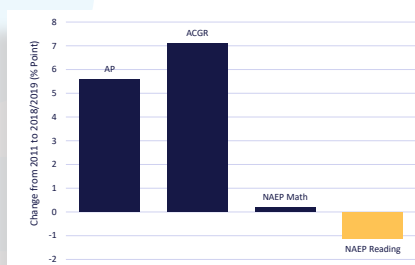


Child Poverty and ACE Scores, Michigan v. National

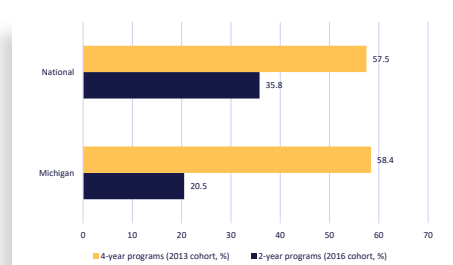


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

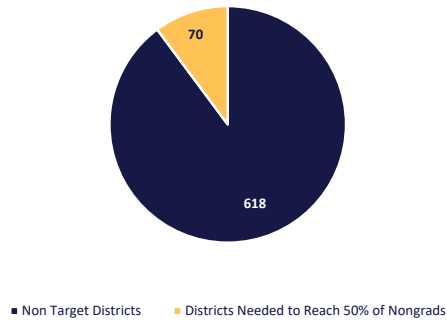


Michigan improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

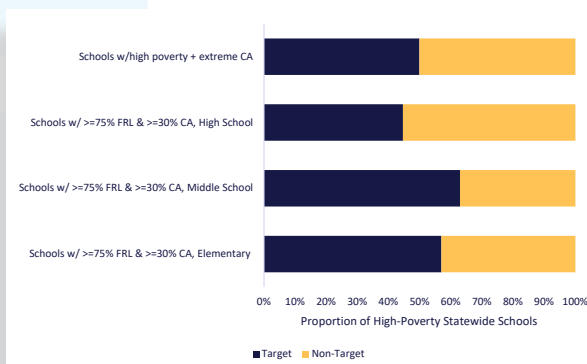
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Michigan



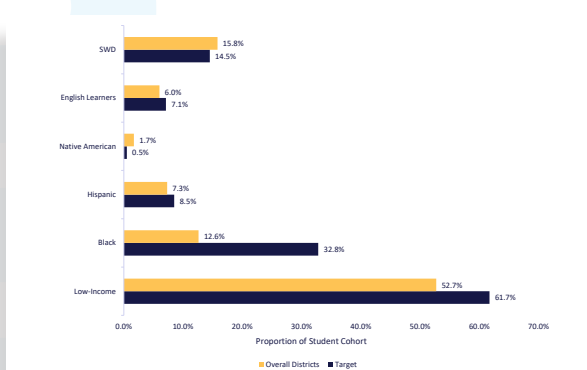
These 70 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 75.4 percent, **6.0 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Michigan Target District Schools Comparison, 2019



About 50 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 70 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Michigan Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 61.7 percent of students in these districts are economically disadvantaged.

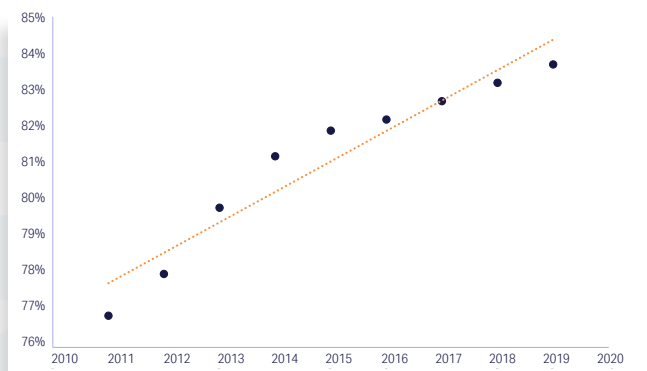
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MINNESOTA

MEETING THE MOMENT DATA PROFILE



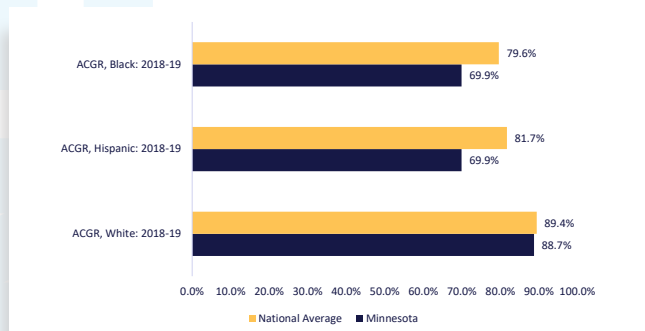
Minnesota ACGR, 2011 - 2019



In 2019, Minnesota's graduation rate was 83.7 percent, **below the national average** of 85.8 percent. Since 2011, Minnesota's Adjusted Cohort Graduation Rate (ACGR) has **increased 6.8 percentage points**, the same as the national rate gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Minnesota vs. U.S. Average for Subgroups, 2019



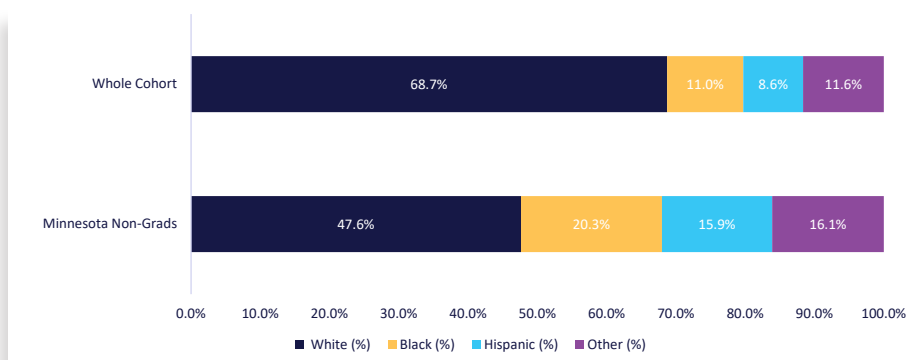
Minnesota Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



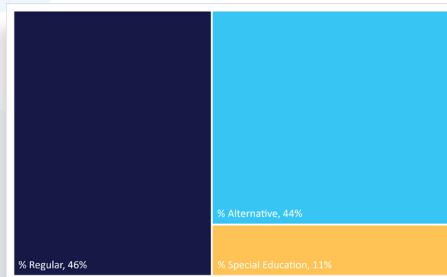
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Minnesota's non-graduates.

Black and Hispanic Students are Overrepresented in Minnesota's Non-Grads

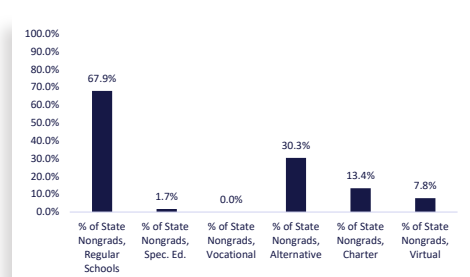


Minnesota had **57 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular and alternative schools**. Minnesota must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Minnesota's Low Grad Rate High Schools (ACGR <= 67%)



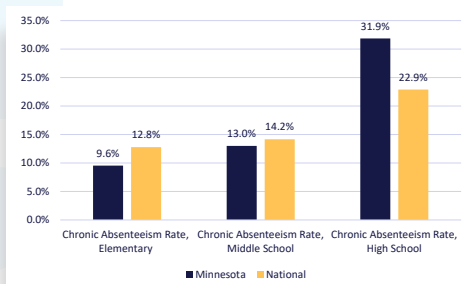
Where do Minnesota's Non-Grads Come From?



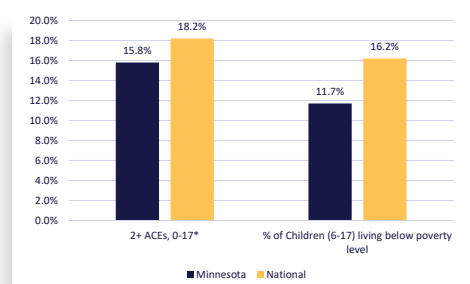
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Minnesota, 17.0 percent of students were chronically absent, more than the national average of 16.2 percent, and 15.8 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

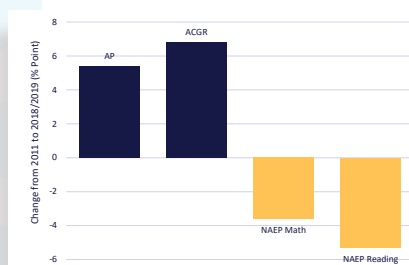


Child Poverty and ACE Scores, Minnesota v. National

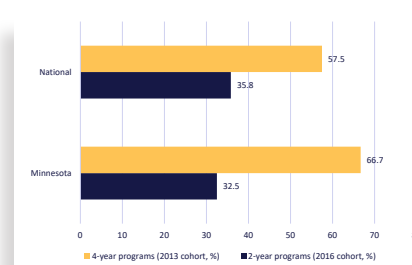


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

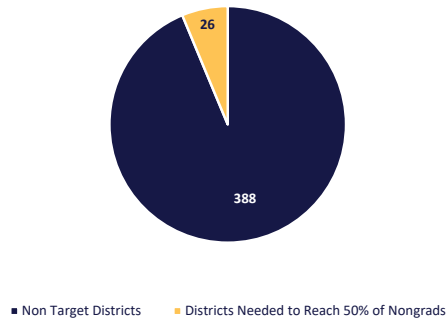


Minnesota improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

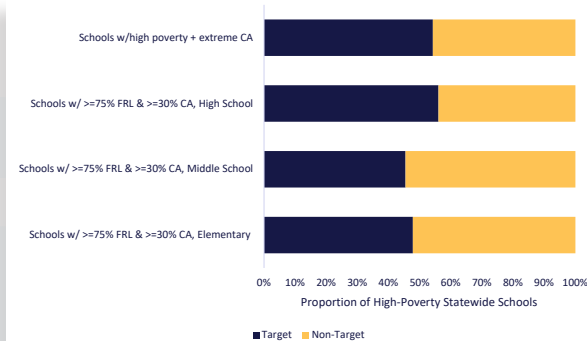
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Minnesota



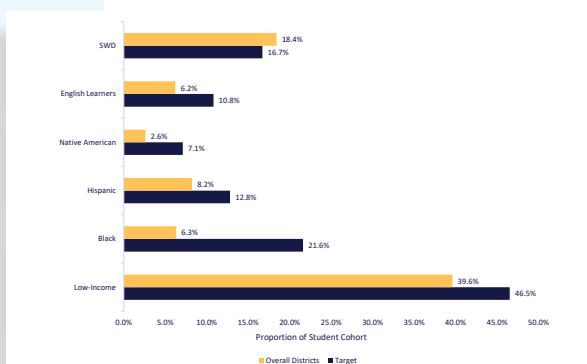
These 26 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 78.9 percent, **4.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Minnesota Target District Schools Comparison, 2019



Over 50 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 26 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Minnesota Target District and Overall Demographic Comparisons, 2019



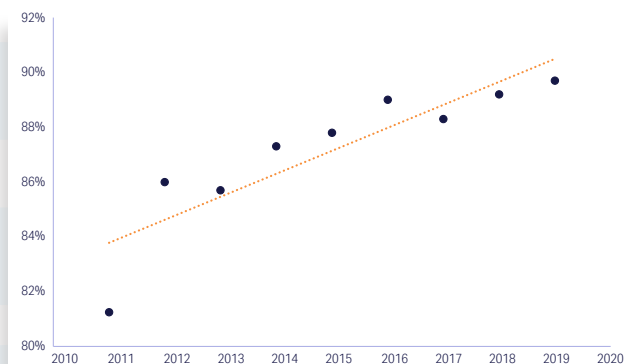
Additionally, Black, Hispanic, Native American, and English Learner students are over-represented in these districts. About 46.5 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MISSOURI

MEETING THE MOMENT DATA PROFILE

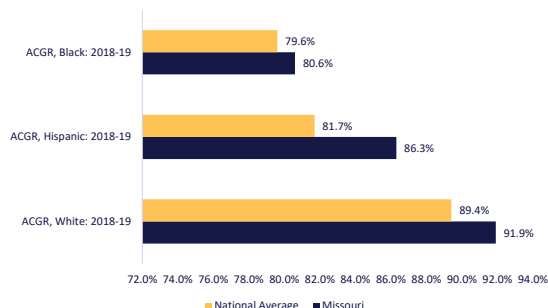
Missouri ACGR, 2011 - 2019



In 2019, Missouri's graduation rate was 89.7 percent, **above the national average** of 85.8 percent. Since 2011, Missouri's Adjusted Cohort Graduation Rate (ACGR) has **increased 8.5 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Missouri vs. U.S. Average for Subgroups, 2019



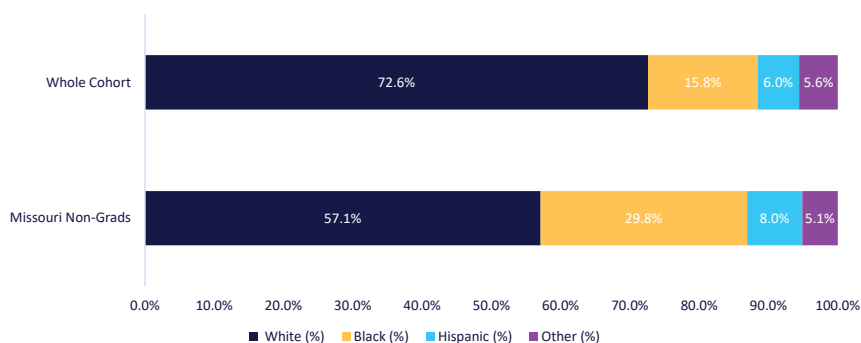
Missouri Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Missouri's non-graduates.

Black and Hispanic Students are Overrepresented in Missouri's Non-Grads

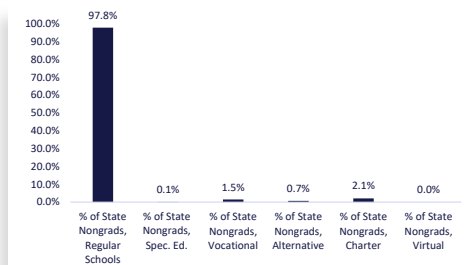


Missouri had **12 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Missouri must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Missouri's Low Grad Rate High Schools (ACGR <= 67%)



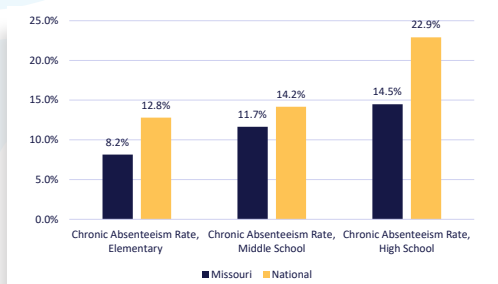
Where do Missouri's Non-Grads Come From?



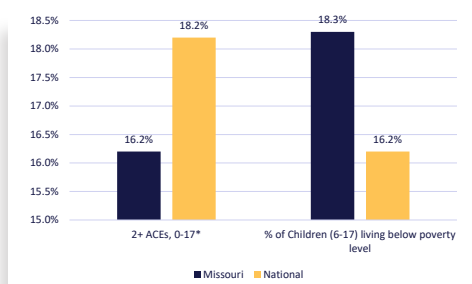
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Missouri, 10.9 percent of students were chronically absent, less than the national average of 16.2 percent, and 16.2 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

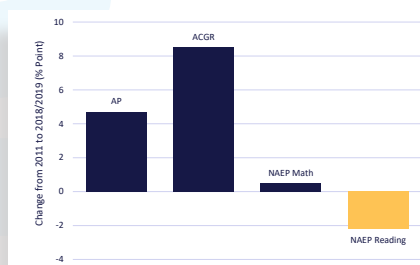


Child Poverty and ACE Scores, Missouri v. National

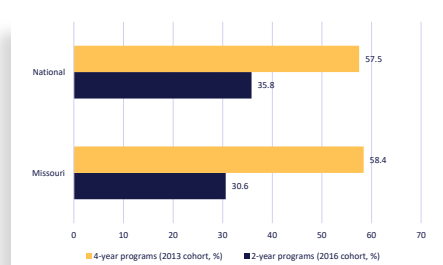


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

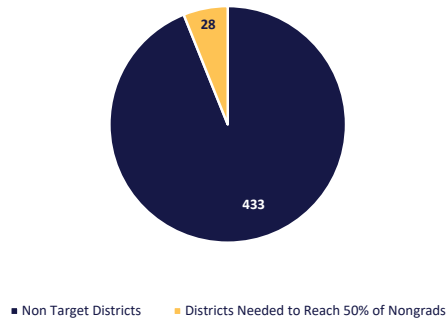


Missouri improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

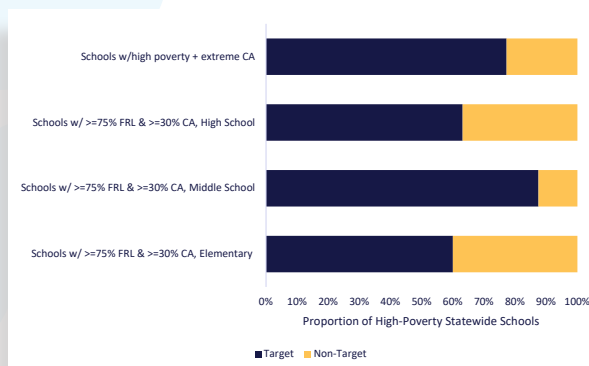
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Missouri



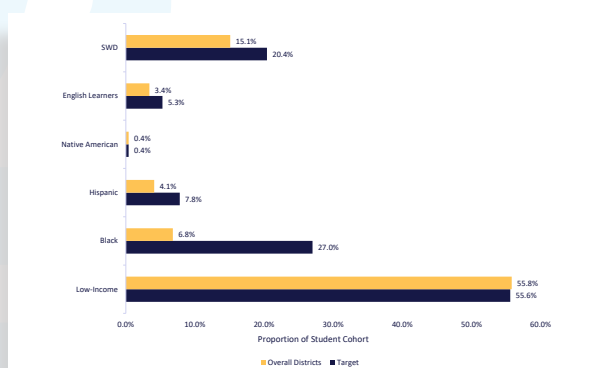
These 28 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 87.4 percent, **2.3 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Missouri Target District Schools Comparison, 2019



Over 75 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 28 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Missouri Target District and Overall Demographic Comparisons, 2019



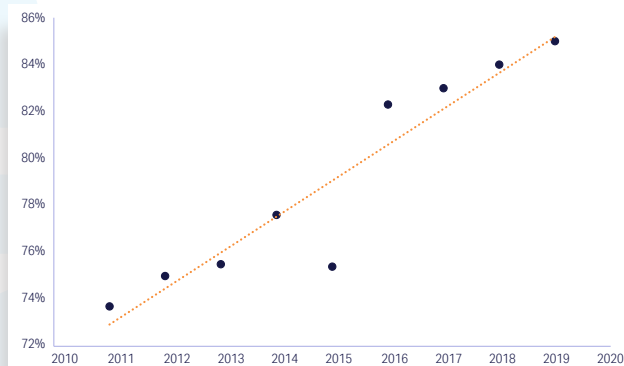
Additionally, students with disabilities, Black, and Hispanic students are over-represented in these districts. About 55.6 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MISSISSIPPI

MEETING THE MOMENT DATA PROFILE

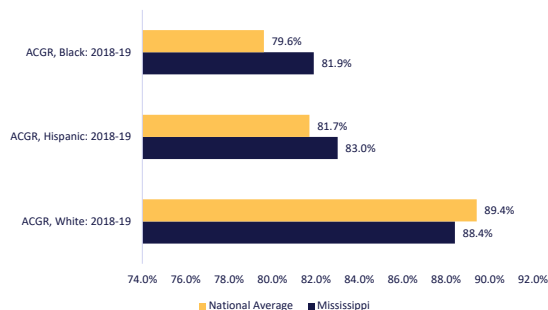
Mississippi ACGR, 2011 - 2019



In 2019, Mississippi's graduation rate was 85.0 percent, **below the national average** of 85.8 percent. Since 2011, Mississippi's Adjusted Cohort Graduation Rate (ACGR) has **increased 11.3 percentage points**, more than the national rate of gain of 6.8 percentage points.

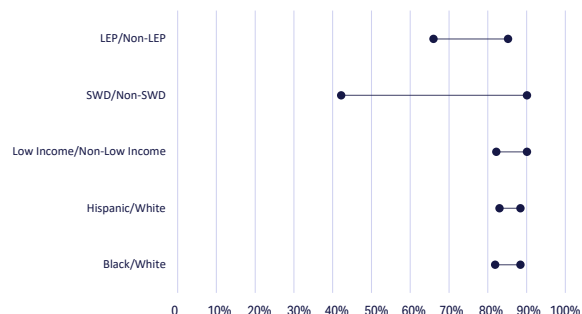
CLOSING GRADUATION GAPS

Mississippi vs. U.S. Average for Subgroups, 2019



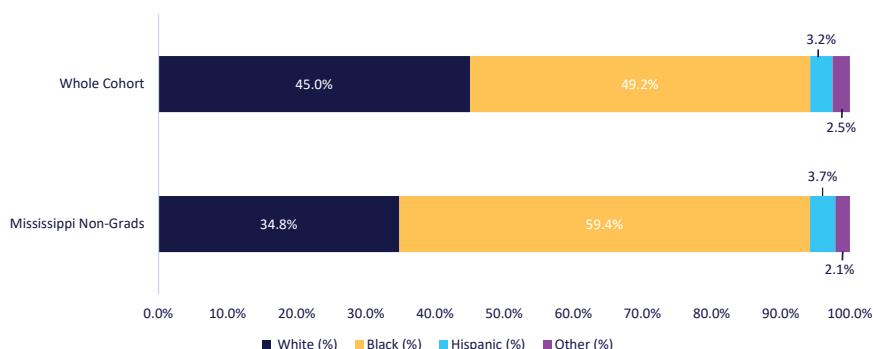
Mississippi Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Mississippi's non-graduates.

Black Students are Overrepresented in Mississippi's Non-Grads

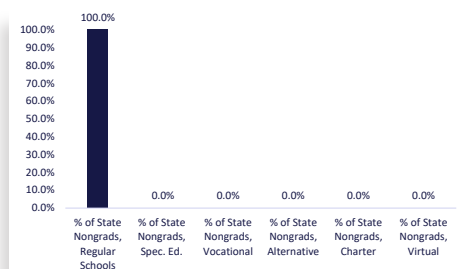


Mississippi had **8 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Mississippi must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Mississippi's Low Grad Rate High Schools (ACGR <= 67%)



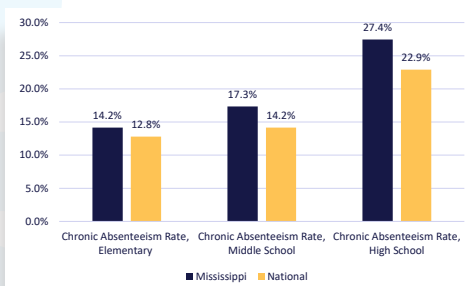
Where do Mississippi's Non-Grads Come From?



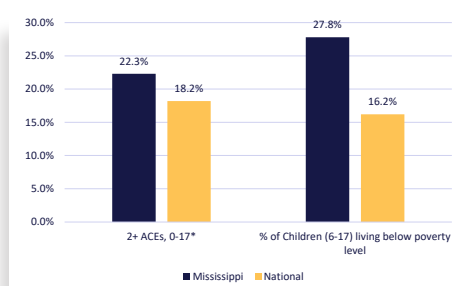
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Mississippi, 18.8 percent of students were chronically absent, more than the national average of 16.2 percent, and 22.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

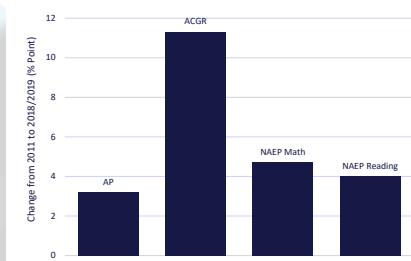


Child Poverty and ACE Scores, Mississippi v. National

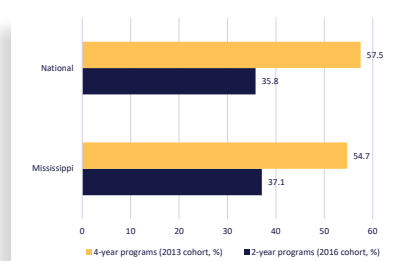


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

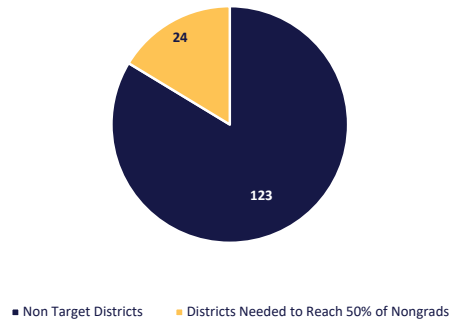


Mississippi improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

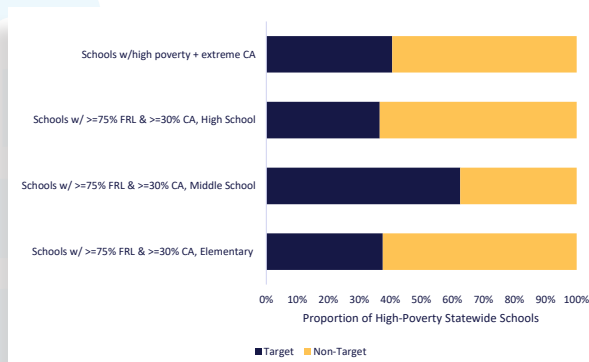
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Mississippi



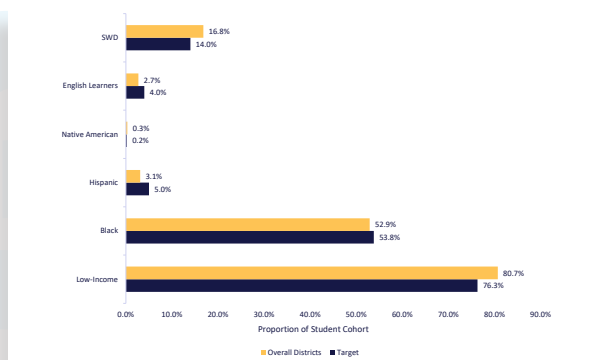
These 24 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 84.4 percent, **0.6 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Mississippi Target District Schools Comparison, 2019



Over 40 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 24 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Mississippi Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 76.3 percent of students in these districts are economically disadvantaged.

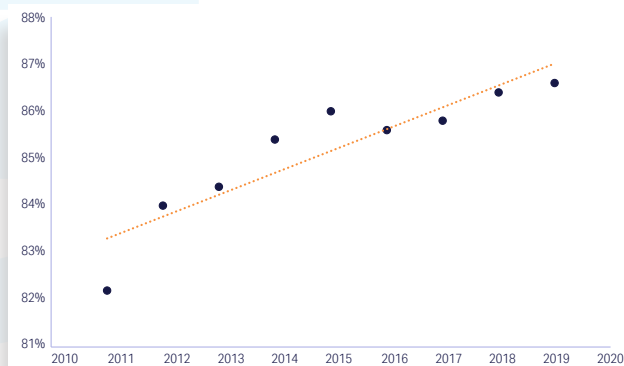
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

MONTANA

MEETING THE MOMENT DATA PROFILE



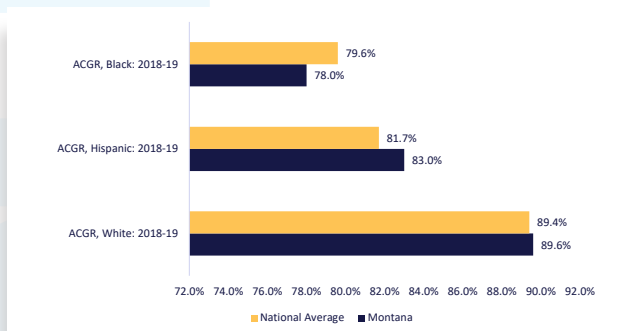
Montana ACGR, 2011 - 2019



In 2019, Montana's graduation rate was 86.6 percent, **above the national average** of 85.8 percent. Since 2011, Montana's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.4 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Montana vs. U.S. Average for Subgroups, 2019



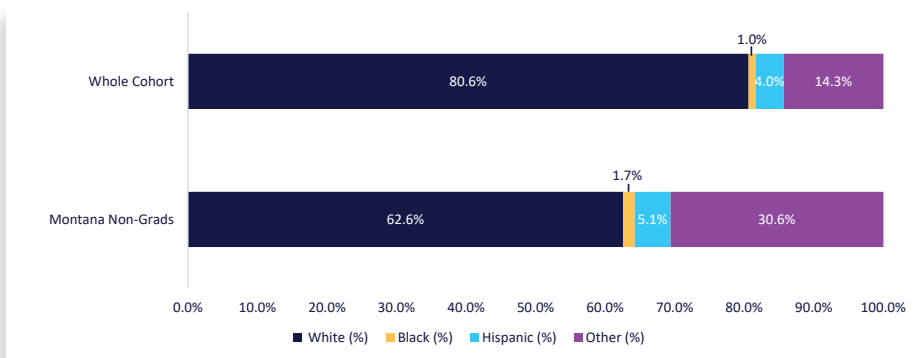
Montana Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



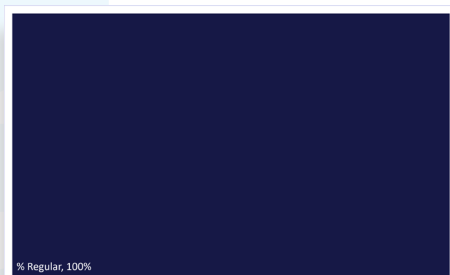
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Montana's non-graduates.

Native American Students are Overrepresented in Montana's Non-Grads

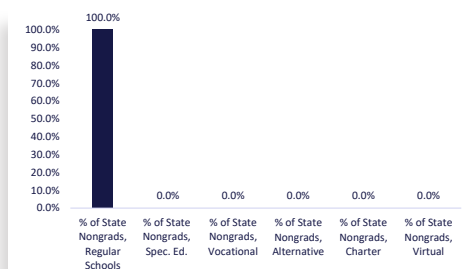


Montana had **5 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Montana must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Montana's Low Grad Rate High Schools
(ACGR <= 67%)**



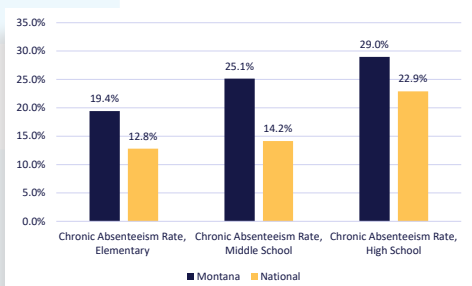
**Where do Montana's
Non-Grads Come From?**



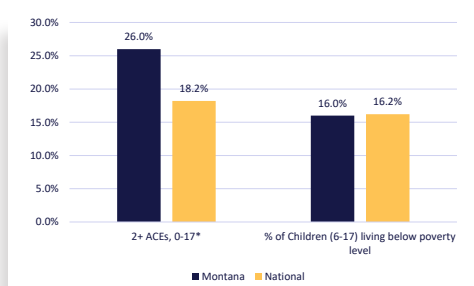
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Montana, 23.4 percent of students were chronically absent, more than the national average of 16.2 percent, and 26.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

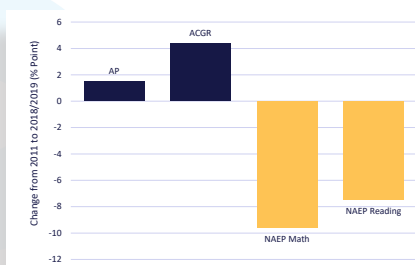


**Child Poverty and ACE Scores,
Montana v. National**

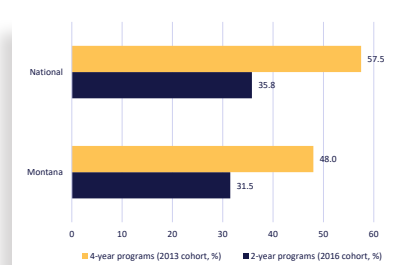


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

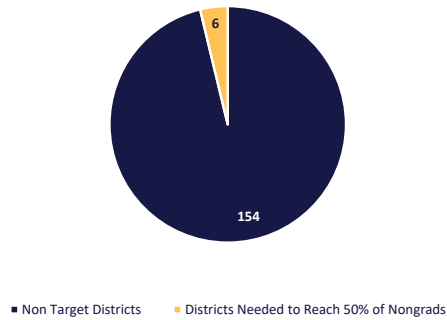


Montana improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

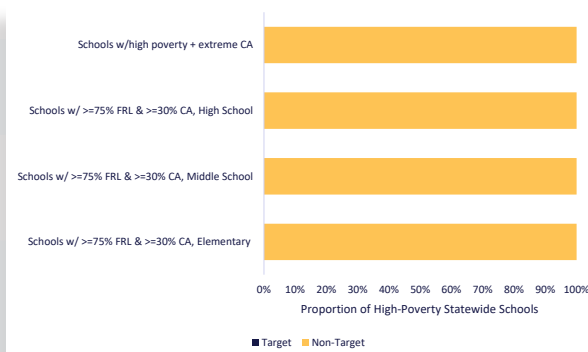
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Montana



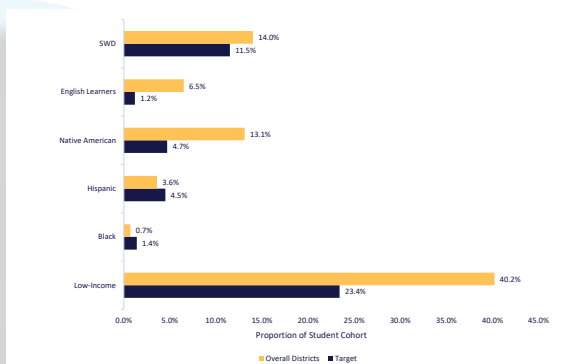
These 6 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 85.1 percent, **1.5 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Montana Target District Schools Comparison, 2019



While non-graduates are targeted in these 6 districts, schools with high rates of Free and Reduced Priced Lunch (FRPL) and Chronic Absenteeism (CA) are found in other areas of the state. Schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Montana Target District and Overall Demographic Comparisons, 2019



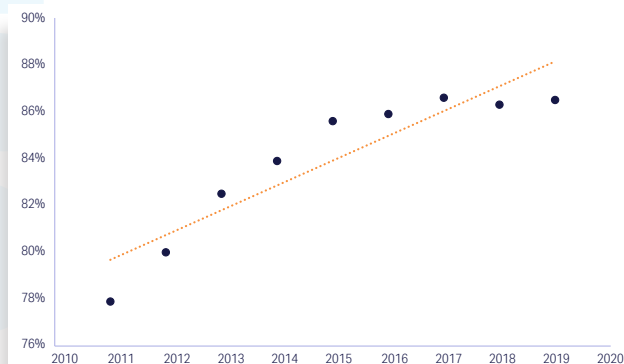
Additionally, Black and Hispanic students are over-represented in these districts. About 23.4 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NORTH CAROLINA

MEETING THE MOMENT DATA PROFILE

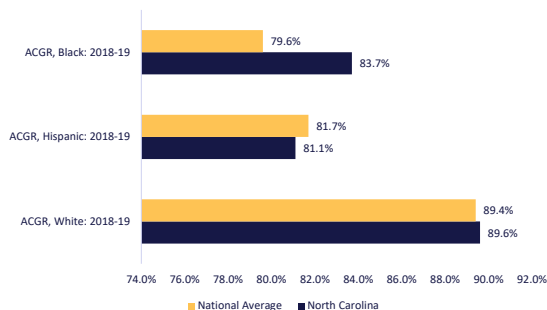
North Carolina ACGR, 2011 - 2019



In 2019, North Carolina's graduation rate was 86.5 percent, **above the national average** of 85.8 percent. Since 2011, North Carolina's Adjusted Cohort Graduation Rate (ACGR) has **increased 8.6 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

North Carolina vs. U.S. Average for Subgroups, 2019



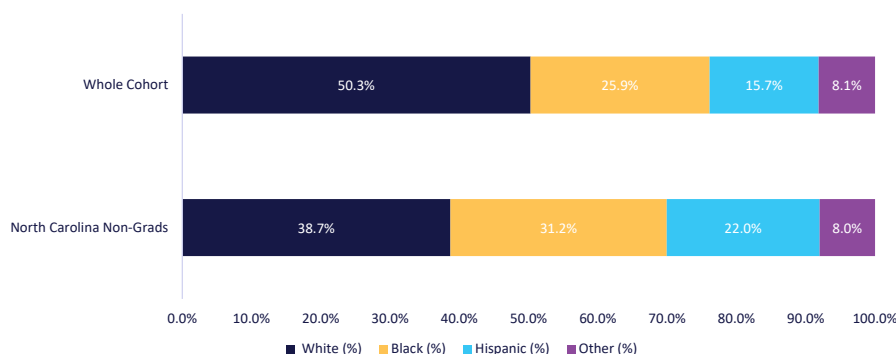
North Carolina Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



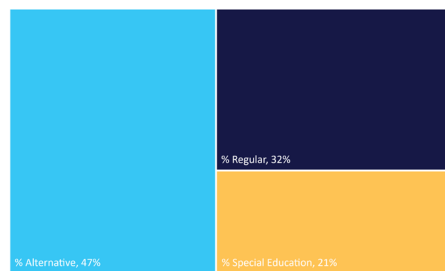
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up North Carolina's non-graduates.

Black and Hispanic Students are Overrepresented in North Carolina's Non-Grads

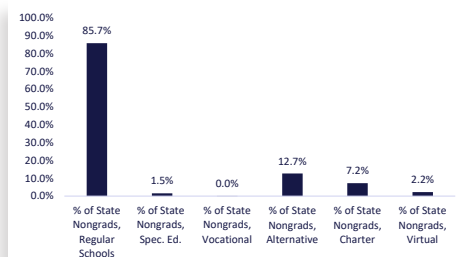


North Carolina had **34 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative and regular schools**. North Carolina must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

North Carolina's Low Grad Rate High Schools (ACGR <= 67%)



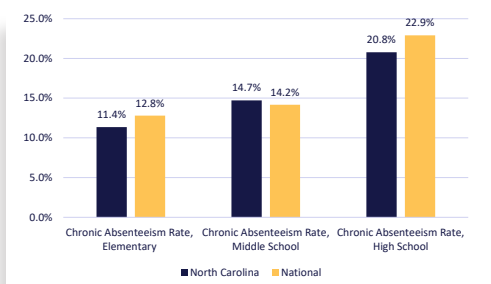
Where do North Carolina's Non-Grads Come From?



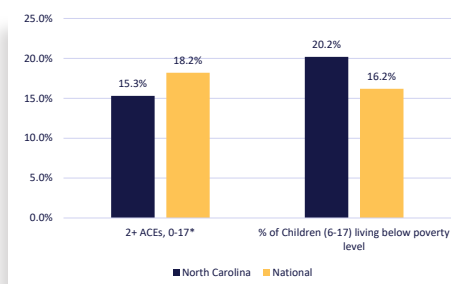
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In North Carolina, 14.9 percent of students were chronically absent, less than the national average of 16.2 percent, and 15.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

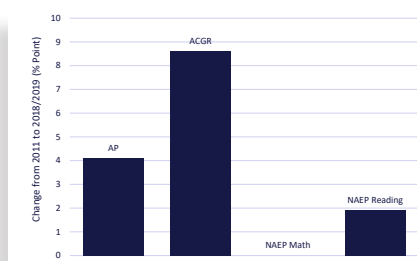


Child Poverty and ACE Scores, North Carolina v. National

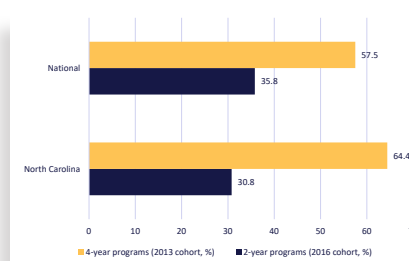


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

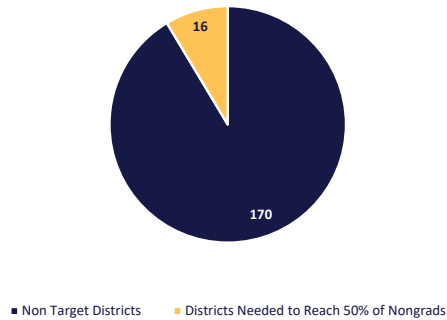


North Carolina improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

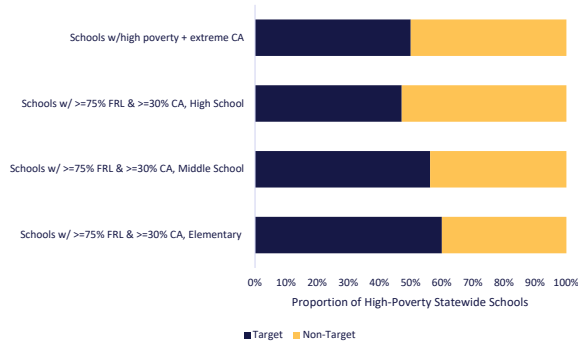
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in North Carolina



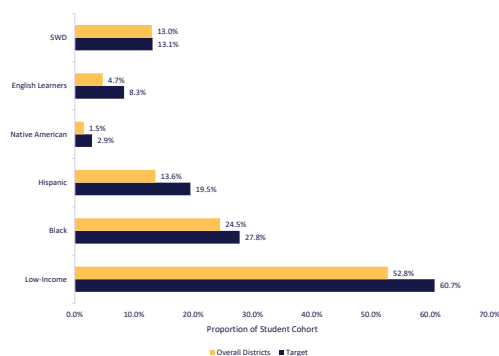
These 16 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 86.9 percent, **0.4 percentage points higher than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

North Carolina Target District Schools Comparison, 2019



Fifty percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 16 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

North Carolina Target District and Overall Demographic Comparisons, 2019

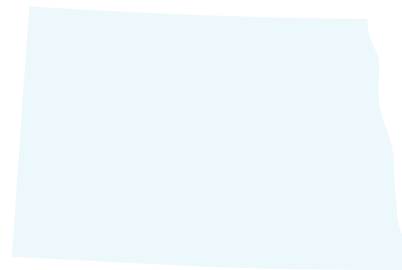


Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 60.7 percent of students in these districts are economically disadvantaged.

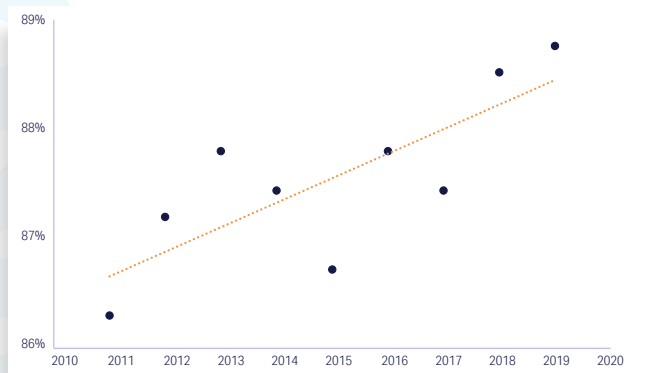
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NORTH DAKOTA

MEETING THE MOMENT DATA PROFILE



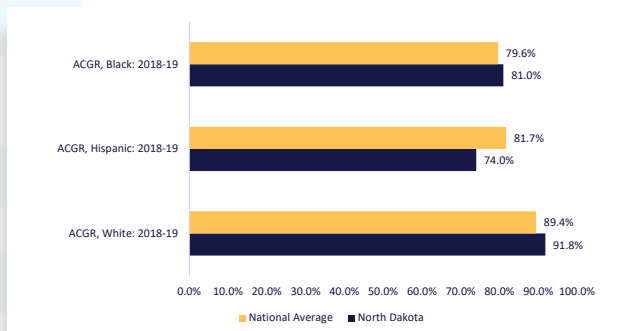
North Dakota ACGR, 2011 - 2019



In 2019, North Dakota's graduation rate was 88.3 percent, **above the national average** of 85.8 percent. Since 2011, North Dakota's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

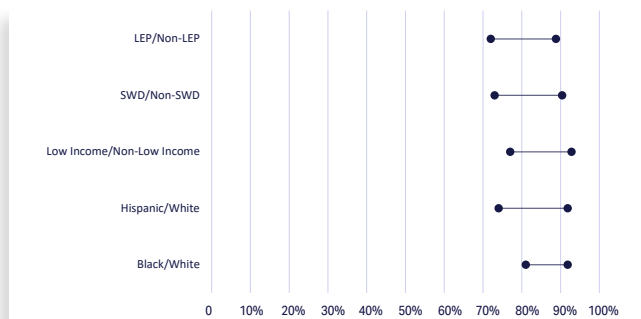
CLOSING GRADUATION GAPS

North Dakota vs. U.S. Average for Subgroups, 2019



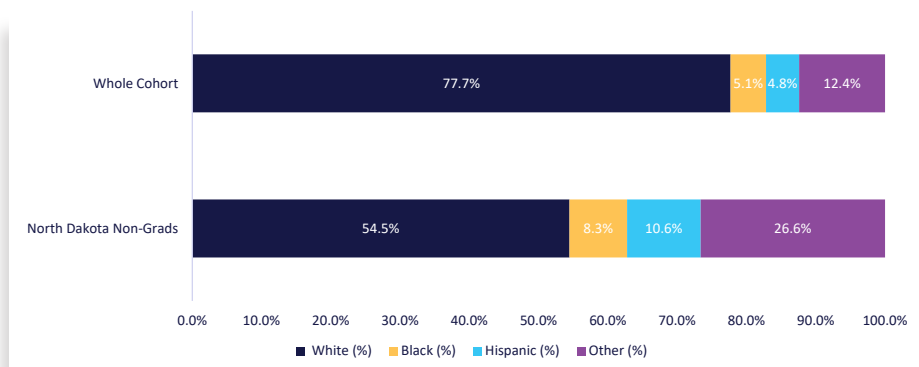
North Dakota Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



Black, Hispanic, and Native American Students are Overrepresented in North Dakota's Non-Grads

COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up North Dakota's non-graduates.

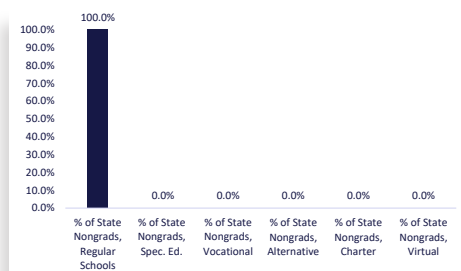


North Dakota had **3 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. North Dakota must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

North Dakota's Low Grad Rate High Schools (ACGR <= 67%)



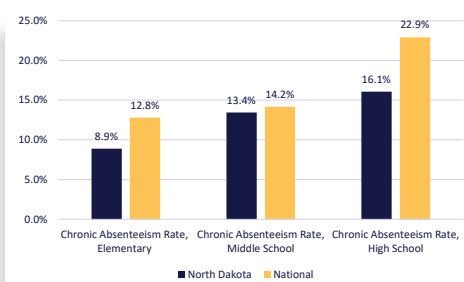
Where do North Dakota's Non-Grads Come From?



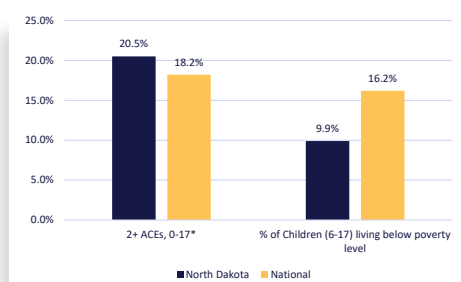
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In North Dakota, 11.8 percent of students were chronically absent, less than the national average of 16.2 percent, and 20.5 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

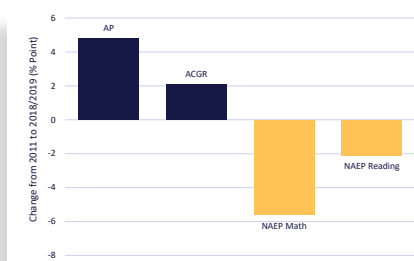


Child Poverty and ACE Scores, North Dakota v. National

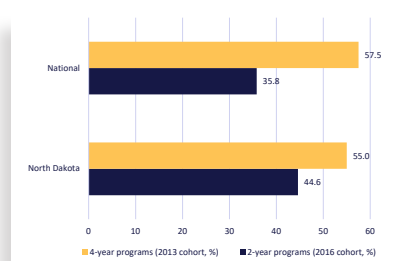


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

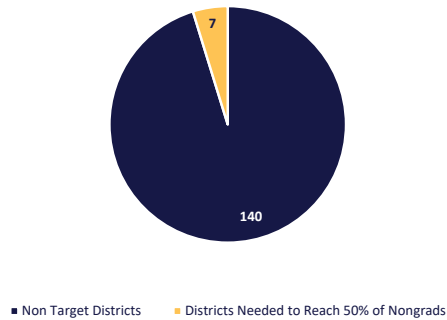


North Dakota improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

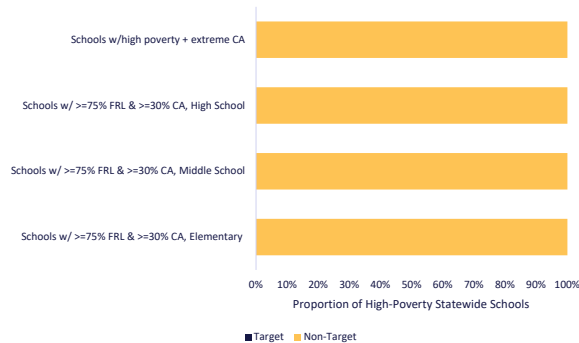
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in North Dakota



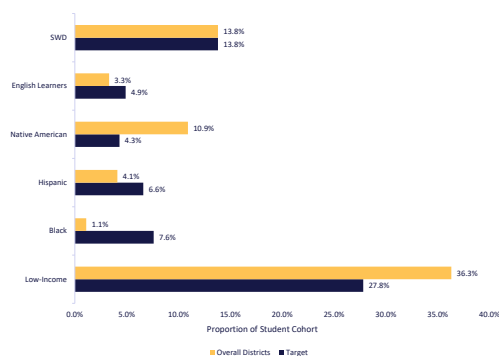
These 7 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 86.5 percent, **1.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

North Dakota Target District Schools Comparison, 2019



While non-graduates are concentrated in these districts, schools with high rates of Free and Reduced Priced Lunch (FRPL) and Chronic Absenteeism (CA) are found in other areas of the state. Schools serving high-poverty communities with higher rates of youth disconnection need greater support.

North Dakota Target District and Overall Demographic Comparisons, 2019



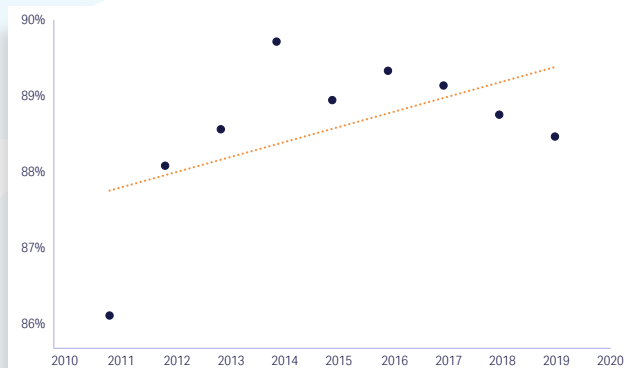
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 27.8 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEBRASKA

MEETING THE MOMENT DATA PROFILE

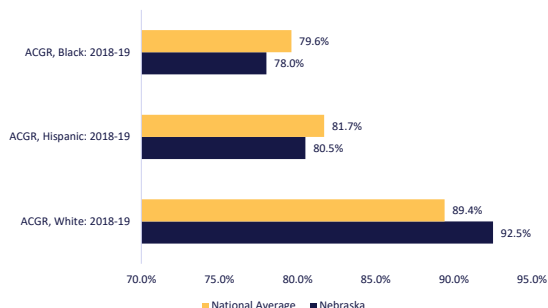
Nebraska ACGR, 2011 - 2019



In 2019, Nebraska's graduation rate was 88.4 percent, **above the national average** of 85.8 percent. Since 2011, Nebraska's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

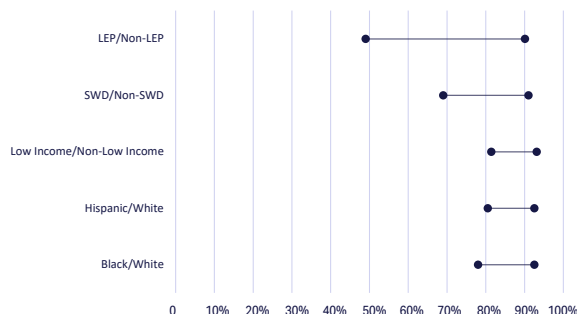
CLOSING GRADUATION GAPS

Nebraska vs. U.S. Average for Subgroups, 2019



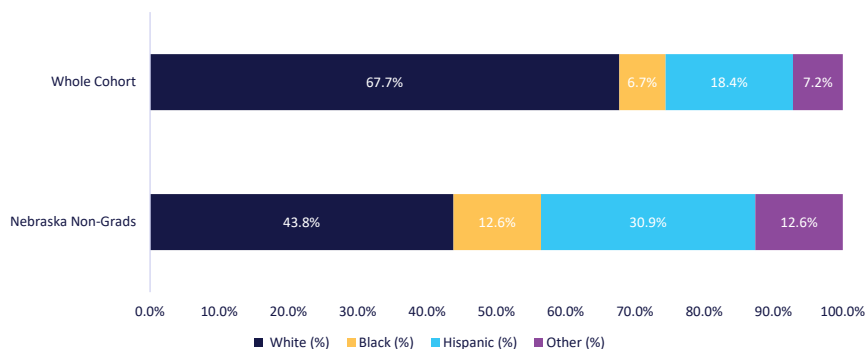
Nebraska Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Nebraska's non-graduates.

Black and Hispanic Students are Overrepresented in Nebraska's Non-Grads

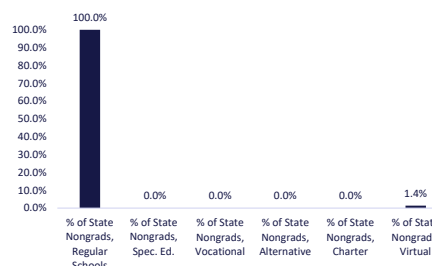


Nebraska had **0 low-graduation-rate high schools** in 2019.

Nebraska's Low Grad Rate High Schools (ACGR <= 67%)

Nebraska did not have any low graduation rate high schools in the 2018-19 school year.

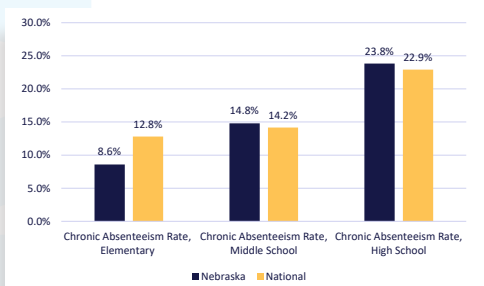
Where do Nebraska's Non-Grads Come From?



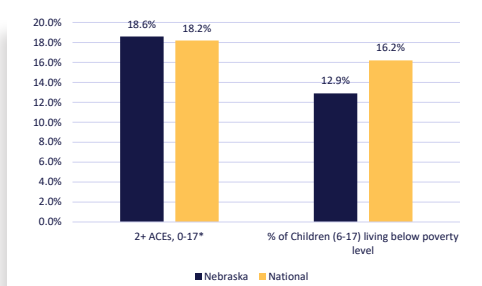
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Nebraska, 14.6 percent of students were chronically absent, less than the national average of 16.2 percent, and 18.6 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

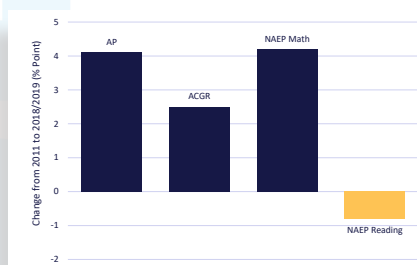


Child Poverty and ACE Scores, Nebraska v. National

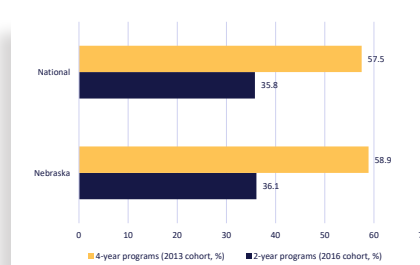


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

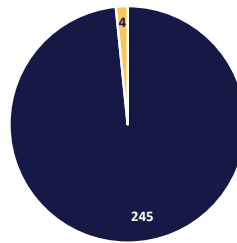


Nebraska improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

WHERE IS THE CHALLENGE CONCENTRATED?

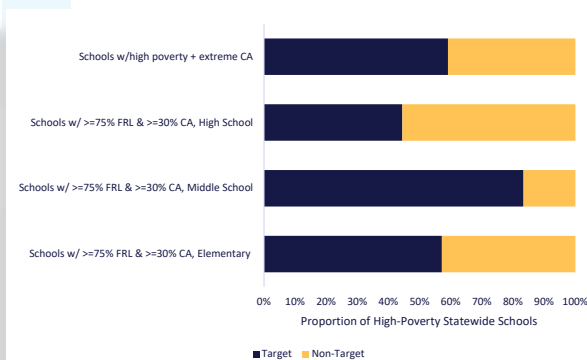
Target Districts: Where 50% of Non-Grads Live in Nebraska



■ Non Target Districts ■ Districts Needed to Reach 50% of Nongrads

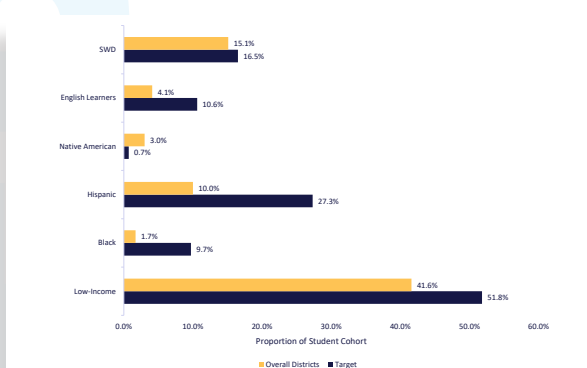
These 4 target districts contain 52 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 82.3 percent, **6.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Nebraska Target District Schools Comparison, 2019



Over 55 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 4 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Nebraska Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 51.8 percent of students in these districts are economically disadvantaged.

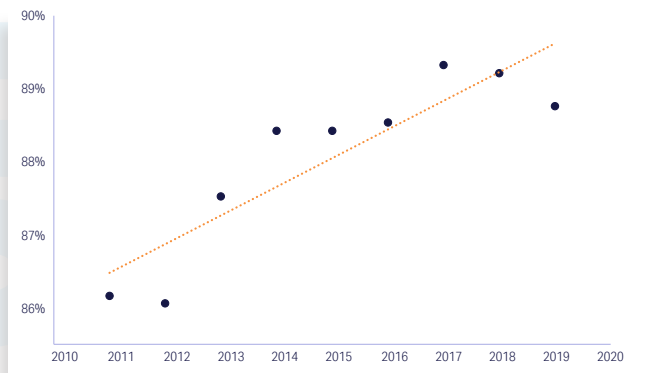
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEW HAMPSHIRE

MEETING THE MOMENT DATA PROFILE



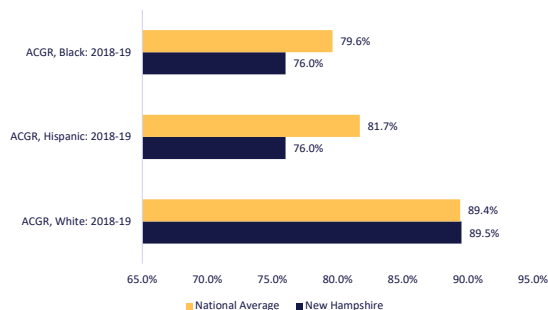
New Hampshire ACGR, 2011 - 2019



In 2019, New Hampshire's graduation rate was 88.4 percent, **above the national average** of 85.8 percent. Since 2011, New Hampshire's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.3 percentage points**, less than the national rate of gain of 6.8 percentage points.

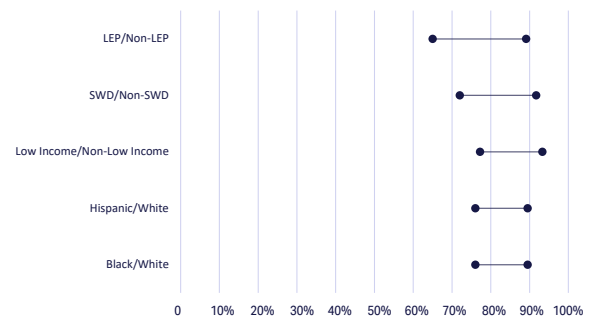
CLOSING GRADUATION GAPS

New Hampshire vs. U.S. Average for Subgroups, 2019



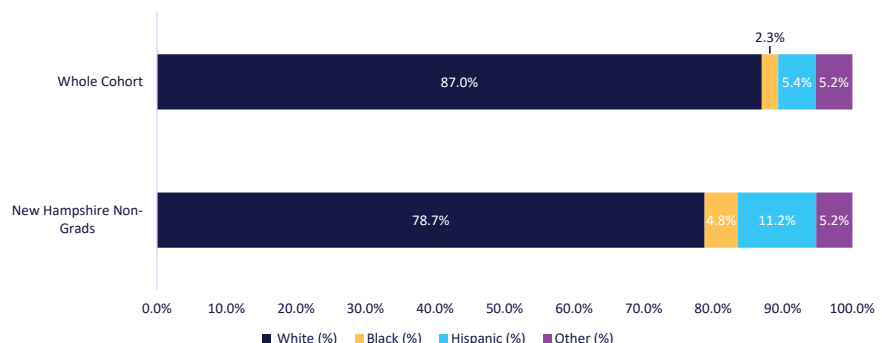
New Hampshire Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up New Hampshire's non-graduates.

Black and Hispanic Students are Overrepresented in New Hampshire's Non-Grads

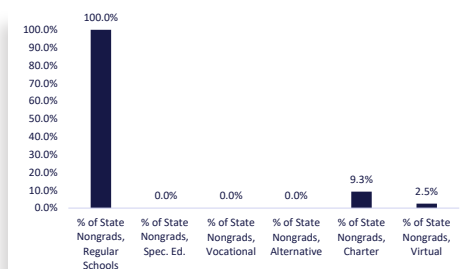


New Hampshire had **2 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. New Hampshire must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

New Hampshire's Low Grad Rate High Schools (ACGR <= 67%)



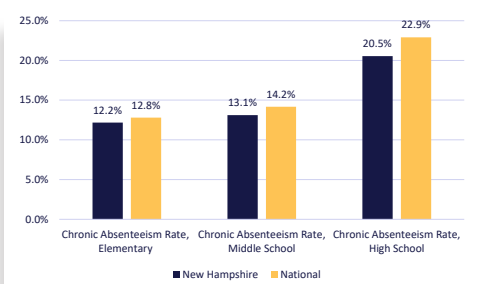
Where do New Hampshire's Non-Grads Come From?



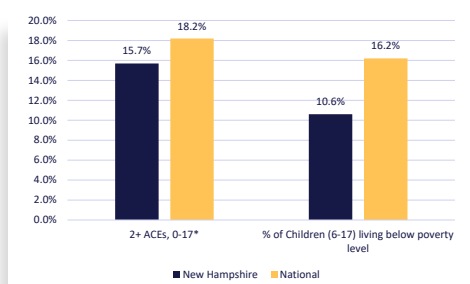
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In New Hampshire, 15.1 percent of students were chronically absent, less than the national average of 16.2 percent, and 15.7 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

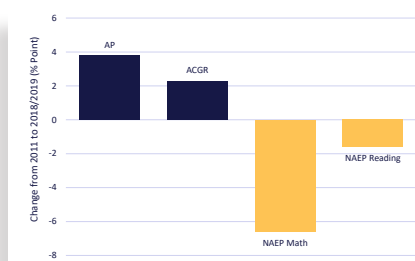


Child Poverty and ACE Scores, New Hampshire v. National

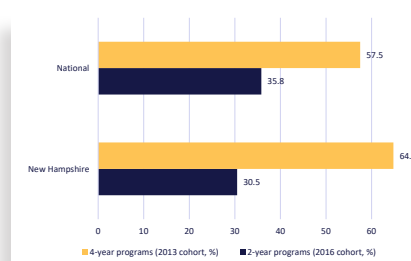


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

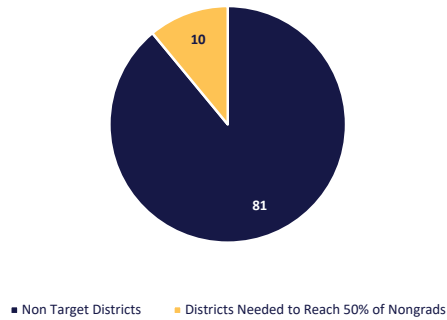


New Hampshire improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

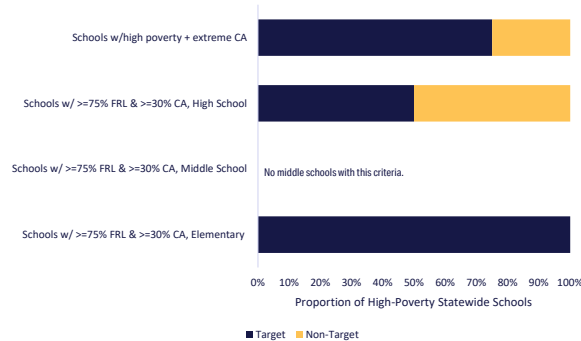
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in New Hampshire



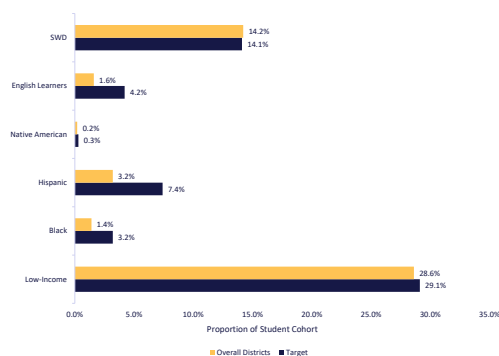
These 10 target districts contain 52 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 83.3 percent, **5.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

New Hampshire Target District Schools Comparison, 2019



Over 70 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 10 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

New Hampshire Target District and Overall Demographic Comparisons, 2019



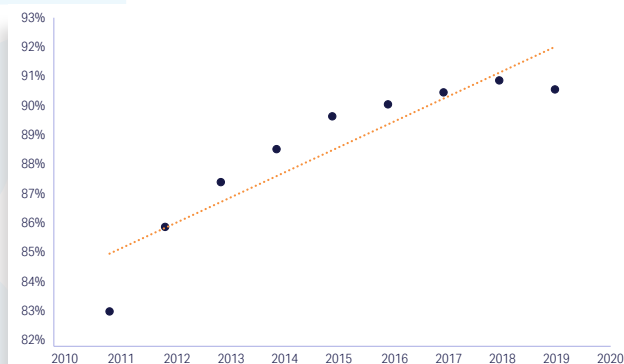
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 29.1 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEW JERSEY

MEETING THE MOMENT DATA PROFILE

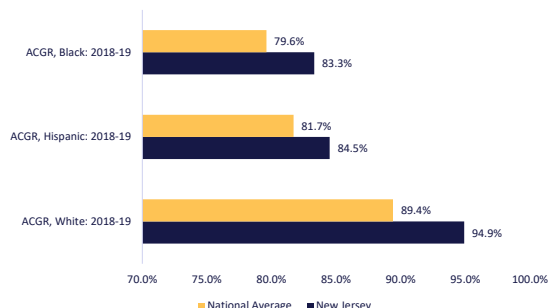
New Jersey ACGR, 2011 - 2019



In 2019, New Jersey's graduation rate was 90.6 percent, **above the national average** of 85.8 percent. Since 2011, New Jersey's Adjusted Cohort Graduation Rate (ACGR) has **increased 7.4 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

New Jersey vs. U.S. Average for Subgroups, 2019



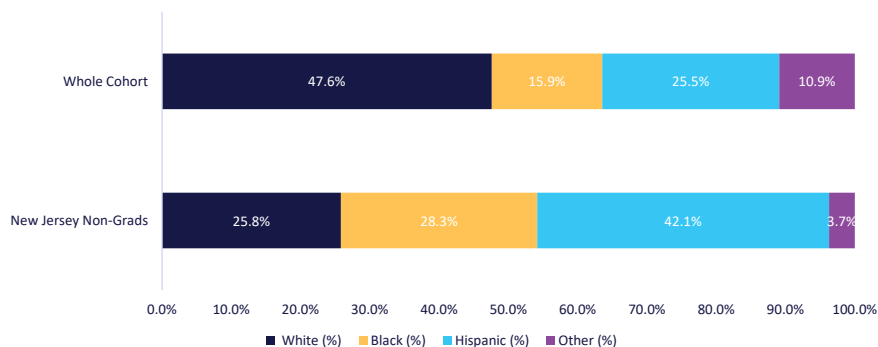
New Jersey Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up New Jersey's non-graduates.

Black and Hispanic Students are Overrepresented in New Jersey's Non-Grads

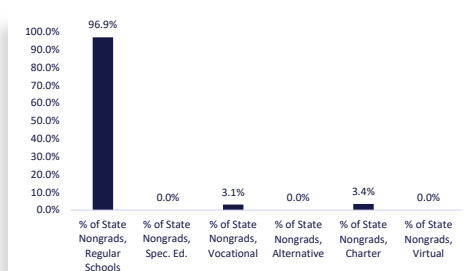


New Jersey had **9 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. New Jersey must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

New Jersey's Low Grad Rate High Schools (ACGR <= 67%)



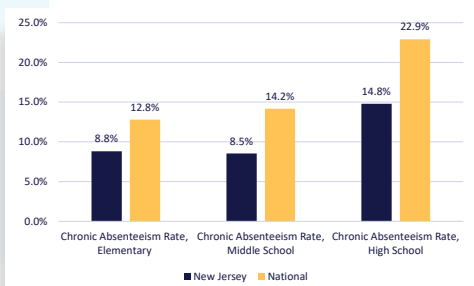
Where do New Jersey's Non-Grads Come From?



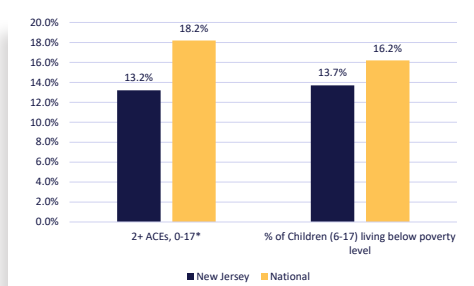
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In New Jersey, 10.7 percent of students were chronically absent, less than the national average of 16.2 percent, and 13.2 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

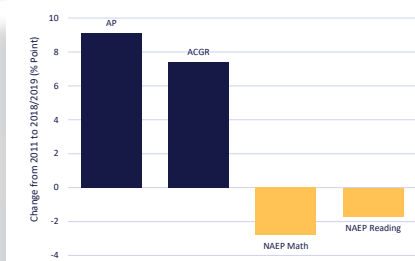


Child Poverty and ACE Scores, New Jersey v. National

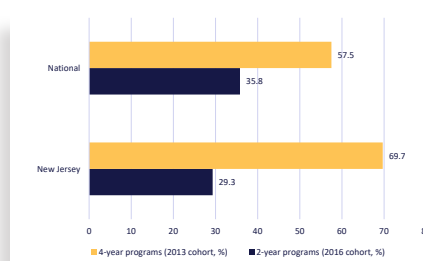


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

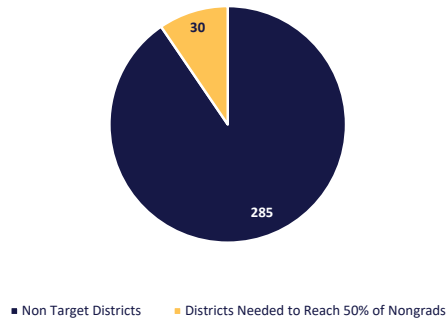


New Jersey improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

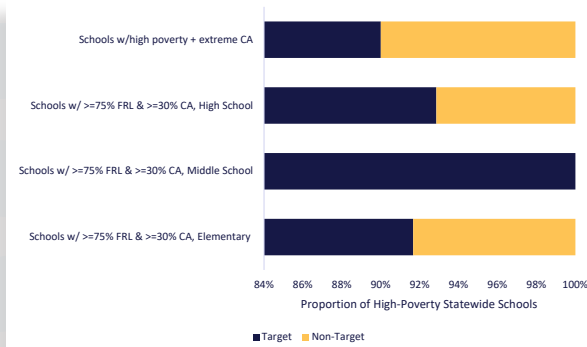
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in New Jersey



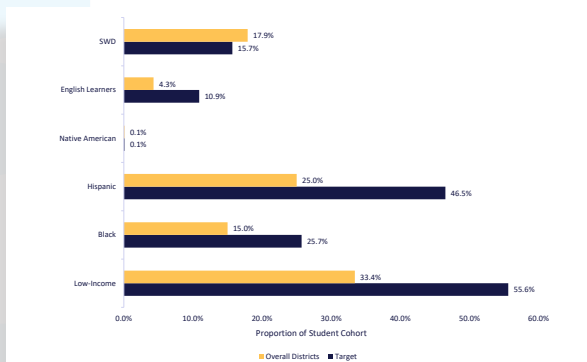
These 30 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 83.1 percent, **7.5 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

New Jersey Target District Schools Comparison, 2019



Over 90 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 30 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

New Jersey Target District and Overall Demographic Comparisons, 2019



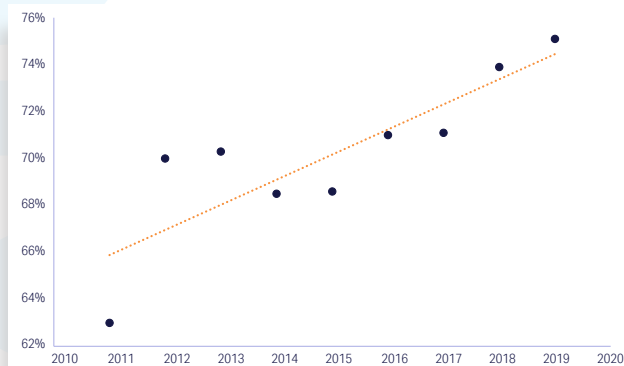
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 55.6 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEW MEXICO

MEETING THE MOMENT DATA PROFILE

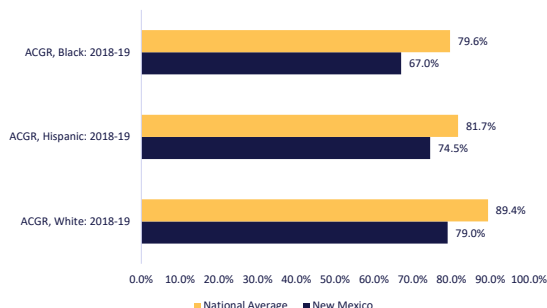
New Mexico ACGR, 2011 - 2019



In 2019, New Mexico's graduation rate was 75.1 percent, **below the national average** of 85.8 percent. Since 2011, New Mexico's Adjusted Cohort Graduation Rate (ACGR) has **increased 12.1 percentage points**, more than the national rate of gain of 6.8 percentage points.

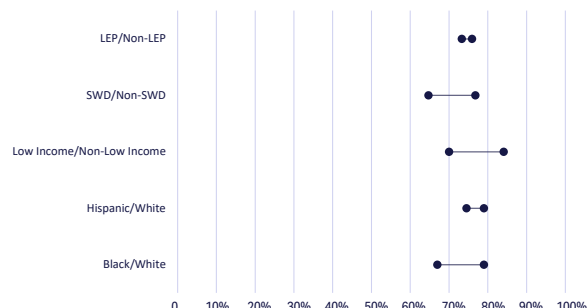
CLOSING GRADUATION GAPS

New Mexico vs. U.S. Average for Subgroups, 2019



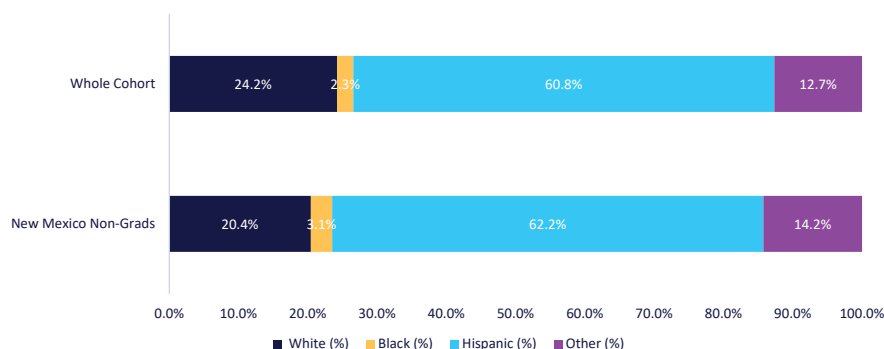
New Mexico Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up New Mexico's non-graduates.

Hispanic Students are Slightly Overrepresented in New Mexico's Non-Grads

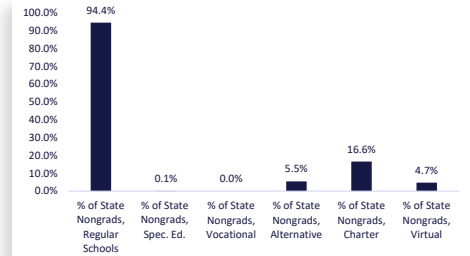


New Mexico had **38 low-graduation-rate high schools** in 2019. All of these schools were **regular and alternative schools**. New Mexico must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

New Mexico's Low Grad Rate High Schools (ACGR <= 67%)



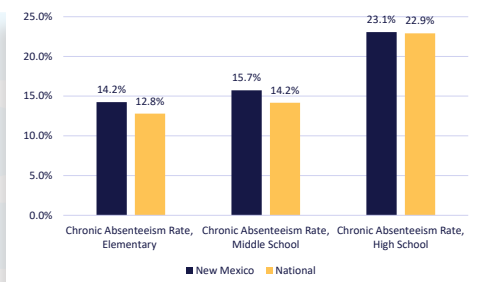
Where do New Mexico's Non-Grads Come From?



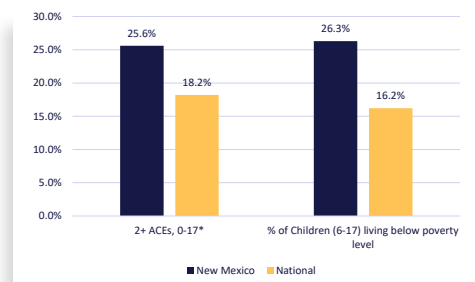
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In New Mexico, 17.3 percent of students were chronically absent, more than the national average of 16.2 percent, and 25.6 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

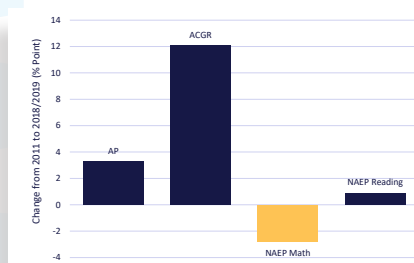


Child Poverty and ACE Scores, New Mexico v. National

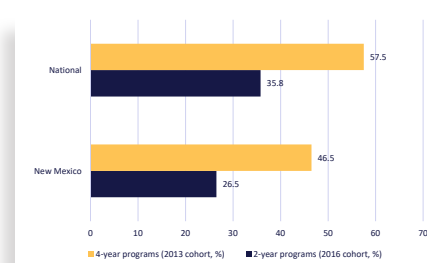


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

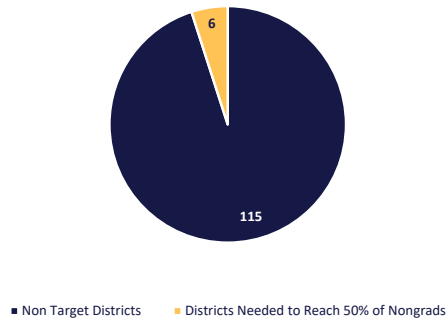


New Mexico improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

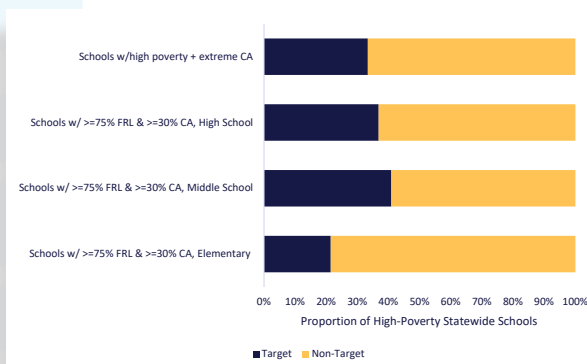
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in New Mexico



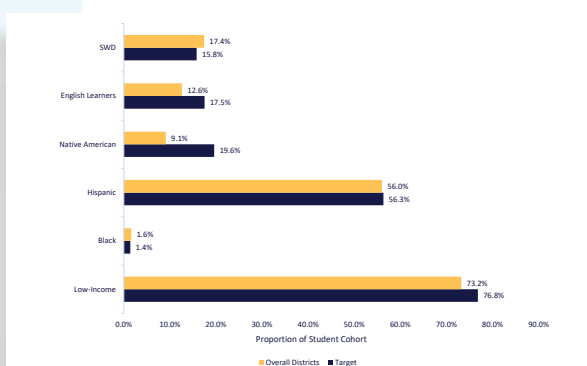
These 6 target districts contain 53 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 74.1 percent, **1.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

New Mexico Target District Schools Comparison, 2019



Over 30 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 6 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

New Mexico Target District and Overall Demographic Comparisons, 2019



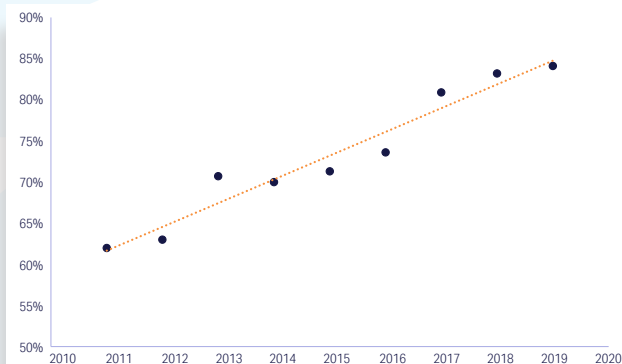
Additionally, Native American and English Learner students are over-represented in these districts. About 76.8 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEVADA

MEETING THE MOMENT DATA PROFILE

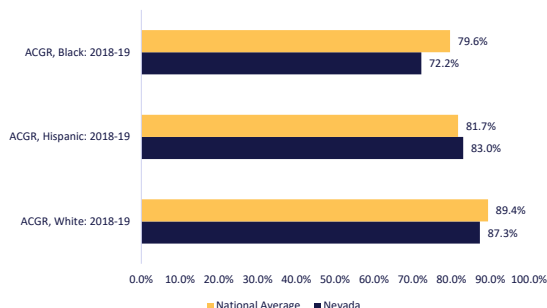
Nevada ACGR, 2011 - 2019



In 2019, Nevada's graduation rate was 84.1 percent, **below the national average** of 85.8 percent. Since 2011, Nevada's Adjusted Cohort Graduation Rate (ACGR) has **increased 22.1 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Nevada vs. U.S. Average for Subgroups, 2019



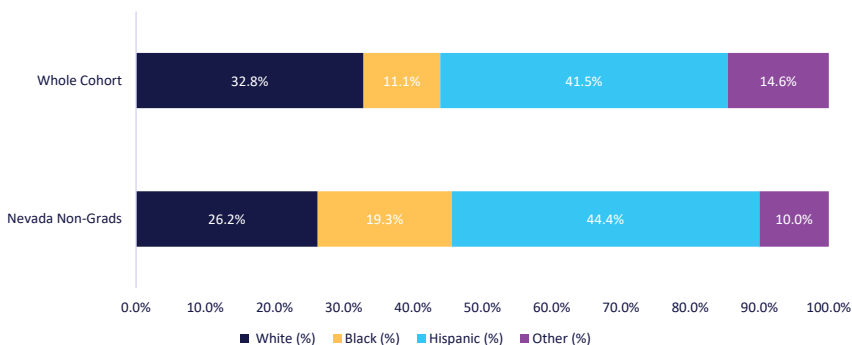
Nevada Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



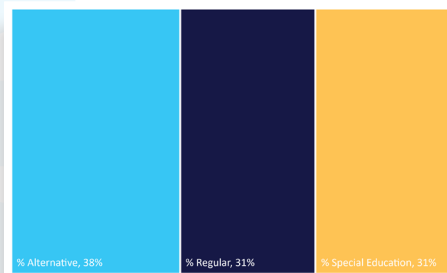
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Nevada's non-graduates.

Black and Hispanic Students are Overrepresented in Nevada's Non-Grads

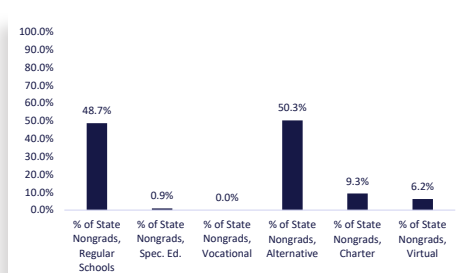


Nevada had **13 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Nevada must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Nevada's Low Grad Rate High Schools (ACGR <= 67%)



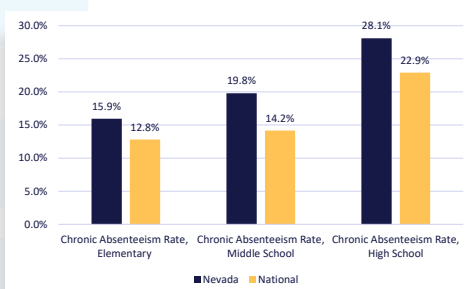
Where do Nevada's Non-Grads Come From?



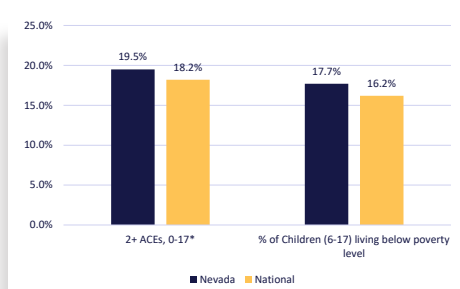
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Nevada, 20.3 percent of students were chronically absent, more than the national average of 16.2 percent, and 19.5 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

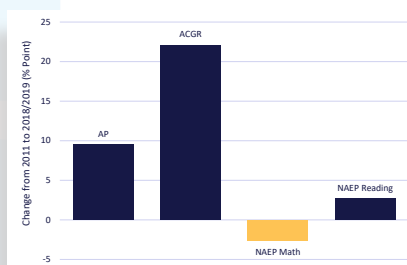


Child Poverty and ACE Scores, Nevada v. National

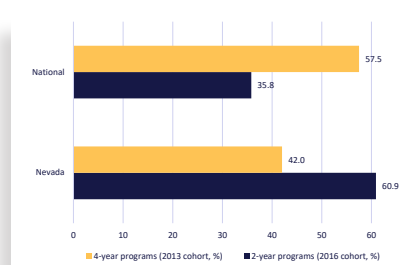


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

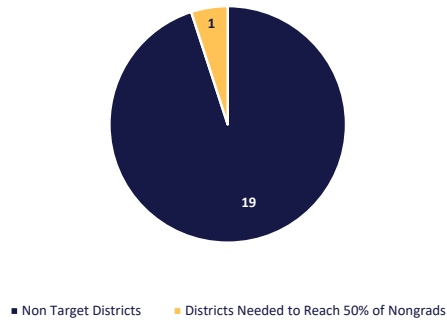


Nevada improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

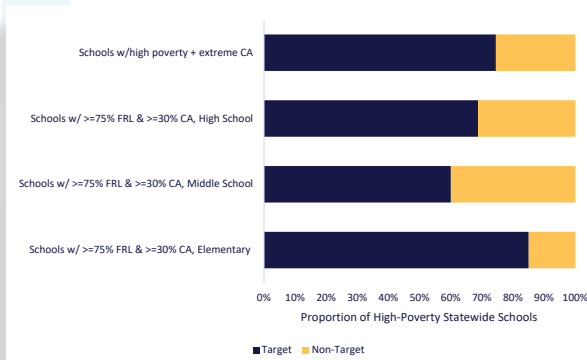
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Nevada



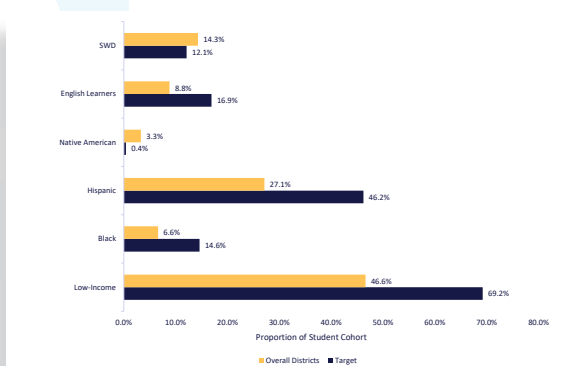
This 1 target district contains 68 percent of all non-graduates in the state. Within this target district, the average graduation rate was 86.0 percent, **1.9 percentage points higher than the state average**. This district is more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, this district has a high concentration of need post-COVID-19.²

Nevada Target District Schools Comparison, 2019



Over 70 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in this 1 target school district. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Nevada Target District and Overall Demographic Comparisons, 2019



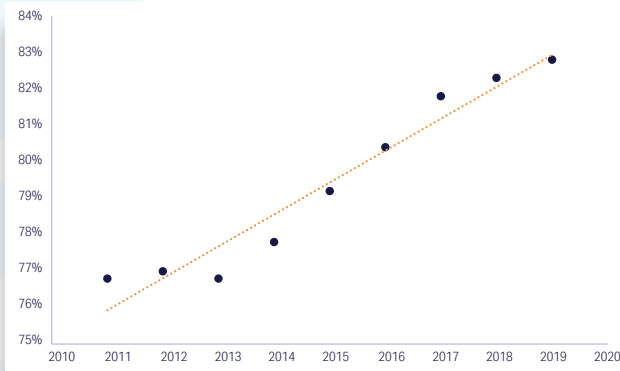
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 69.2 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

NEW YORK

MEETING THE MOMENT DATA PROFILE

New York ACGR, 2011 - 2019



In 2019, New York's graduation rate was 82.8 percent, **below the national average** of 85.8 percent. Since 2011, New York's Adjusted Cohort Graduation Rate (ACGR) has **increased 6.0 percentage points**, less than the national rate of gain of 6.8 percentage points.

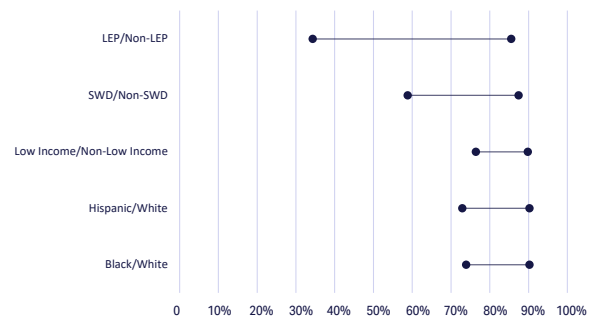
CLOSING GRADUATION GAPS

New York vs. U.S. Average for Subgroups, 2019



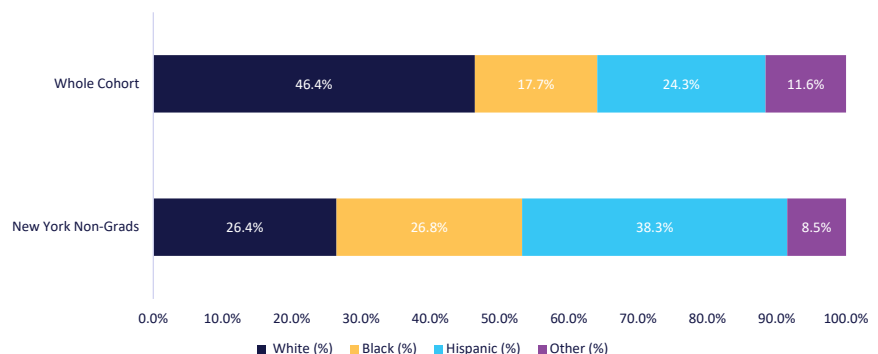
New York Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up New York's non-graduates.

Black and Hispanic Students are Overrepresented in New York's Non-Grads

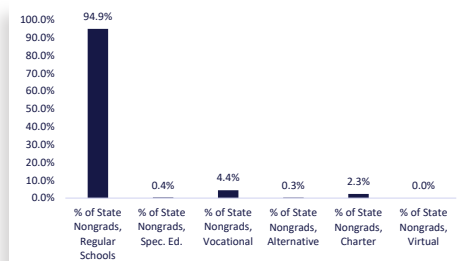


New York had **134 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. New York must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

New York's Low Grad Rate High Schools (ACGR <= 67%)



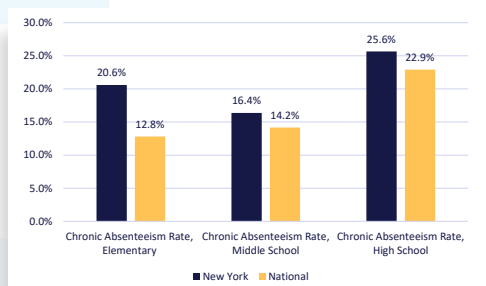
Where do New York's Non-Grads Come From?



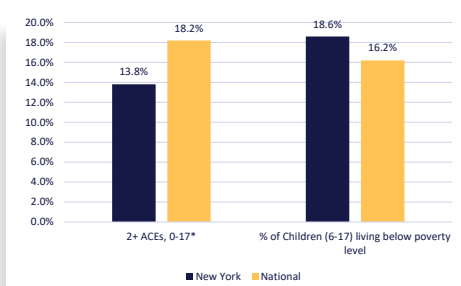
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In New York, 21.4 percent of students were chronically absent, more than the national average of 16.2 percent, and 13.8 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

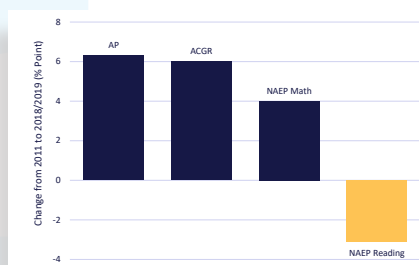


Child Poverty and ACE Scores, New York v. National

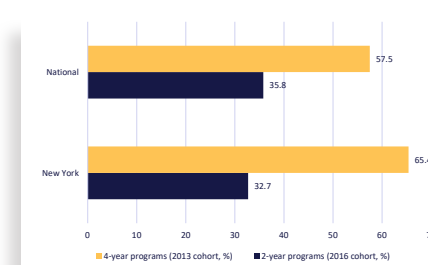


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

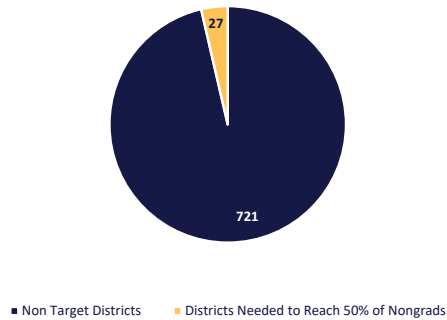


New York improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

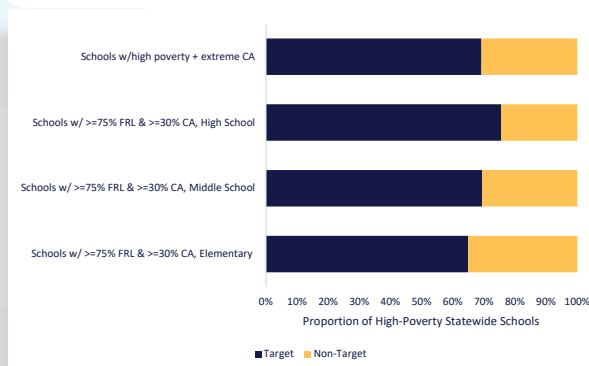
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in New York



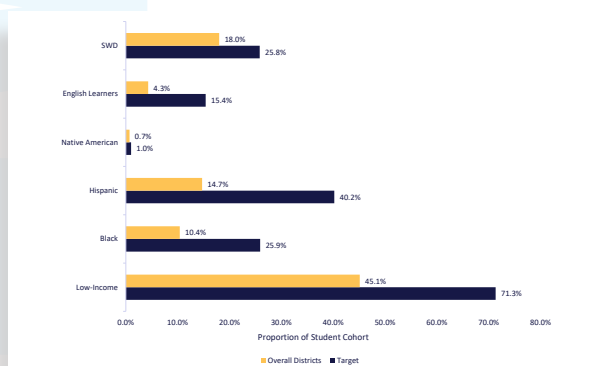
These 27 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 75.4 percent, **7.4 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

New York Target District Schools Comparison, 2019



Over 68 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 27 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

New York Target District and Overall Demographic Comparisons, 2019



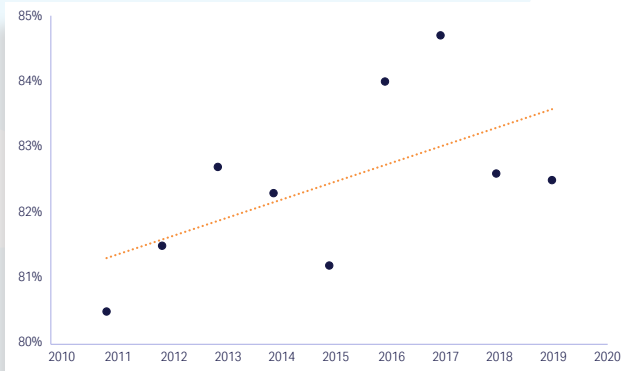
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 71.3 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

OHIO

MEETING THE MOMENT DATA PROFILE

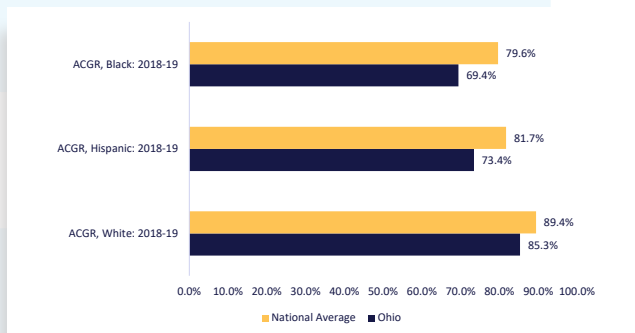
Ohio ACGR, 2011 - 2019



In 2019, Ohio's graduation rate was 82.0 percent, **below the national average** of 85.8 percent. Since 2011, Ohio's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.0 percentage points**, less than the national rate of gain of 6.8 percentage points.

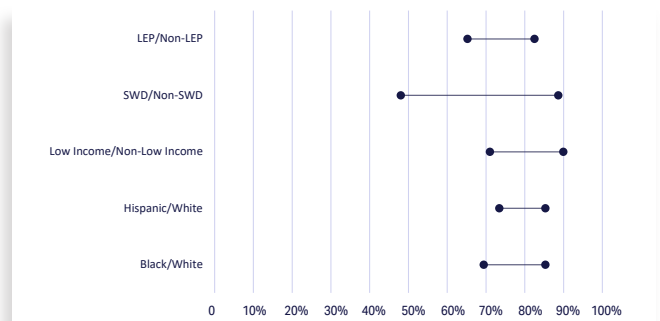
CLOSING GRADUATION GAPS

Ohio vs. U.S. Average for Subgroups, 2019



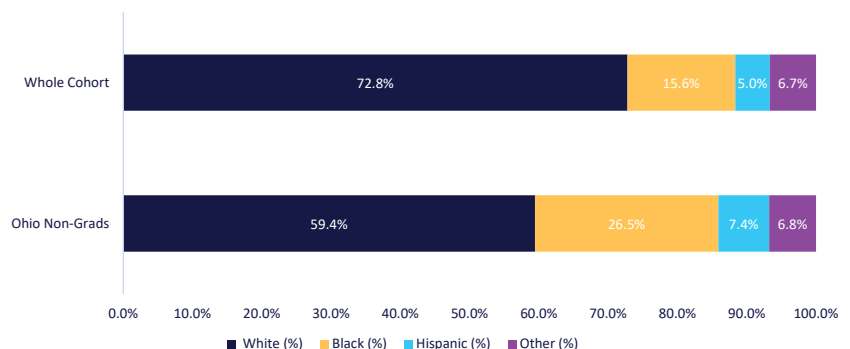
Ohio Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Ohio's non-graduates.

Black and Hispanic Students are Overrepresented in Ohio's Non-Grads

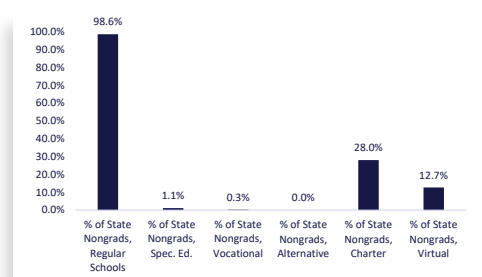


Ohio had **101 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Ohio must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Ohio's Low Grad Rate High Schools (ACGR <= 67%)



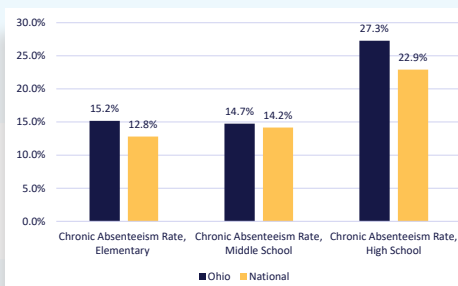
Where do Ohio's Non-Grads Come From?



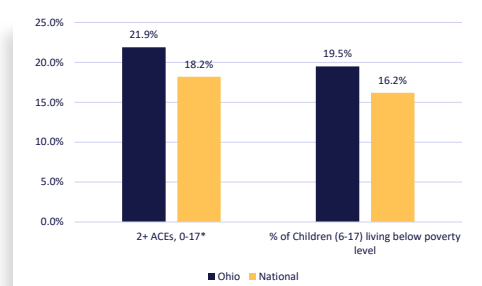
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Ohio, 18.6 percent of students were chronically absent, more than the national average of 16.2 percent, and 21.9 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

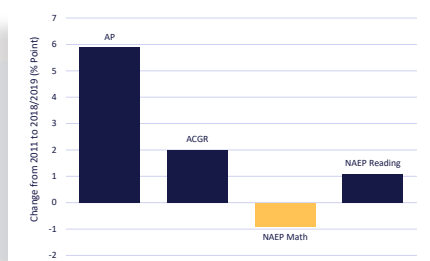


Child Poverty and ACE Scores, Ohio v. National

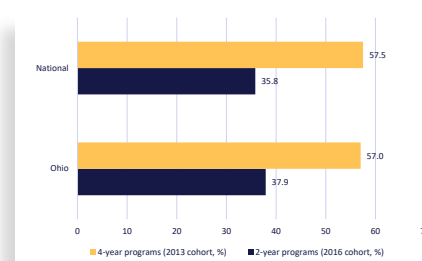


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

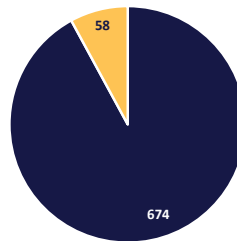


Ohio improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

WHERE IS THE CHALLENGE CONCENTRATED?

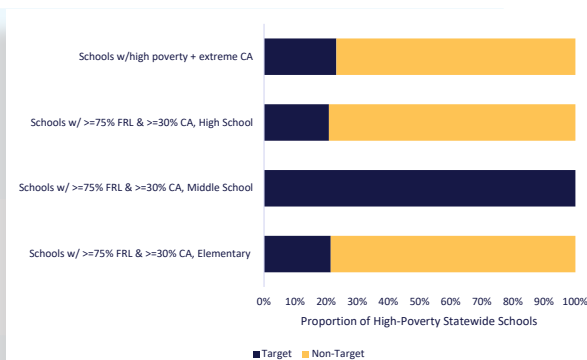
Target Districts: Where 50% of Non-Grads Live in Ohio



■ Non Target Districts ■ Districts Needed to Reach 50% of Nongrads

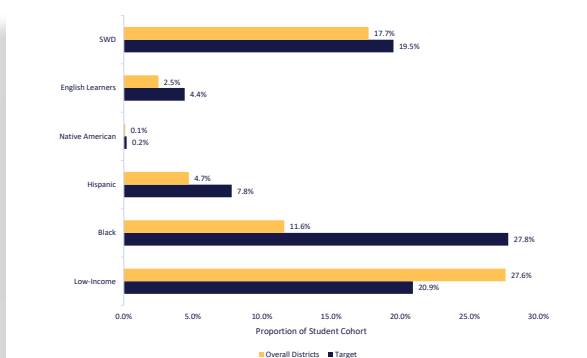
These 58 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 72.7 percent, **9.3 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Ohio Target District Schools Comparison, 2019



Over 20 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 58 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Ohio Target District and Overall Demographic Comparisons, 2019



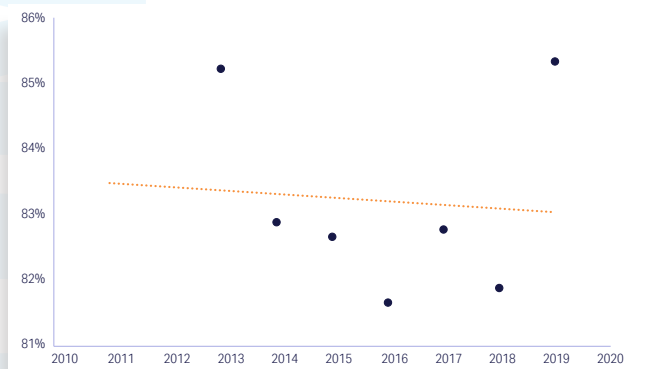
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 20.9 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

OKLAHOMA

MEETING THE MOMENT DATA PROFILE

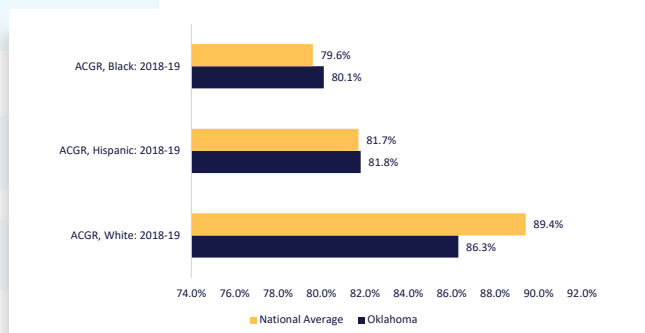
Oklahoma ACGR, 2011 - 2019



In 2019, Oklahoma's graduation rate was 84.9 percent, **below the national average** of 85.8 percent. Since 2013, Oklahoma's Adjusted Cohort Graduation Rate (ACGR) has **increased 0.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Oklahoma vs. U.S. Average for Subgroups, 2019



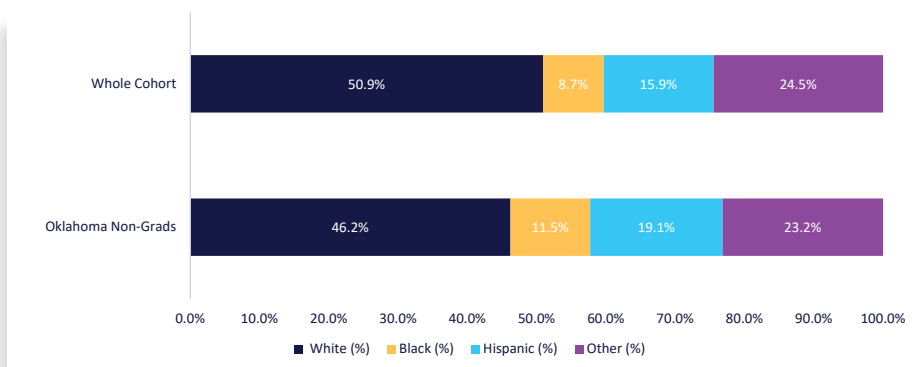
Oklahoma Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Oklahoma's non-graduates.

Black and Hispanic Students are Overrepresented in Oklahoma's Non-Grads

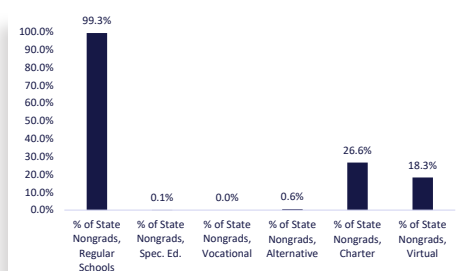


Oklahoma had **17 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Oklahoma must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Oklahoma's Low Grad Rate High Schools (ACGR <= 67%)



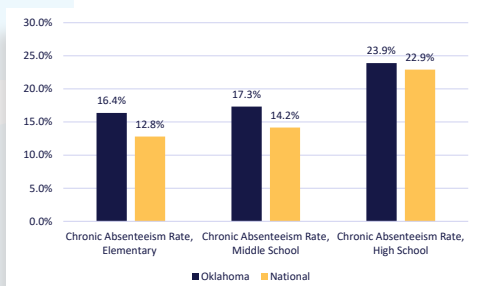
Where do Oklahoma's Non-Grads Come From?



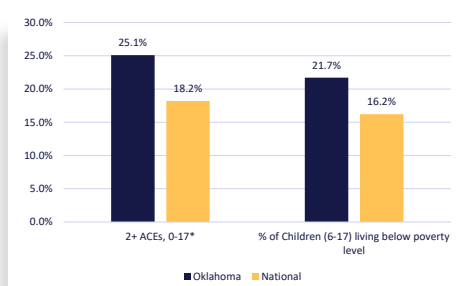
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Oklahoma, 18.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 25.1 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

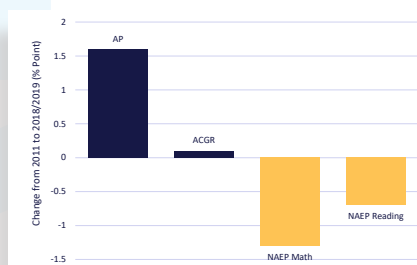


Child Poverty and ACE Scores, Oklahoma v. National

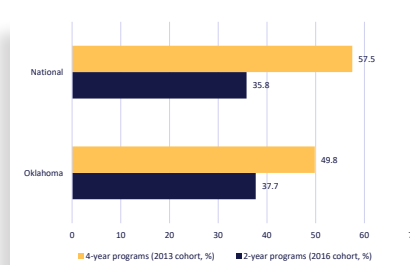


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

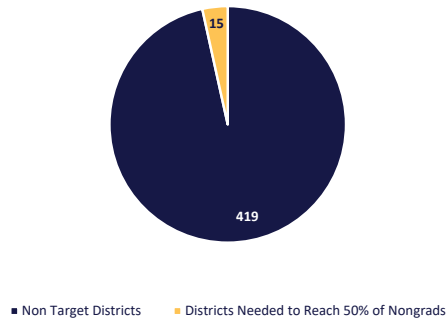


Oklahoma improved on **1 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements, with reservation. Oklahoma does not have course sequencing alignment between high school graduation and postsecondary admission requirements in Math.

¹ Data from the Integrated Postsecondary Education Data System

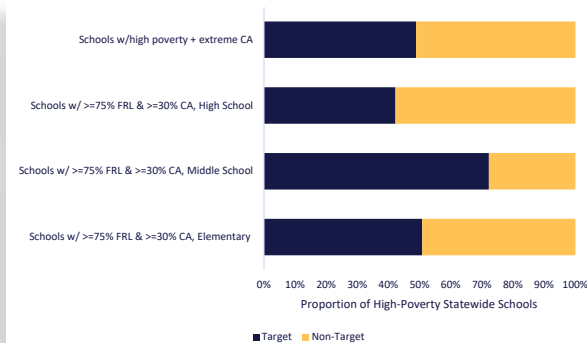
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Oklahoma



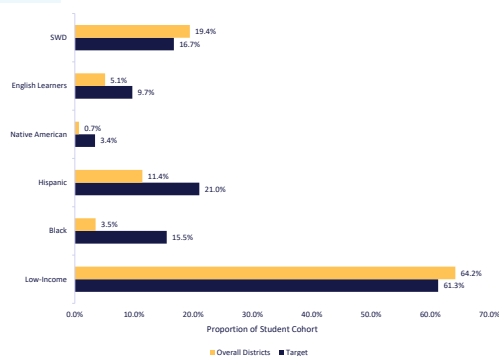
These 15 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 79.1 percent, **5.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Oklahoma Target District Schools Comparison, 2019



Over 45 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 15 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Oklahoma Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 61.3 percent of students in these districts are economically disadvantaged.

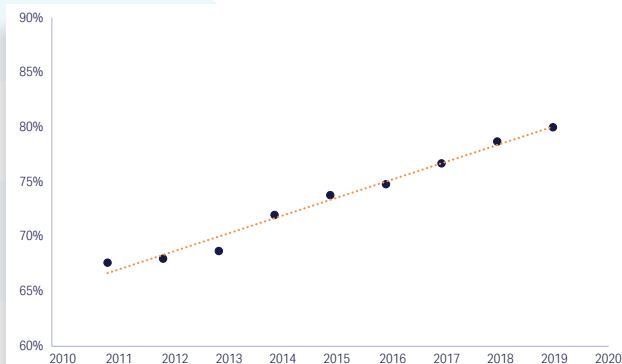
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

OREGON

MEETING THE MOMENT DATA PROFILE



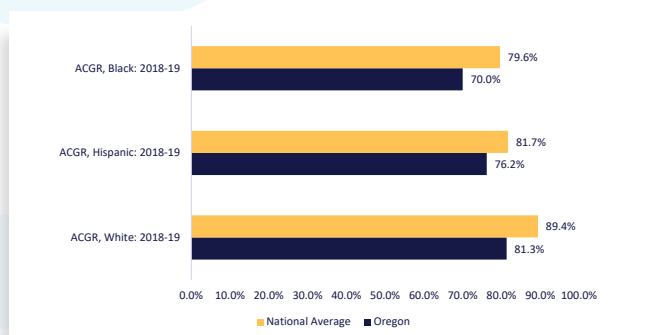
Oregon ACGR, 2011 - 2019



In 2019, Oregon's graduation rate was 80.0 percent, **below the national average** of 85.8 percent. Since 2011, Oregon's Adjusted Cohort Graduation Rate (ACGR) has **increased 12.4 percentage points**, more than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Oregon vs. U.S. Average for Subgroups, 2019



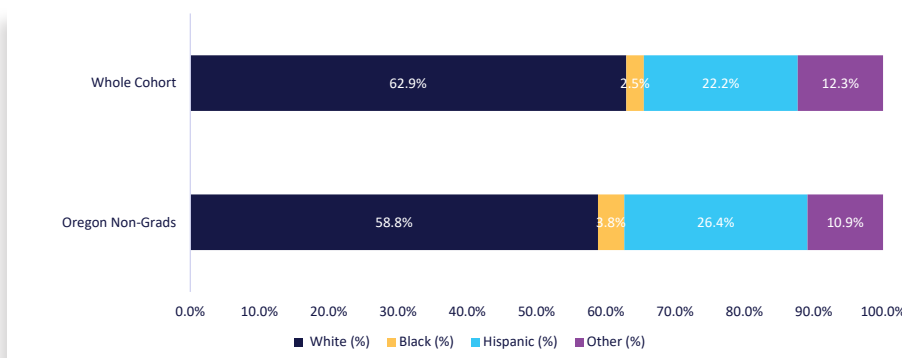
Oregon Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



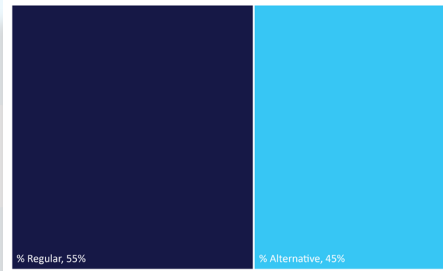
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Oregon's non-graduates.

Hispanic Students are Overrepresented in Oregon's Non-Grads

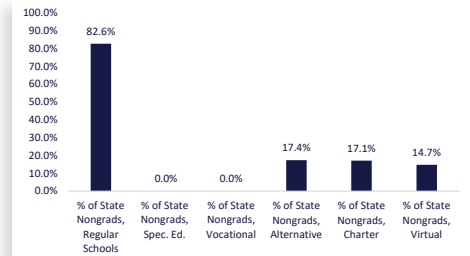


Oregon had **29 low-graduation-rate high schools** in 2019. All of these schools were **regular and alternative schools**. Oregon must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Oregon's Low Grad Rate High Schools
(ACGR <= 67%)**



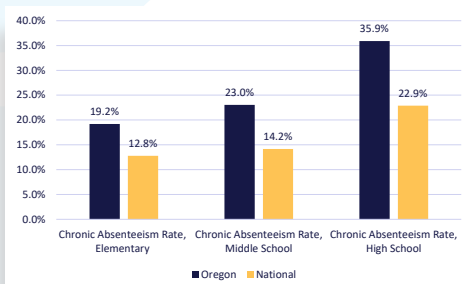
**Where do Oregon's
Non-Grads Come From?**



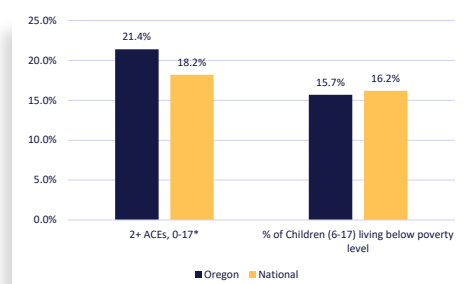
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Oregon, 25.5 percent of students were chronically absent, more than the national average of 16.2 percent, and 21.4 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

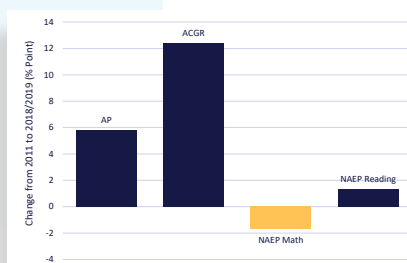


**Child Poverty and ACE Scores,
Oregon v. National**

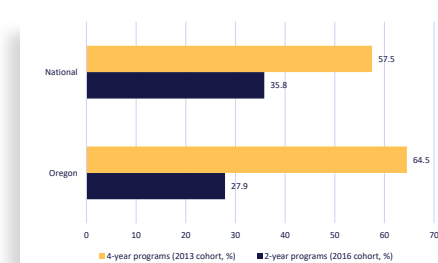


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

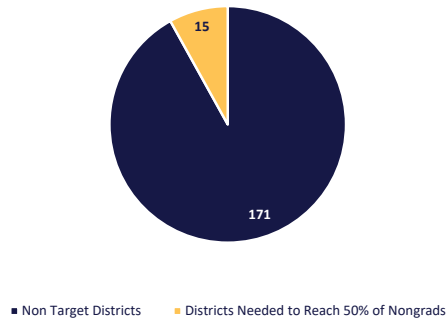


Oregon improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

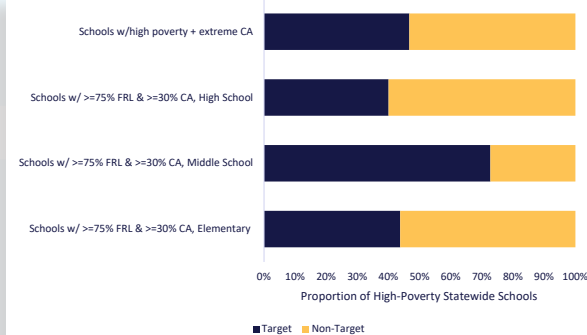
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Oregon



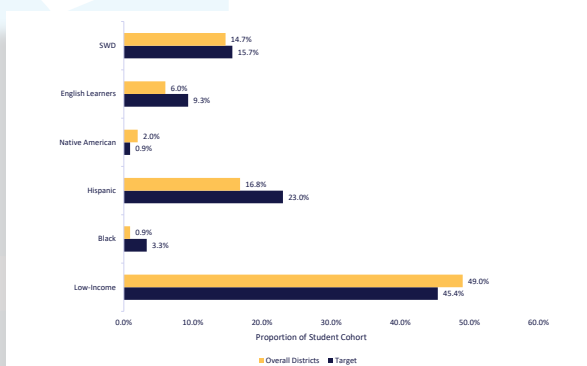
These 15 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 78.9 percent, **1.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Oregon Target District Schools Comparison, 2019



Over 45 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 15 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Oregon Target District and Overall Demographic Comparisons, 2019

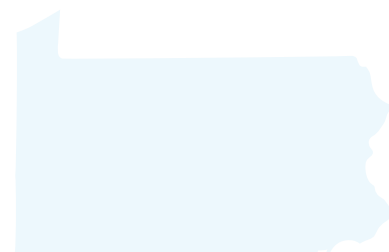


Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 45.4 percent of students in these districts are economically disadvantaged.

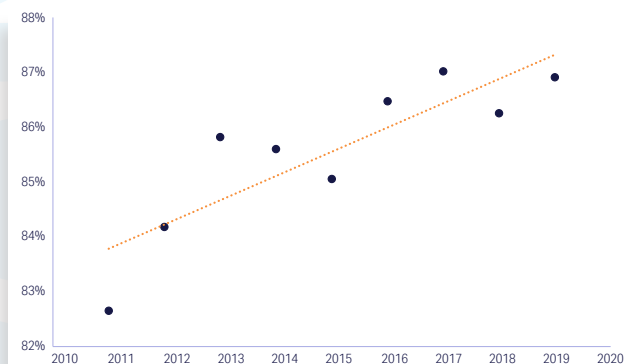
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

PENNSYLVANIA

MEETING THE MOMENT DATA PROFILE



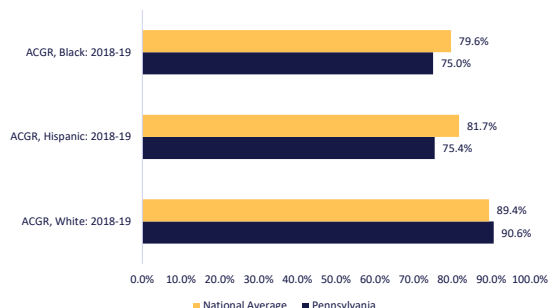
Pennsylvania ACGR, 2011 - 2019



In 2019, Pennsylvania's graduation rate was 86.5 percent, **above the national average** of 85.8 percent. Since 2011, Pennsylvania's Adjusted Cohort Graduation Rate (ACGR) has **increased 3.9 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Pennsylvania vs. U.S. Average for Subgroups, 2019



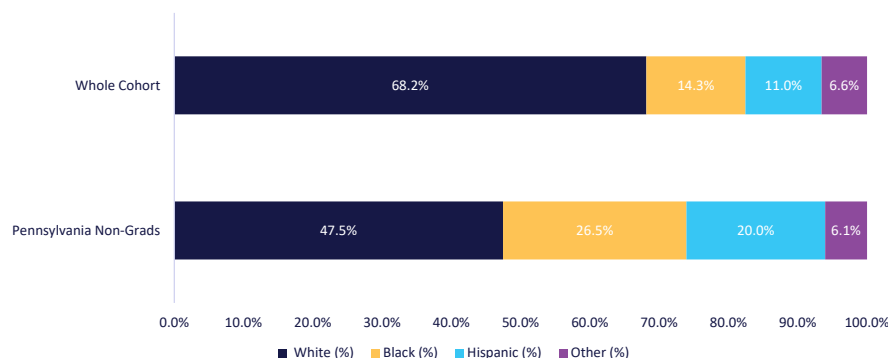
Pennsylvania Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Pennsylvania's non-graduates.

Black and Hispanic Students are Overrepresented in Pennsylvania's Non-Grads

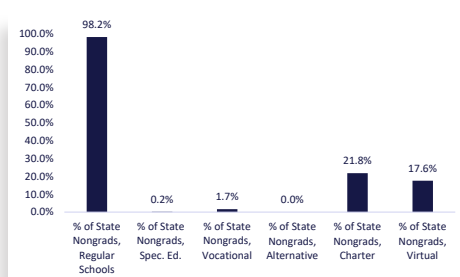


Pennsylvania had **41 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Pennsylvania must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Pennsylvania's Low Grad Rate High Schools (ACGR <= 67%)



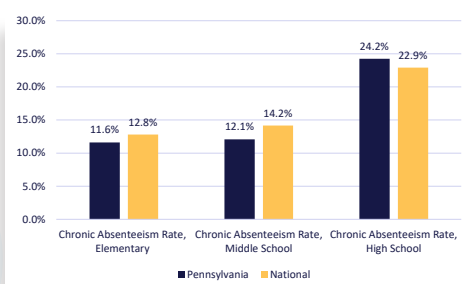
Where do Pennsylvania's Non-Grads Come From?



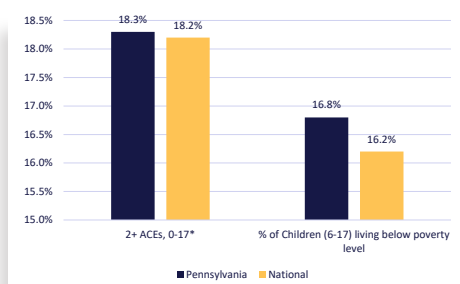
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Pennsylvania, 15.1 percent of students were chronically absent, less than the national average of 16.2 percent, and 18.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

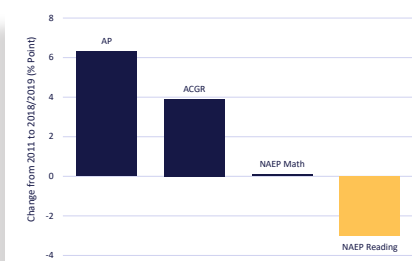


Child Poverty and ACE Scores, Pennsylvania v. National

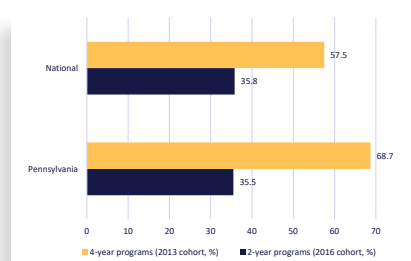


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

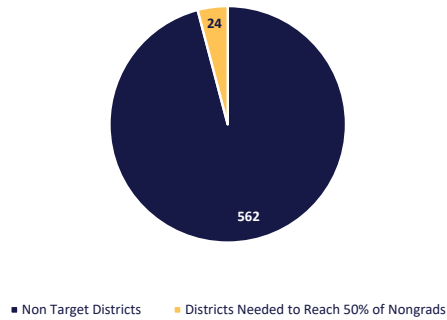


Pennsylvania improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

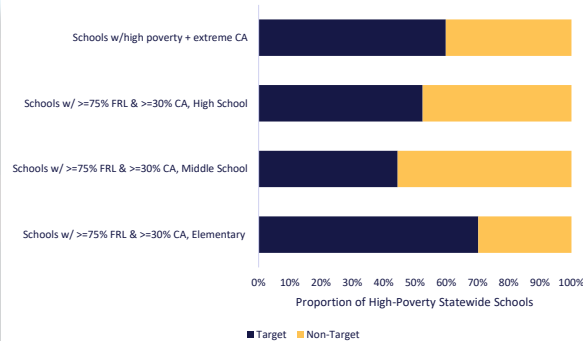
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Pennsylvania



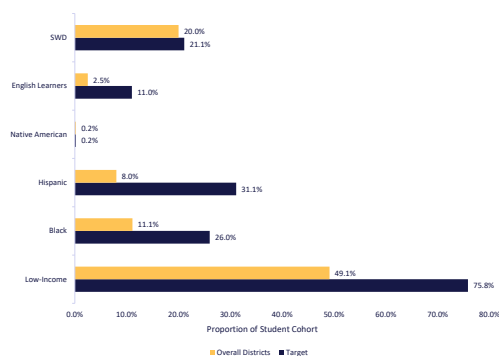
These 24 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 69.0 percent, **17.5 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Pennsylvania Target District Schools Comparison, 2019



Sixty percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 24 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Pennsylvania Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 75.8 percent of students in these districts are economically disadvantaged.

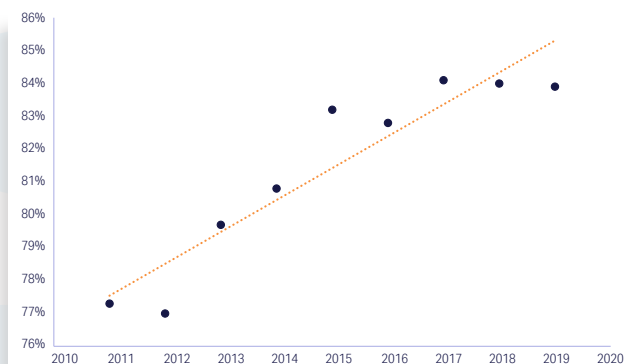
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

RHODE ISLAND

MEETING THE MOMENT DATA PROFILE



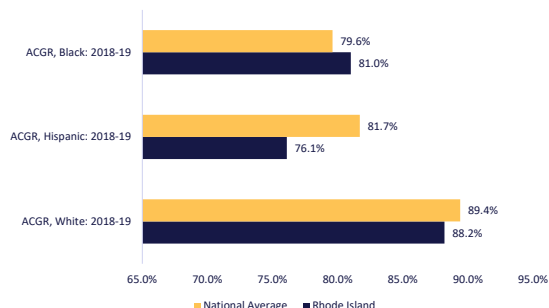
Rhode Island ACGR, 2011 - 2019



In 2019, Rhode Island's graduation rate was 83.9 percent, **below the national average** of 85.8 percent. Since 2011, Rhode Island's Adjusted Cohort Graduation Rate (ACGR) has **increased 6.6 percentage points**, less than the national rate of gain of 6.8 percentage points.

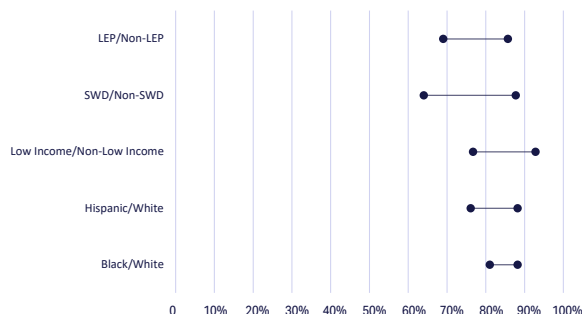
CLOSING GRADUATION GAPS

Rhode Island vs. U.S. Average for Subgroups, 2019



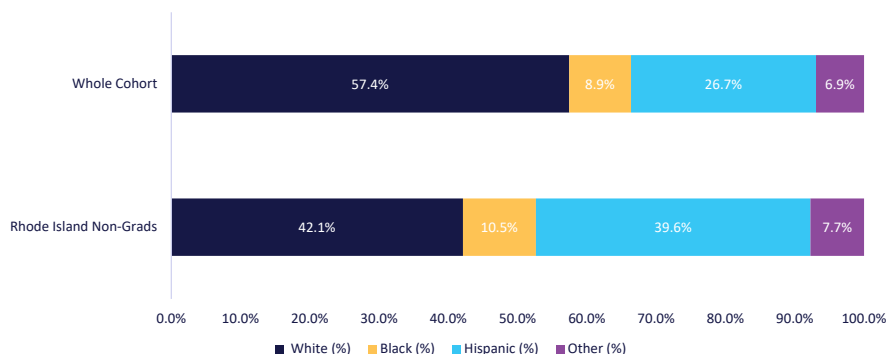
Rhode Island Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Rhode Island's non-graduates.

Black and Hispanic Students are Overrepresented in Rhode Island's Non-Grads

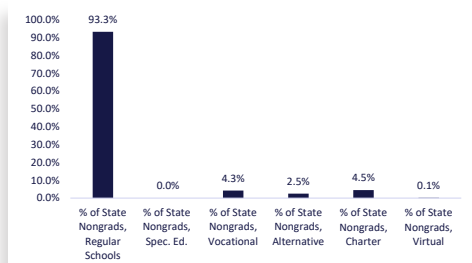


Rhode Island had **4 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Rhode Island must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Rhode Island's Low Grad Rate High Schools (ACGR <= 67%)



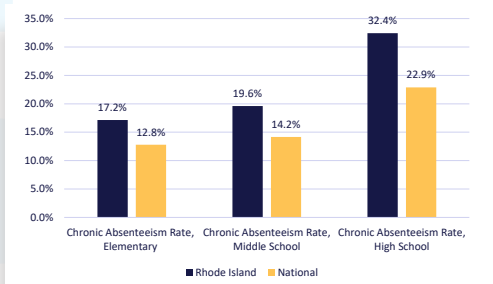
Where do Rhode Island's Non-Grads Come From?



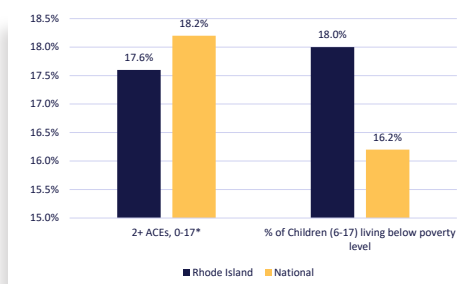
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Rhode Island, 22.5 percent of students were chronically absent, more than the national average of 16.2 percent, and 17.6 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

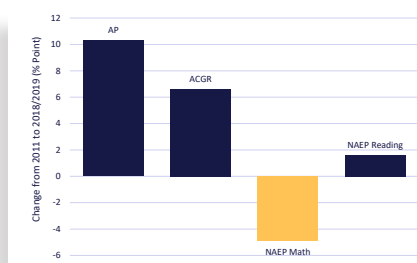


Child Poverty and ACE Scores, Rhode Island v. National

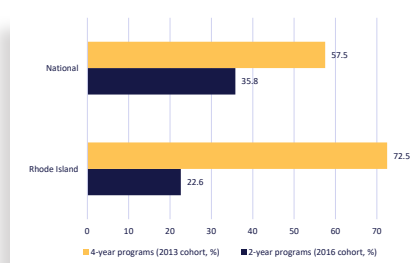


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

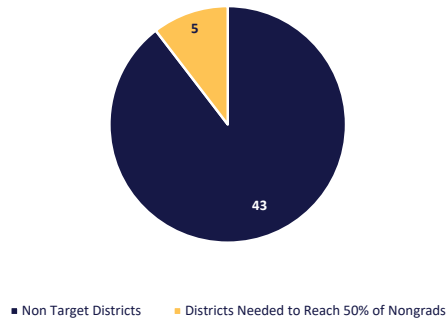


Rhode Island improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

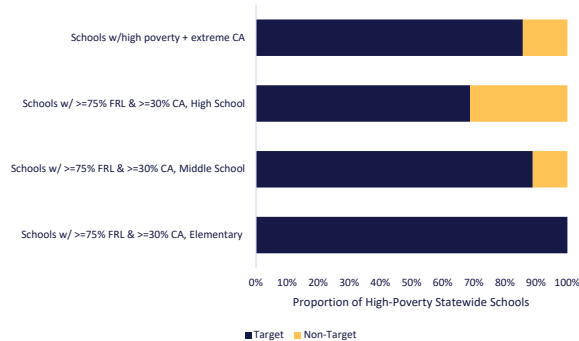
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Rhode Island



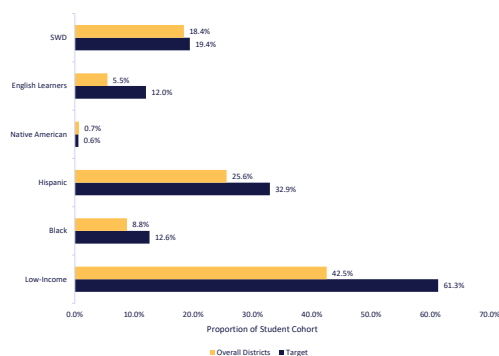
These 5 target districts contain 53 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 78.8 percent, **5.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Rhode Island Target District Schools Comparison, 2019



Over 85 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 5 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Rhode Island Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 61.3 percent of students in these districts are economically disadvantaged.

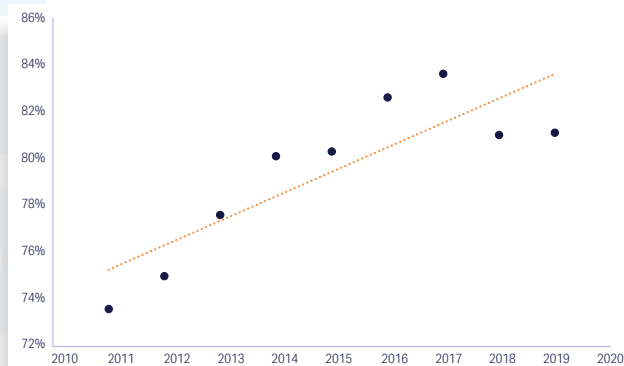
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

SOUTH CAROLINA

MEETING THE MOMENT DATA PROFILE



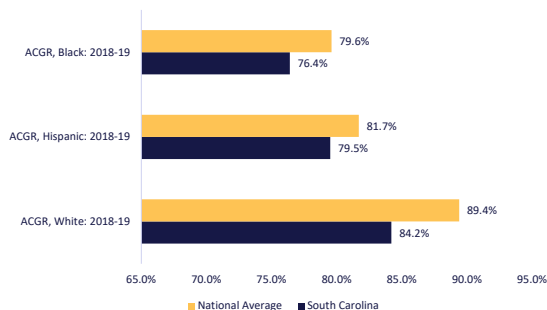
South Carolina ACGR, 2011 - 2019



In 2019, South Carolina's graduation rate was 81.1 percent, **below the national average** of 85.8 percent. Since 2011, South Carolina's Adjusted Cohort Graduation Rate (ACGR) has **increased 7.5 percentage points**, more than the national rate of gain of 6.8 percentage points.

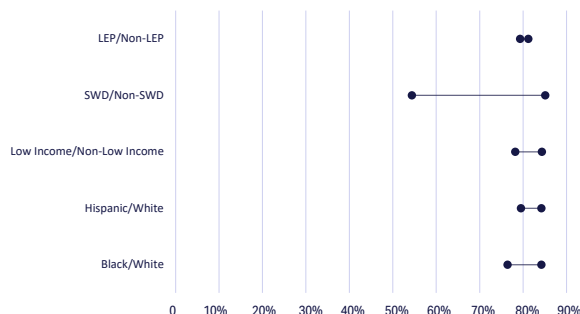
CLOSING GRADUATION GAPS

South Carolina vs. U.S. Average for Subgroups, 2019



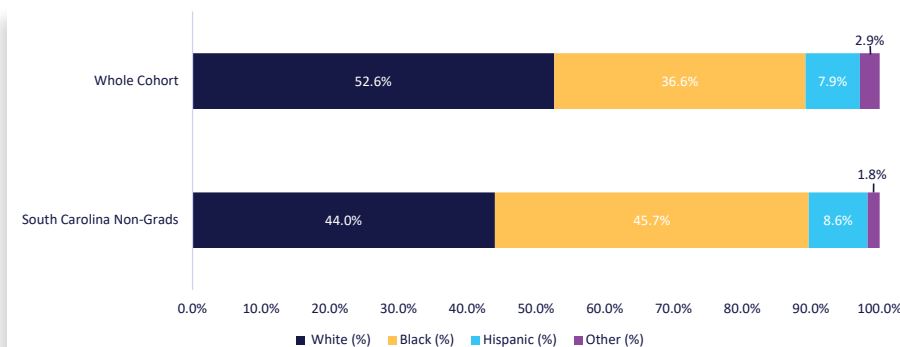
South Carolina Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up South Carolina's non-graduates.

Black Students are Overrepresented in South Carolina's Non-Grads

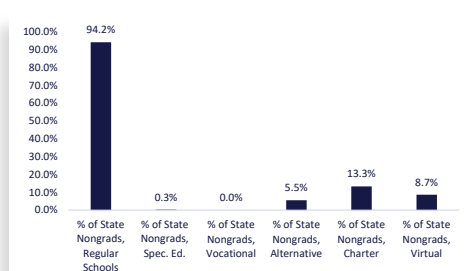


South Carolina had **13 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. South Carolina must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

South Carolina's Low Grad Rate High Schools (ACGR <= 67%)



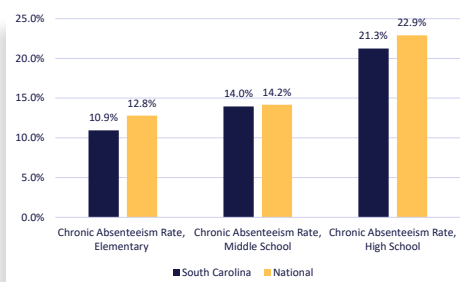
Where do South Carolina's Non-Grads Come From?



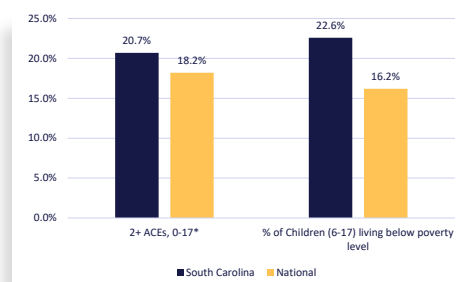
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In South Carolina, 14.5 percent of students were chronically absent, less than the national average of 16.2 percent, and 20.7 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level



Child Poverty and ACE Scores, South Carolina v. National

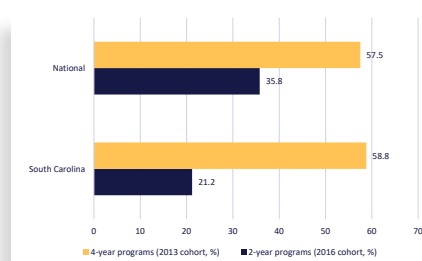


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

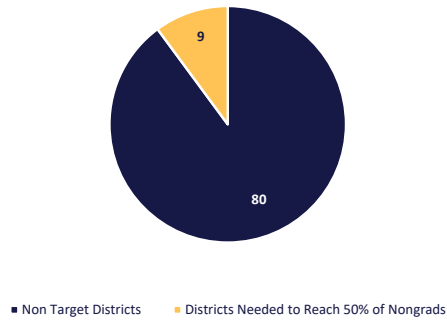


South Carolina improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

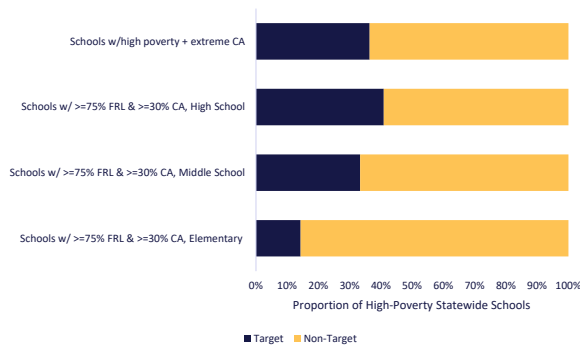
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in South Carolina



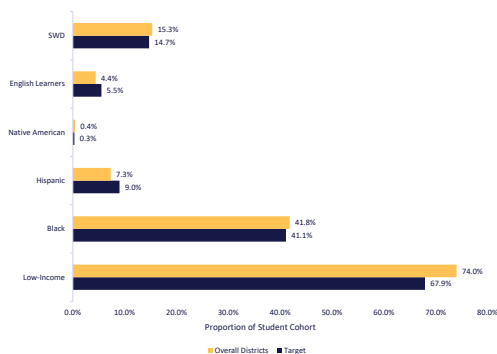
These 9 target districts contain 52 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 72.0 percent, **9.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

South Carolina Target District Schools Comparison, 2019



Over 35 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 9 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

South Carolina Target District and Overall Demographic Comparisons, 2019

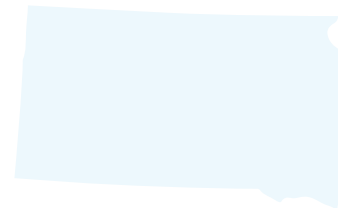


Additionally, Hispanic and English Learner students are over-represented in these districts. About 67.9 percent of students in these districts are economically disadvantaged.

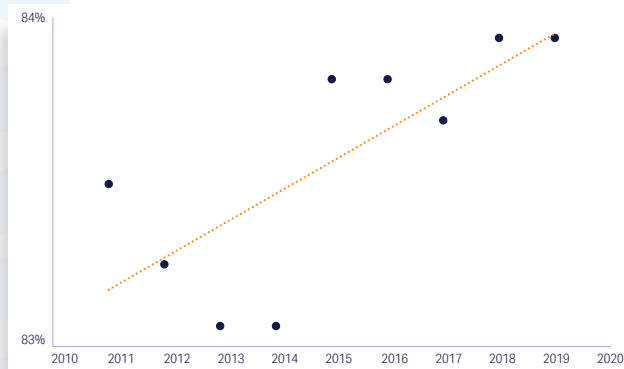
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

SOUTH DAKOTA

MEETING THE MOMENT DATA PROFILE



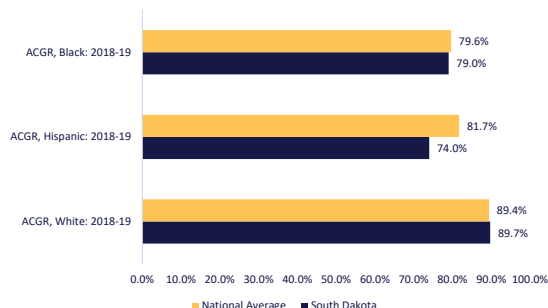
South Dakota ACGR, 2011 - 2019



In 2019, South Dakota's graduation rate was 84.1 percent, **below the national average** of 85.8 percent. Since 2011, South Dakota's Adjusted Cohort Graduation Rate (ACGR) has **increased 0.7 percentage points**, less than the national rate of gain of 6.8 percentage points.

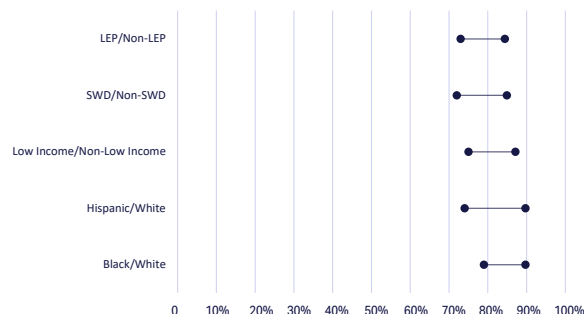
CLOSING GRADUATION GAPS

South Dakota vs. U.S. Average for Subgroups, 2019



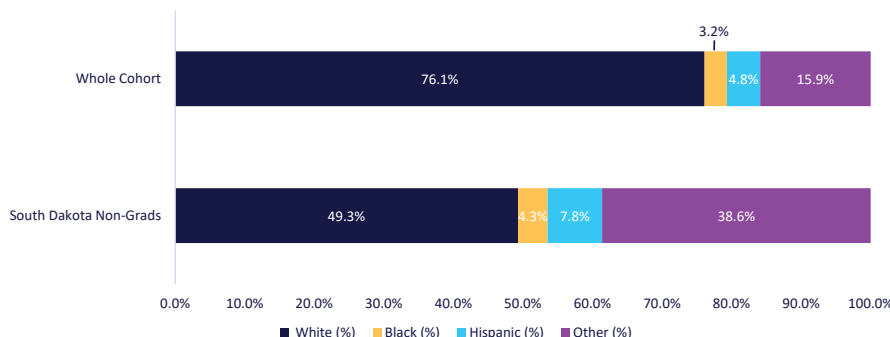
South Dakota Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



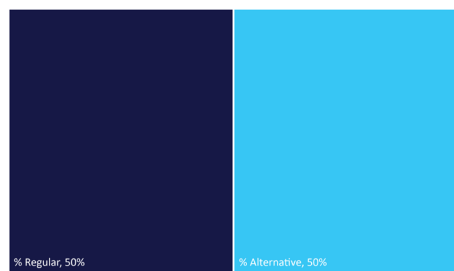
Hispanic and Native American Students are Overrepresented in South Dakota's Non-Grads

COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up South Dakota's non-graduates.

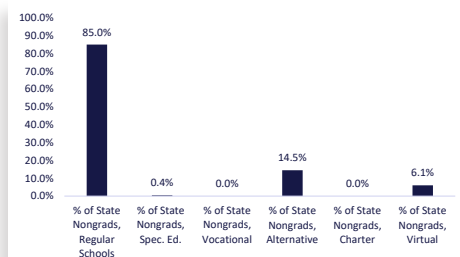


South Dakota had **2 low-graduation-rate high schools** in 2019. All of these schools were **regular and alternative schools**. South Dakota must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

South Dakota's Low Grad Rate High Schools (ACGR <= 67%)



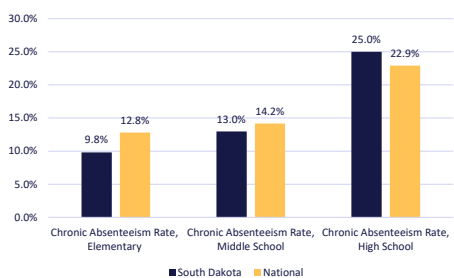
Where do South Dakota's Non-Grads Come From?



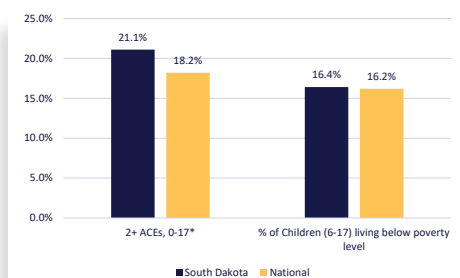
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In South Dakota, 14.7 percent of students were chronically absent, less than the national average of 16.2 percent, and 21.1 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

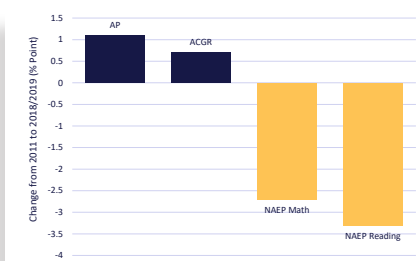


Child Poverty and ACE Scores, South Dakota v. National

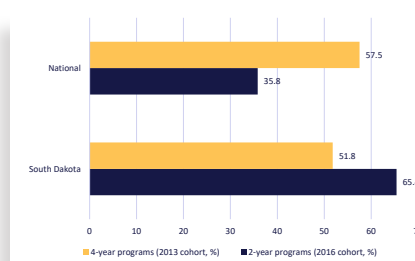


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

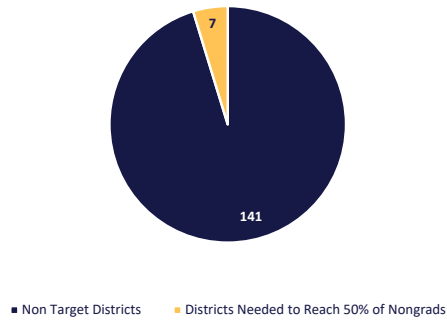


South Dakota improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

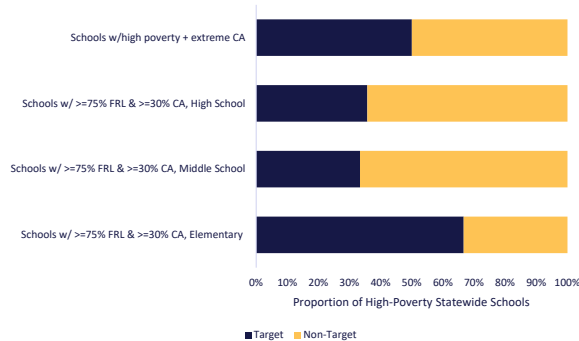
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in South Dakota



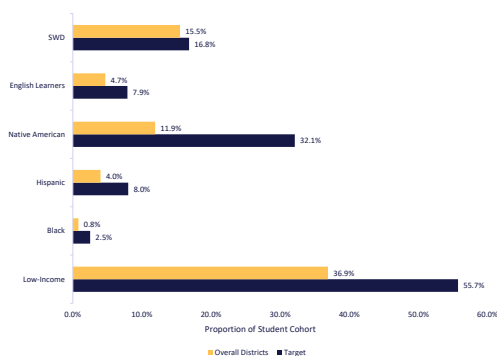
These 7 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 79.1 percent, **5.0 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

South Dakota Target District Schools Comparison, 2019



Fifty percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 7 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

South Dakota Target District and Overall Demographic Comparisons, 2019



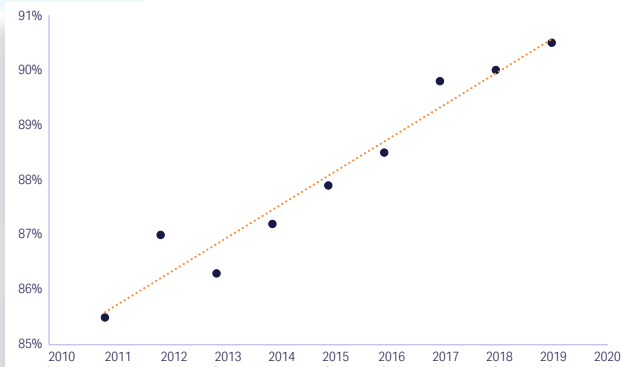
Additionally, Black, Hispanic, and Native American students are over-represented in these districts. About 55.7 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

TENNESSEE

MEETING THE MOMENT DATA PROFILE

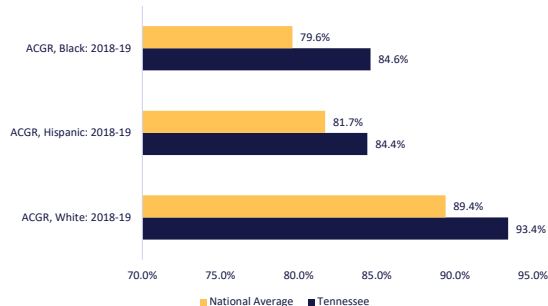
Tennessee ACGR, 2011 - 2019



In 2019, Tennessee's graduation rate was 90.5 percent, **above the national average** of 85.8 percent. Since 2011, Tennessee's Adjusted Cohort Graduation Rate (ACGR) has **increased 5.0 percentage points**, less than the national rate of gain of 6.8 percentage points.

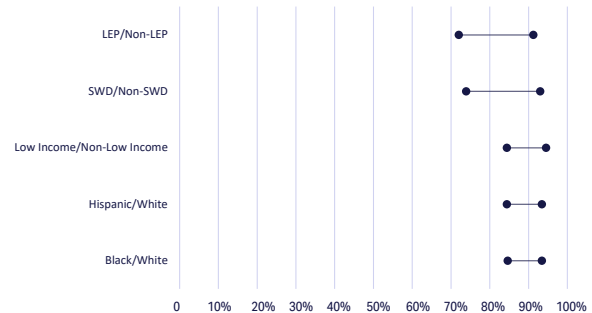
CLOSING GRADUATION GAPS

Tennessee vs. U.S. Average for Subgroups, 2019



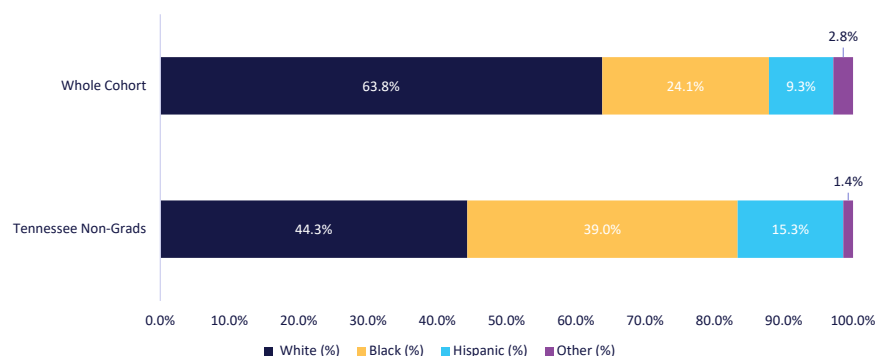
Tennessee Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Tennessee's non-graduates.

Black and Hispanic Students are Overrepresented in Tennessee's Non-Grads

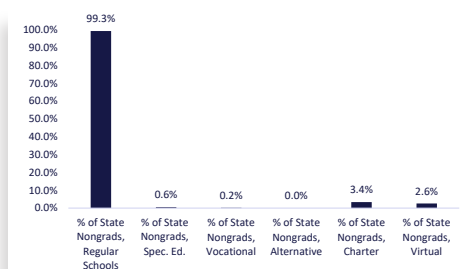


Tennessee had **14 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **regular schools**. Tennessee must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Tennessee's Low Grad Rate High Schools (ACGR <= 67%)



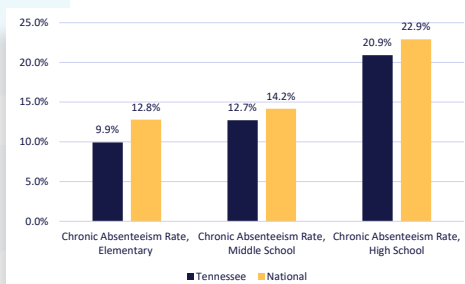
Where do Tennessee's Non-Grads Come From?



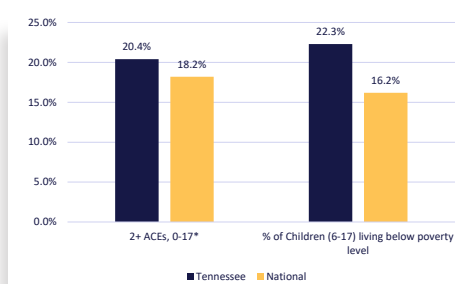
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Tennessee, 13.8 percent of students were chronically absent, less than the national average of 16.2 percent, and 20.4 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

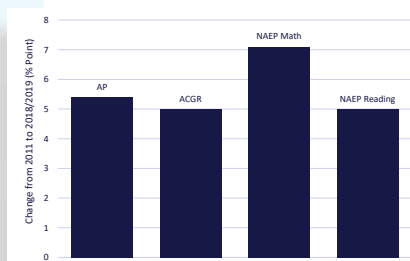


Child Poverty and ACE Scores, Tennessee v. National

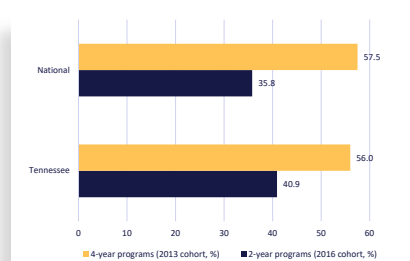


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

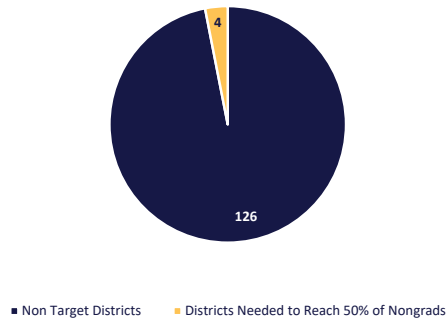


Tennessee improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements, with reservations. The state does not have course sequencing alignment between high school graduation and postsecondary admission requirements in History.

¹ Data from the Integrated Postsecondary Education Data System

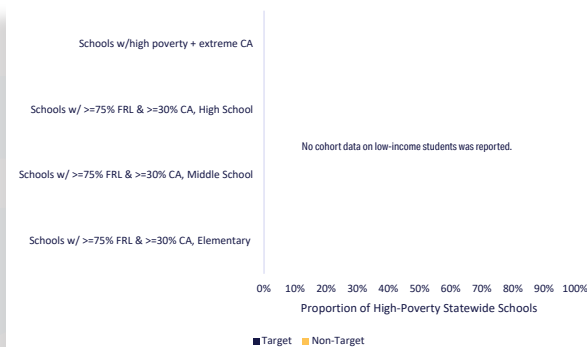
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Tennessee



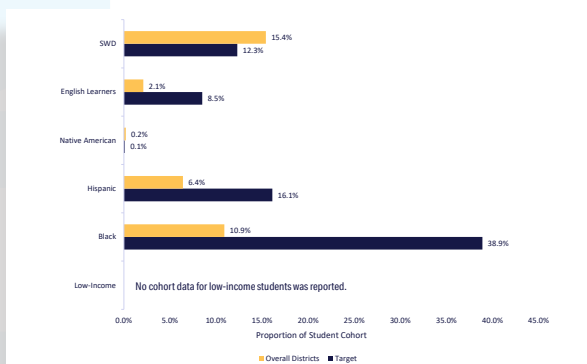
These 4 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 83.5 percent, **7 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Tennessee Target District Schools Comparison, 2019



Since no cohort data was reported for low-income students, it was not possible to identify schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) located in these 4 target districts. This data would have been an indicator that schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Tennessee Target District and Overall Demographic Comparisons, 2019



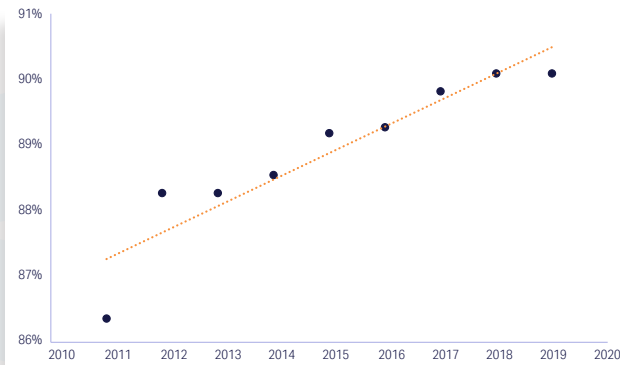
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. The percent of economically disadvantaged students in these districts is unavailable.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

TEXAS

MEETING THE MOMENT DATA PROFILE

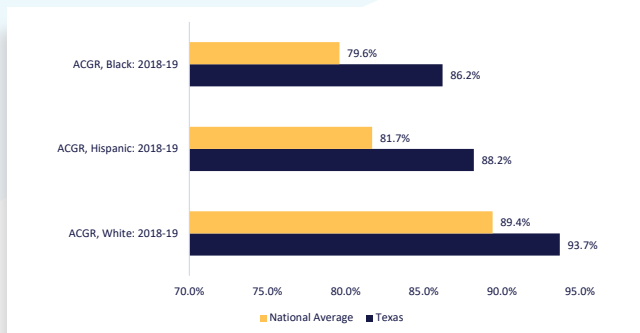
Texas ACGR, 2011 - 2019



In 2019, Texas' graduation rate was 90.0 percent, **above the national average** of 85.8 percent. Since 2011, Texas' Adjusted Cohort Graduation Rate (ACGR) has **increased 4.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

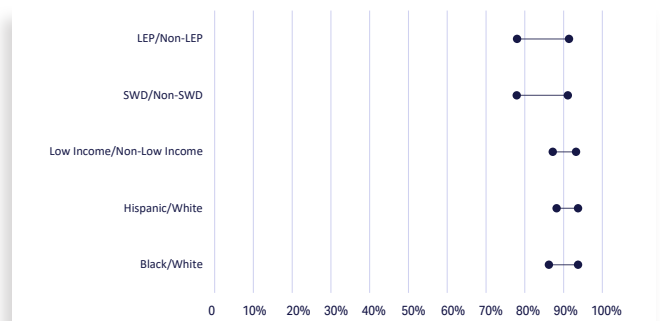
CLOSING GRADUATION GAPS

Texas vs. U.S. Average for Subgroups, 2019



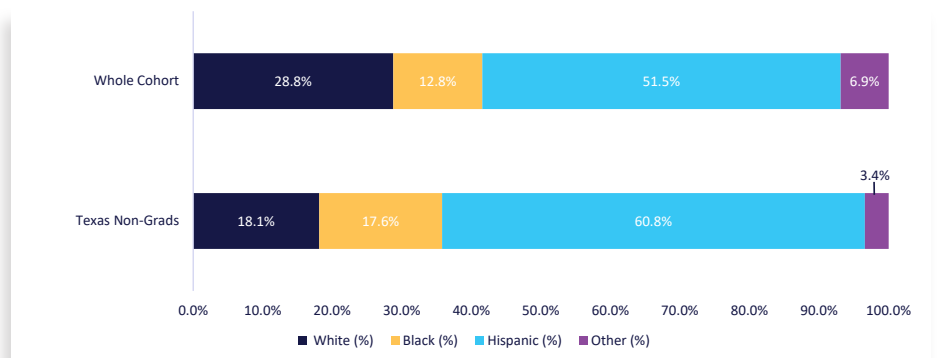
Texas Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



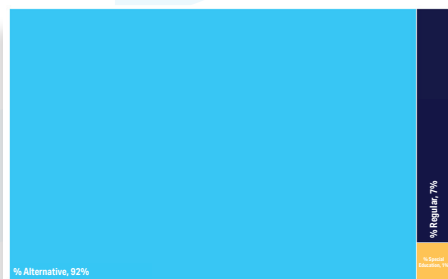
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Texas's non-graduates.

Black and Hispanic Students are Overrepresented in Texas' Non-Grads

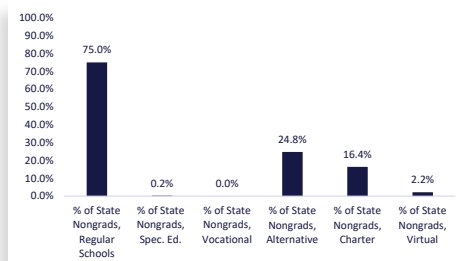


Texas had **88 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Texas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Texas's Low Grad Rate High Schools (ACGR <= 67%)



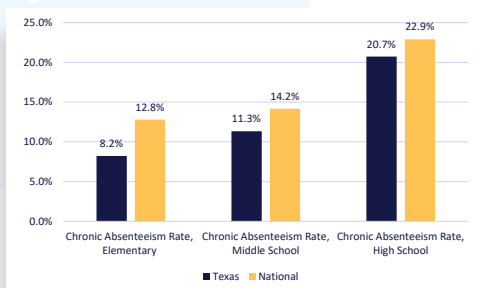
Where do Texas' Non-Grads Come From?



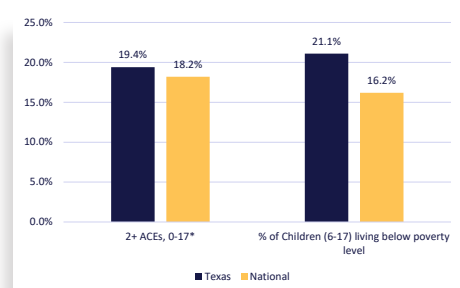
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Texas, 12.6 percent of students were chronically absent, less than the national average of 16.2 percent, and 19.4 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

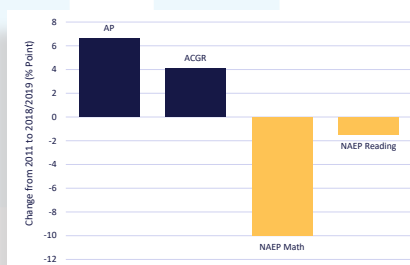


Child Poverty and ACE Scores, Texas v. National

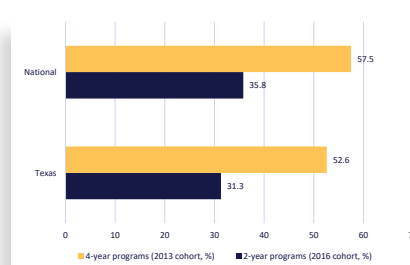


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

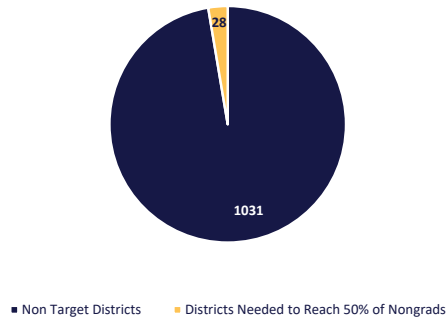


Texas improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

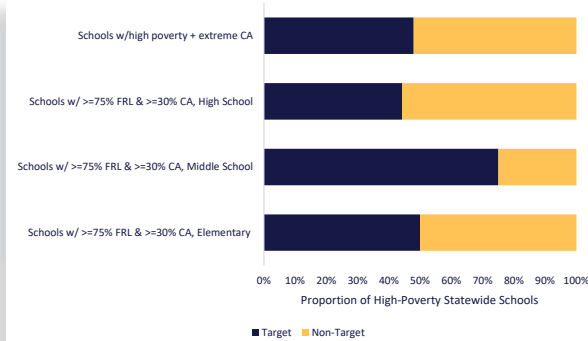
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Texas



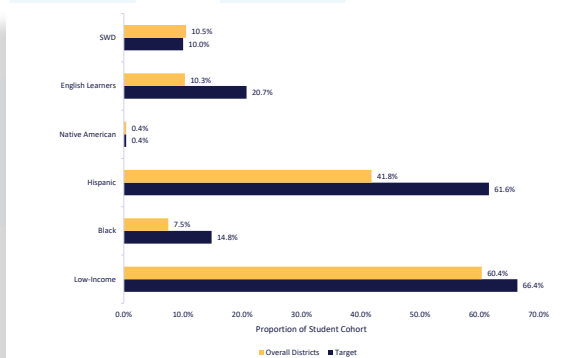
These 28 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 85.2 percent, **4.8 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Texas Target District Schools Comparison, 2019



Over 45 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 28 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Texas Target District and Overall Demographic Comparisons, 2019



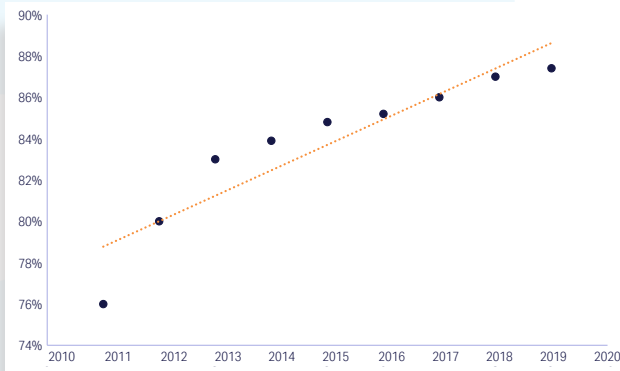
Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 66.4 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

UTAH

MEETING THE MOMENT DATA PROFILE

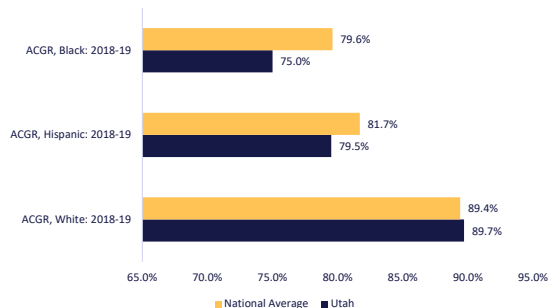
Utah ACGR, 2011 - 2019



In 2019, Utah's graduation rate was 87.4 percent, **above the national average** of 85.8 percent. Since 2011, Utah's Adjusted Cohort Graduation Rate (ACGR) has **increased 11.4 percentage points**, more than the national rate of gain of 6.8 percentage points.

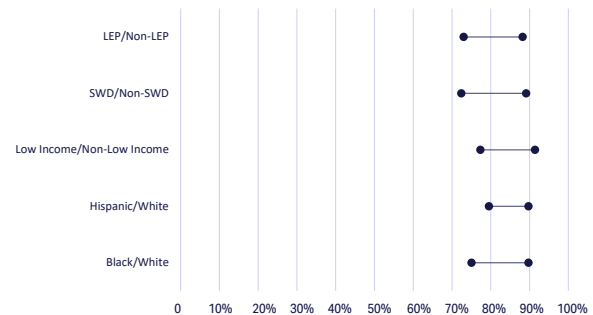
CLOSING GRADUATION GAPS

Utah vs. U.S. Average for Subgroups, 2019



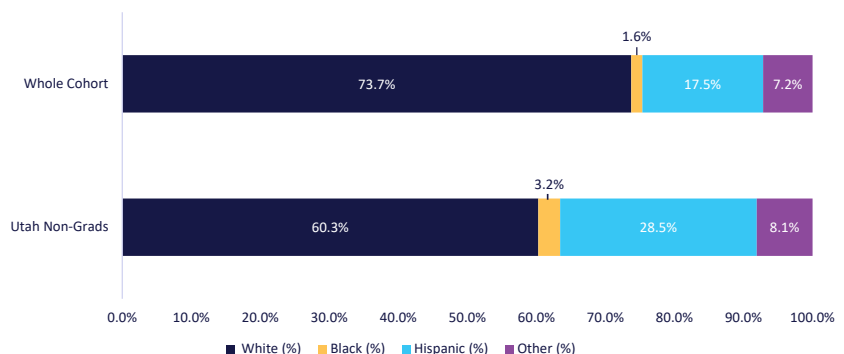
Utah Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



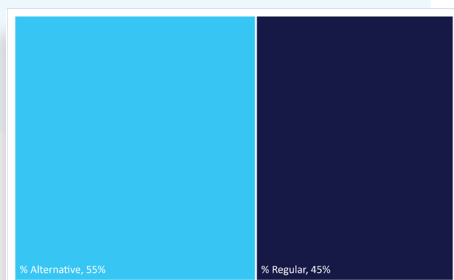
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Utah's non-graduates.

Black and Hispanic Students are Overrepresented in Utah's Non-Grads

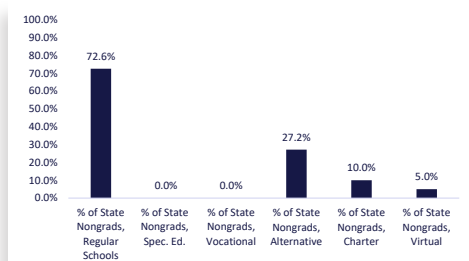


Utah had **20 low-graduation-rate high schools** in 2019. A disproportionate number of these schools were **alternative schools**. Utah must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Utah's Low Grad Rate High Schools
(ACGR ≤ 67%)**



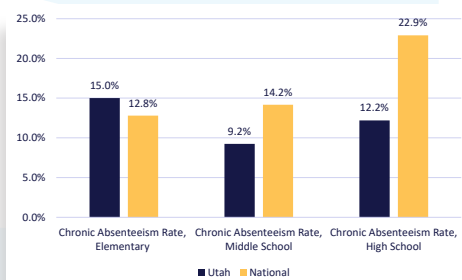
**Where do Utah's
Non-Grads Come From?**



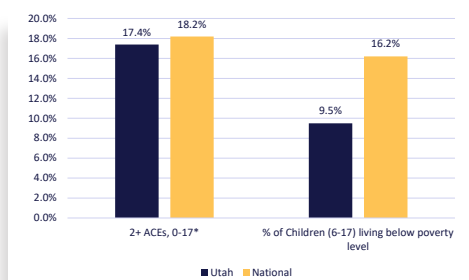
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Utah, 13.2 percent of students were chronically absent, less than the national average of 16.2 percent, and 17.4 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

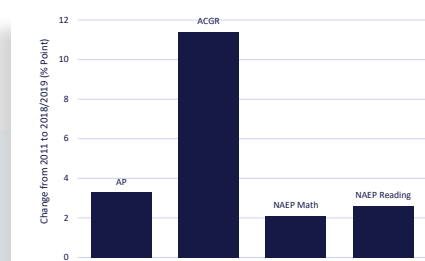


**Child Poverty and ACE Scores,
Utah v. National**

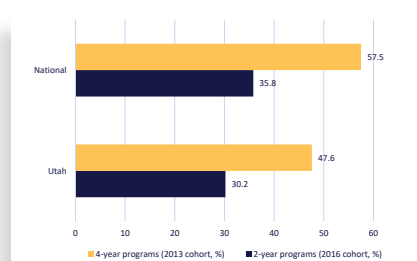


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹



Utah improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

WHERE IS THE CHALLENGE CONCENTRATED?

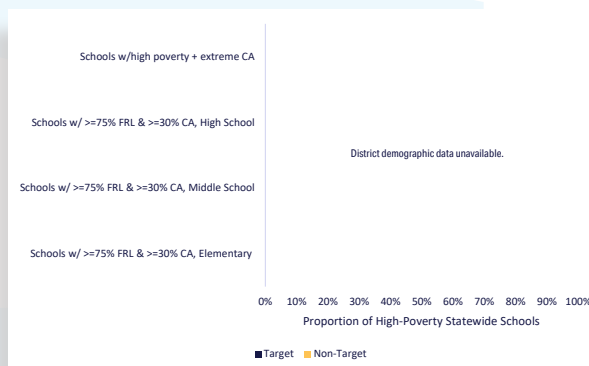
Target Districts: Where 50% of Non-Grads Live in Utah

No cohort data available.

■ Non Target Districts ■ Districts Needed to Reach 50% of Nongrads

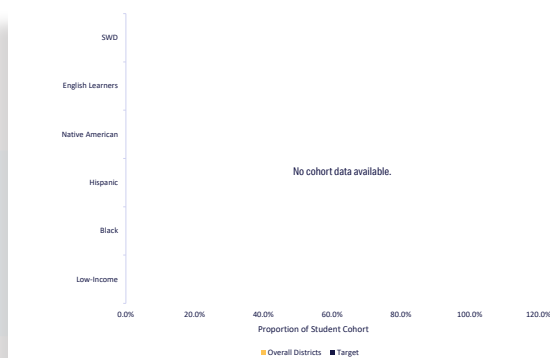
District level ACGR data for Utah is not available, so it is not possible to identify target districts. District data would indicate where disproportionate amounts of students are falling off-track to graduation, and which districts have greater concentrations of high poverty and chronic absenteeism rates and need greater support. Additionally, it would show where there is greater need post-COVID-19.²

Utah Target District Schools Comparison, 2019



While it was not possible to identify target districts, 16 schools across Utah had high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA). Schools serving high-poverty communities with higher rates of youth connection need greater support.

Utah Target District and Overall Demographic Comparisons, 2019



Demographic data in the Common Core of Data file was missing for most districts in Utah. For this reason, analyzing which student demographics are over-represented was not possible.

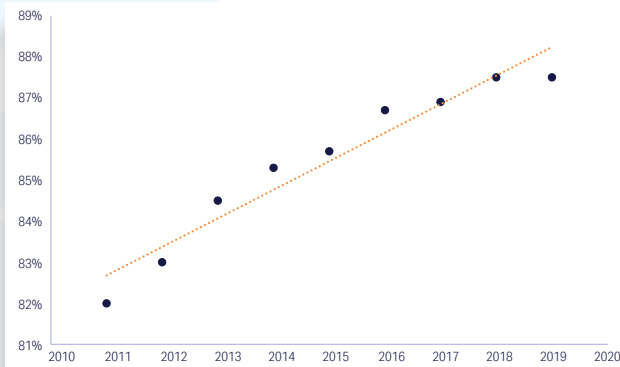
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

VIRGINIA

MEETING THE MOMENT DATA PROFILE



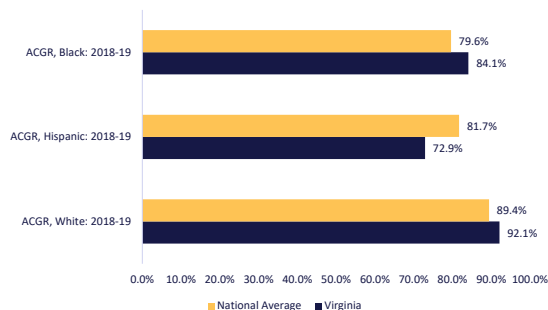
Virginia ACGR, 2011 - 2019



In 2019, Virginia's graduation rate was 87.5 percent, **above the national average** of 85.8 percent. Since 2011, Virginia's Adjusted Cohort Graduation Rate (ACGR) has **increased 5.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

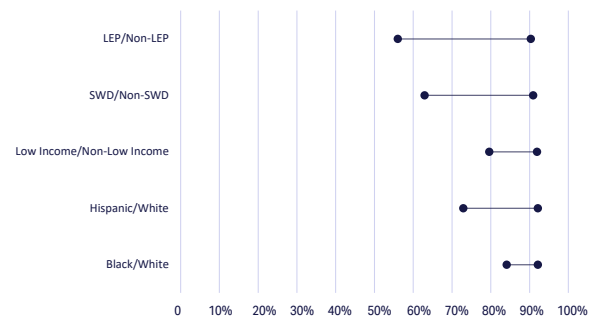
CLOSING GRADUATION GAPS

Virginia vs. U.S. Average for Subgroups, 2019



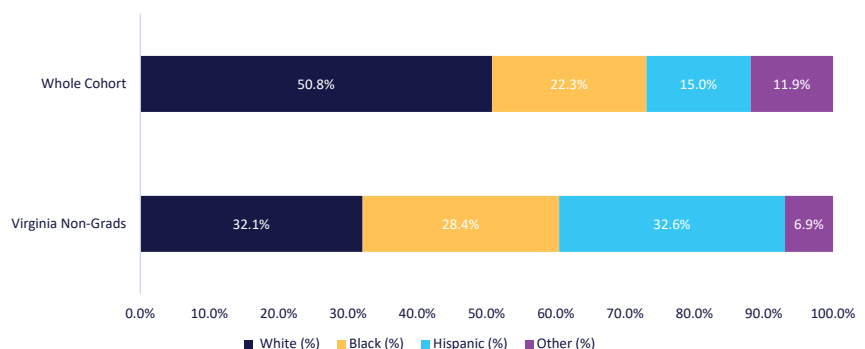
Virginia Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



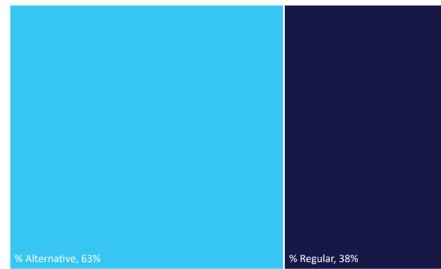
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Virginia's non-graduates.

Black and Hispanic Students are Overrepresented in Virginia's Non-Grads

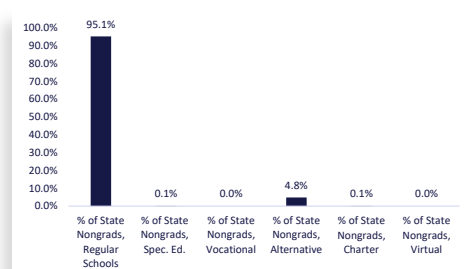


Virginia had **8 low-graduation-rate high school** in 2019. A disproportionate number of these schools were **alternative schools**. Virginia must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Virginia's Low Grad Rate High Schools
(ACGR <= 67%)**



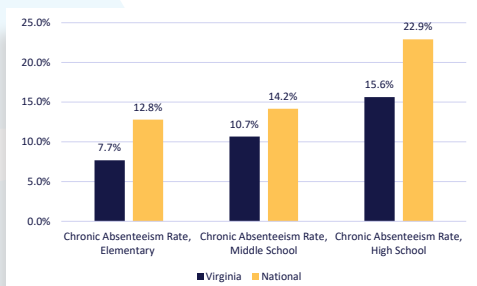
**Where do Virginia's
Non-Grads Come From?**



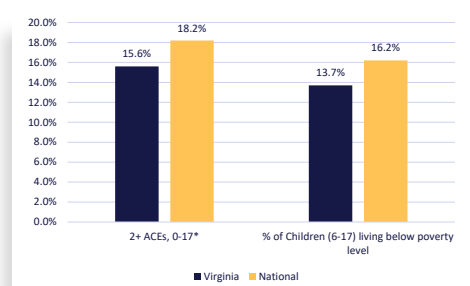
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Virginia, 10.8 percent of students were chronically absent, less than the national average of 16.2 percent, and 15.6 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

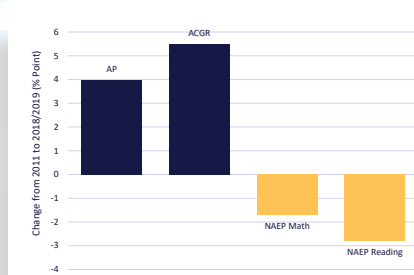


**Child Poverty and ACE Scores,
Virginia v. National**

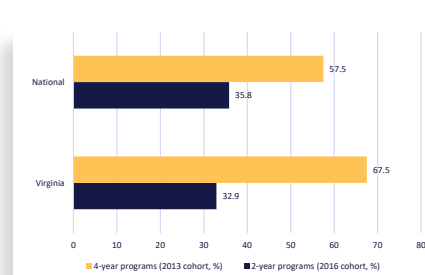


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

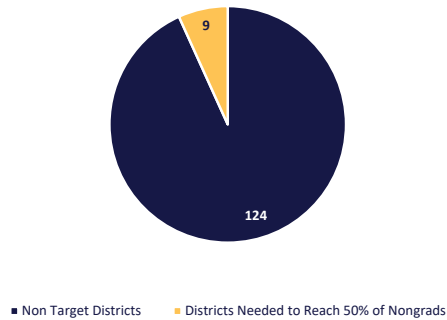


Virginia improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

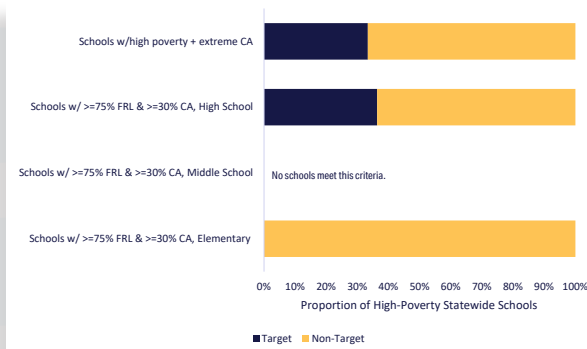
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Virginia



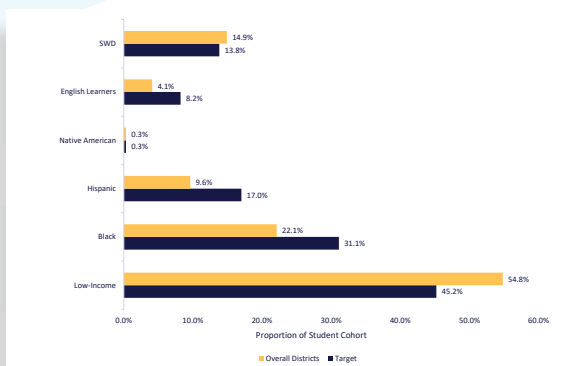
These 9 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 87.1 percent, **0.4 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Virginia Target District Schools Comparison, 2019



Over 30 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 9 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Virginia Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 45.2 percent of students in these districts are economically disadvantaged.

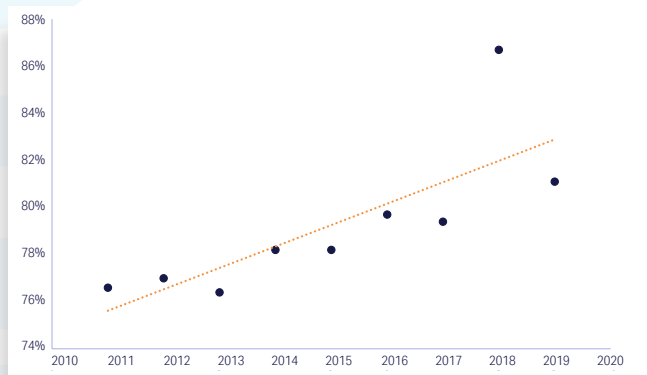
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

WASHINGTON

MEETING THE MOMENT DATA PROFILE



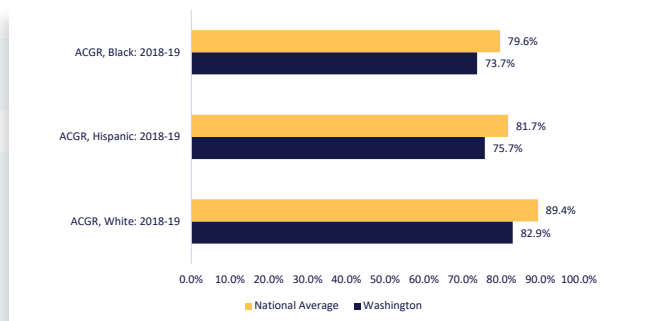
Washington ACGR, 2011 - 2019



In 2019, Washington's graduation rate was 81.1 percent, **below the national average** of 85.8 percent. Since 2011, Washington's Adjusted Cohort Graduation Rate (ACGR) has **increased 4.5 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Washington vs. U.S. Average for Subgroups, 2019



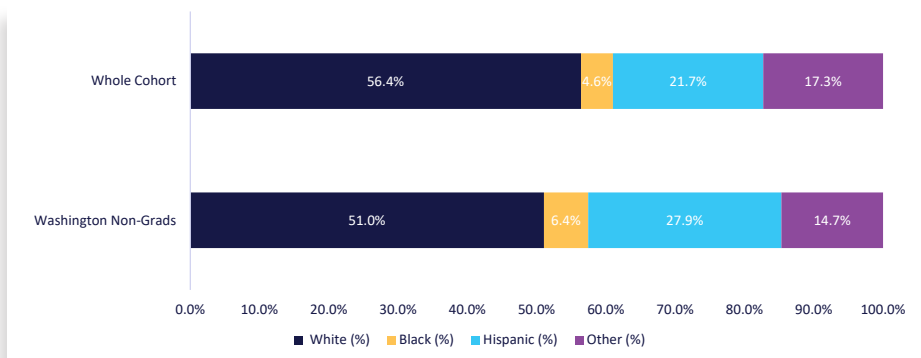
Washington Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Washington's non-graduates.

Black and Hispanic Students are Overrepresented in Washington's Non-Grads

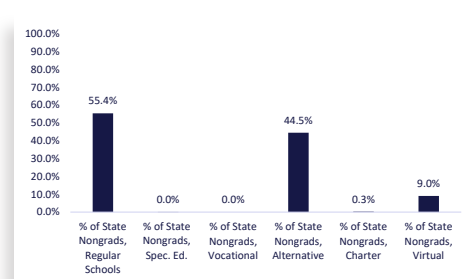


Washington had **65 low-graduation-rate high school** in 2019. A disproportionate number of these schools were **alternative schools**. Washington must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Washington's Low Grad Rate High Schools (ACGR <= 67%)



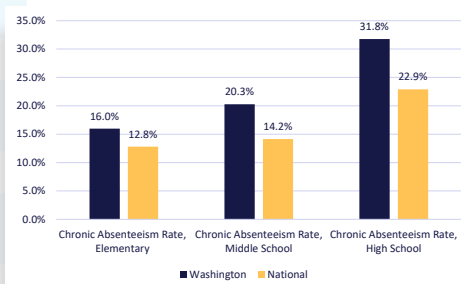
Where do Washington's Non-Grads Come From?



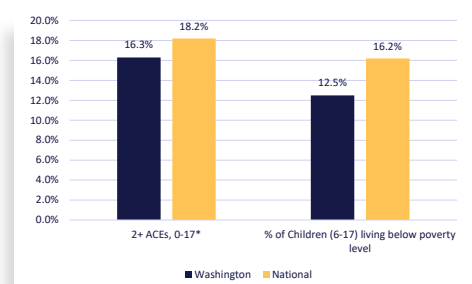
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Washington, 21.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 16.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

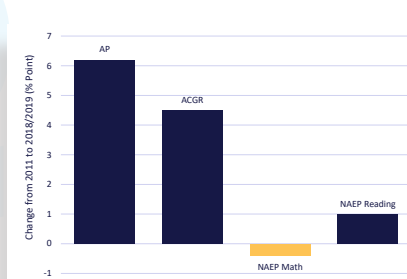


Child Poverty and ACE Scores, Washington v. National

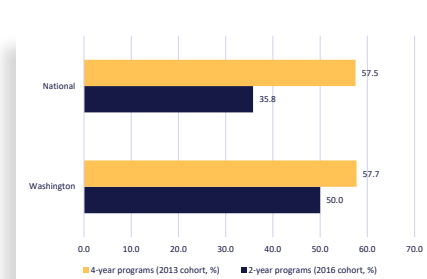


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

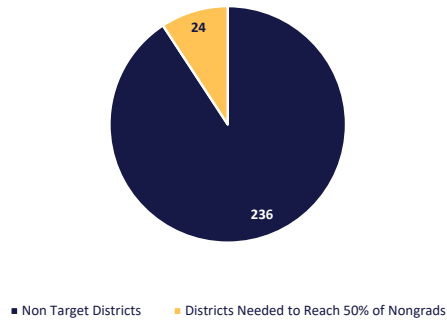


Washington improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does have alignment** between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

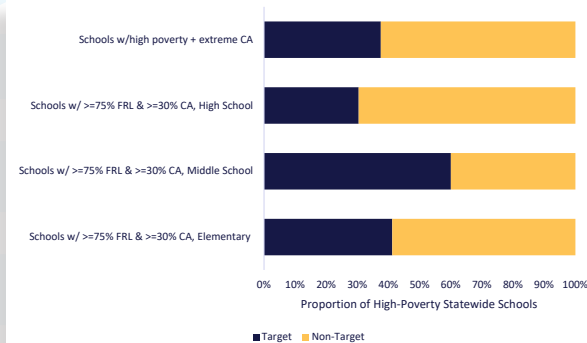
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Washington



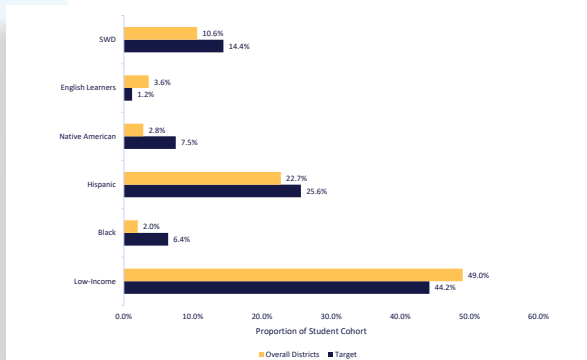
These 24 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 82.0 percent, **0.9 percentage points higher than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Washington Target District Schools Comparison, 2019



Over 35 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 24 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Washington Target District and Overall Demographic Comparisons, 2019



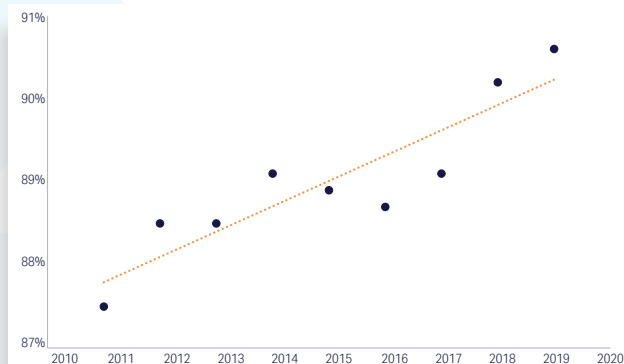
Additionally, Black, Hispanic, and Native American students are over-represented in these districts. About 44.2 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

WISCONSIN

MEETING THE MOMENT DATA PROFILE

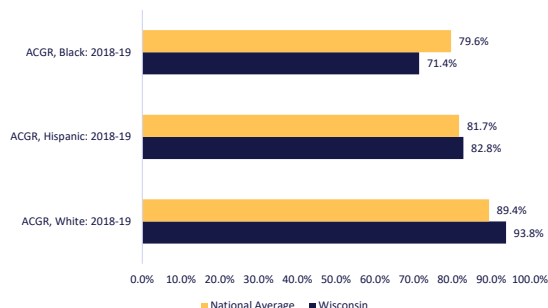
Wisconsin ACGR, 2011 - 2019



In 2019, Wisconsin's graduation rate was 90.1 percent, **above the national average** of 85.8 percent. Since 2011, Wisconsin's Adjusted Cohort Graduation Rate (ACGR) has **increased 3.1 percentage points**, less than the national rate of gain of 6.8 percentage points.

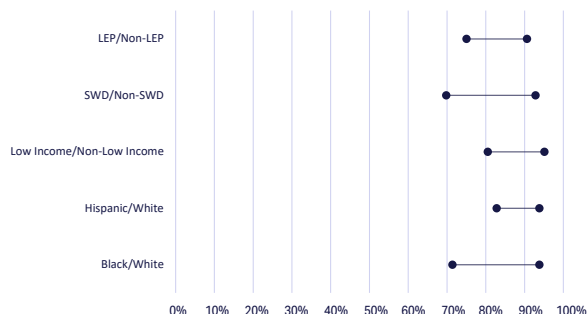
CLOSING GRADUATION GAPS

Wisconsin vs. U.S. Average for Subgroups, 2019



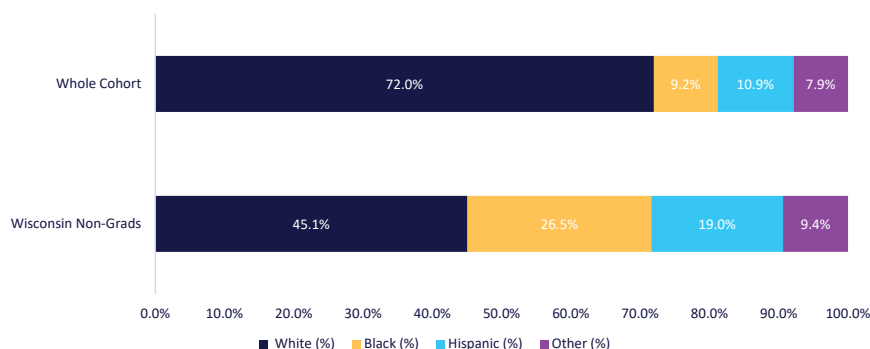
Wisconsin Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



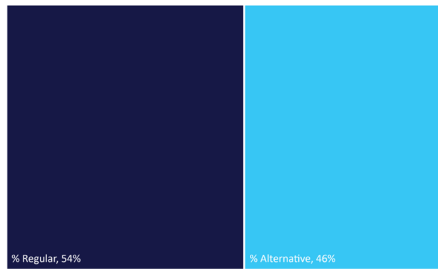
COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Wisconsin's non-graduates.

Black and Hispanic Students are Overrepresented in Wisconsin's Non-Grads

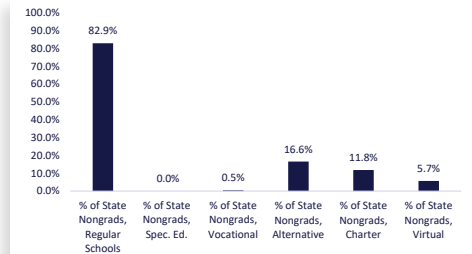


Wisconsin had **24 low-graduation-rate high schools** in 2019. All of these schools were **regular and alternative schools**. Wisconsin must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

Wisconsin's Low Grad Rate High Schools (ACGR <= 67%)



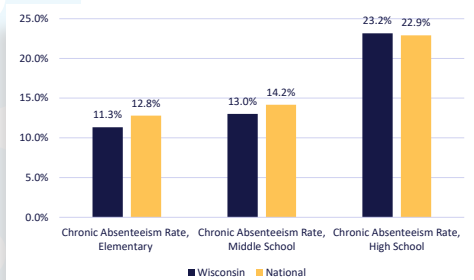
Where do Wisconsin's Non-Grads Come From?



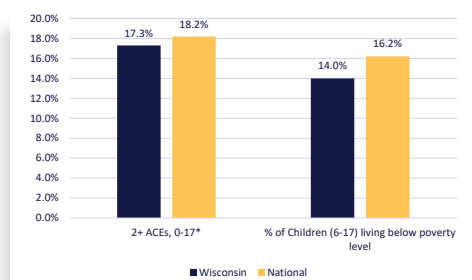
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Wisconsin, 20.7 percent of students were chronically absent, more than the national average of 16.2 percent, and 17.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

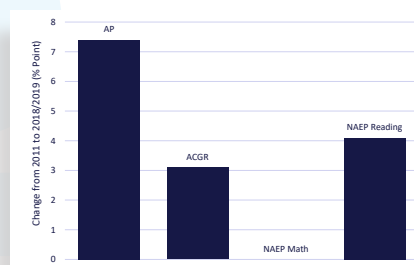


Child Poverty and ACE Scores, Wisconsin v. National

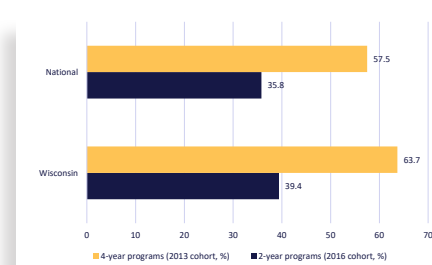


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

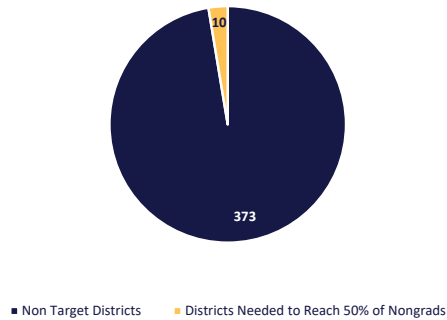


Wisconsin improved on **3 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

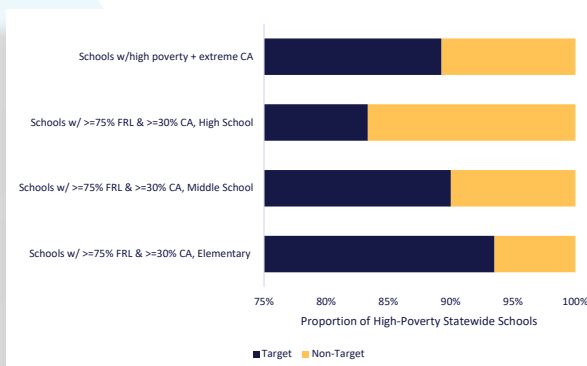
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Wisconsin



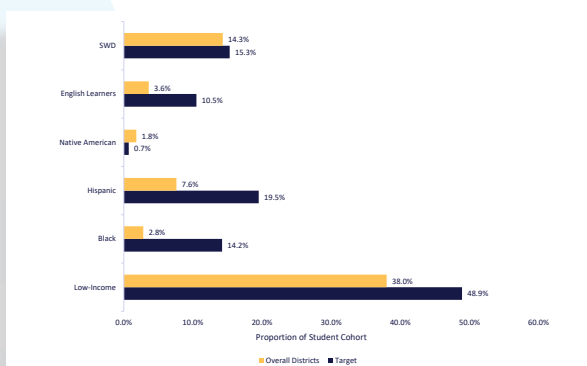
These 10 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 79.2 percent, **10.9 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Wisconsin Target District Schools Comparison, 2019



Over 85 percent of all schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA) are located in these 10 target school districts. This is an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Wisconsin Target District and Overall Demographic Comparisons, 2019



Additionally, Black, Hispanic, and English Learner students are over-represented in these districts. About 48.9 percent of students in these districts are economically disadvantaged.

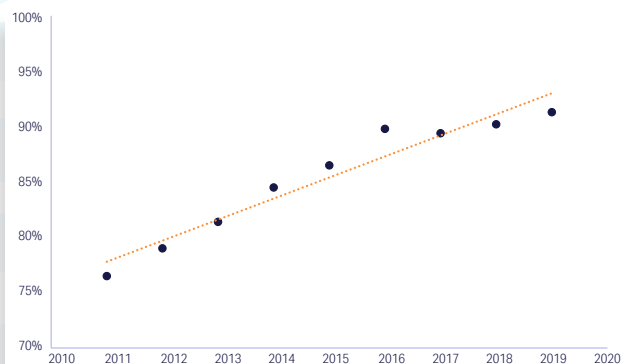
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

WEST VIRGINIA

MEETING THE MOMENT DATA PROFILE



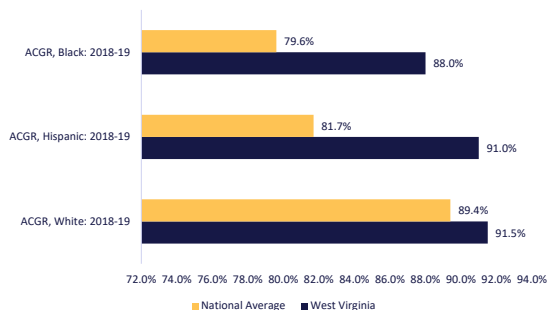
West Virginia ACGR, 2011 - 2019



In 2019, West Virginia's graduation rate was 91.3 percent, **above the national average** of 85.8 percent. Since 2011, West Virginia's Adjusted Cohort Graduation Rate (ACGR) has **increased 14.8 percentage points**, more than the national rate of gain of 6.8 percentage points.

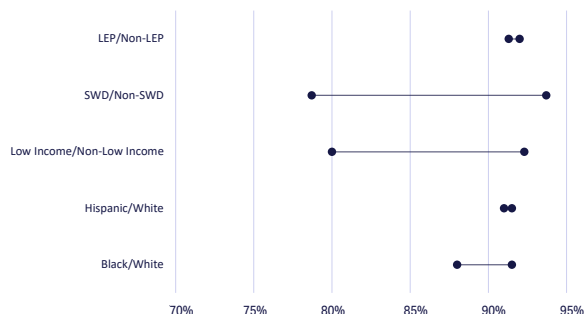
CLOSING GRADUATION GAPS

West Virginia vs. U.S. Average for Subgroups, 2019



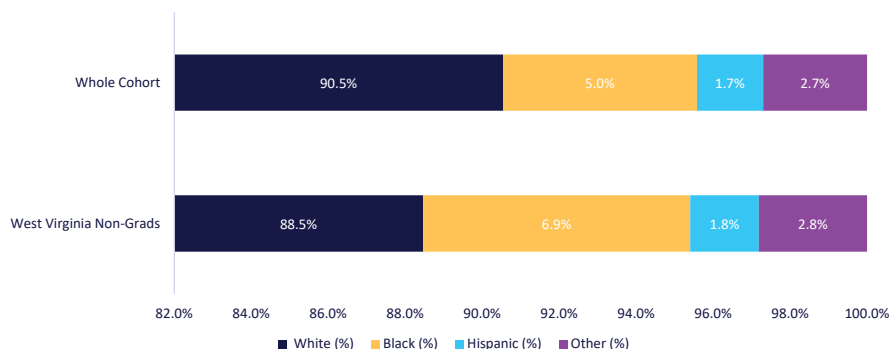
West Virginia Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up West Virginia's non-graduates.

Black Students are Overrepresented in West Virginia's Non-Grads

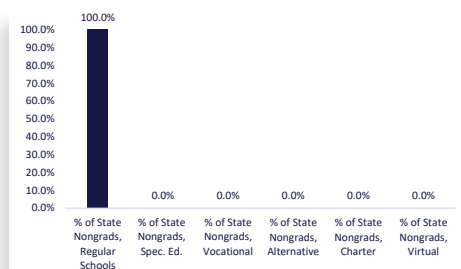


West Virginia had **1 low-graduation-rate high school** in 2019, which was a **regular school**. West Virginia must target this under-performing school to create a winning strategy for increasing graduation rates statewide.

West Virginia's Low Grad Rate High Schools (ACGR <= 67%)



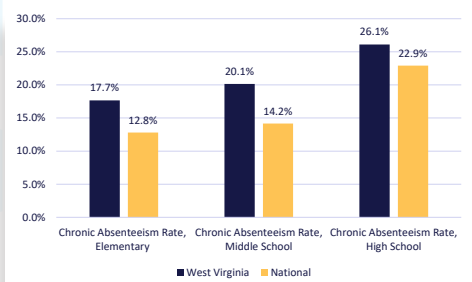
Where do West Virginia's Non-Grads Come From?



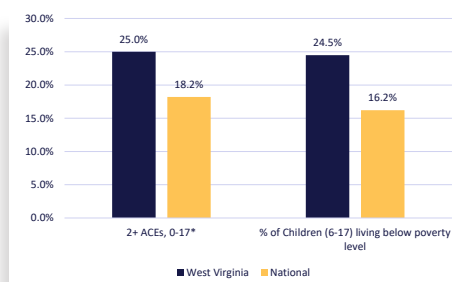
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In West Virginia, 15.6 percent of students were chronically absent, less than the national average of 16.2 percent, and 25.0 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

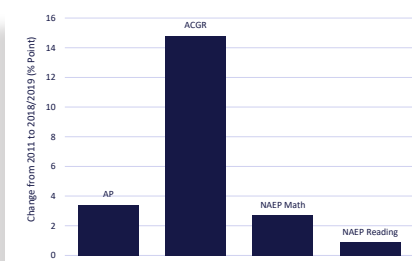


Child Poverty and ACE Scores, West Virginia v. National

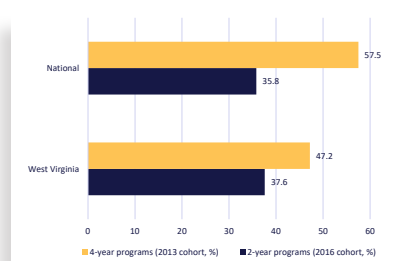


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

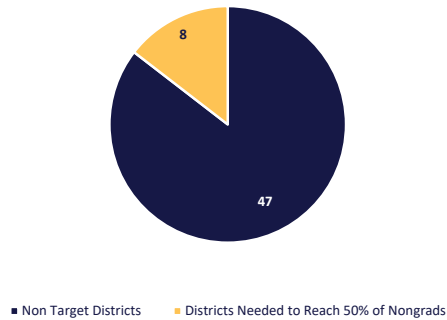


West Virginia improved on **4 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

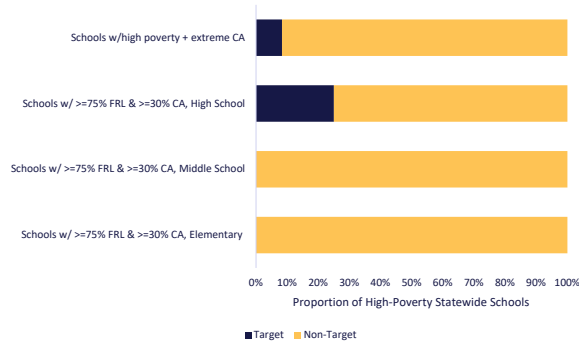
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in West Virginia



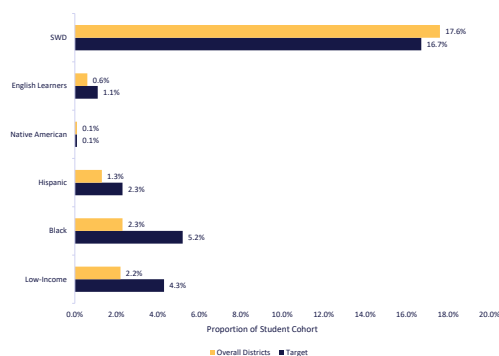
These 8 target districts contain 51 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 88.2 percent, **3.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

West Virginia Target District Schools Comparison, 2019



While non-graduates are targeted in these 8 districts, schools with high rates of Free and Reduced Priced Lunch (FRPL) and Chronic Absenteeism (CA) are found in other areas of the state. Schools serving high-poverty communities with higher rates of youth disconnection need greater support.

West Virginia Target District and Overall Demographic Comparisons, 2019



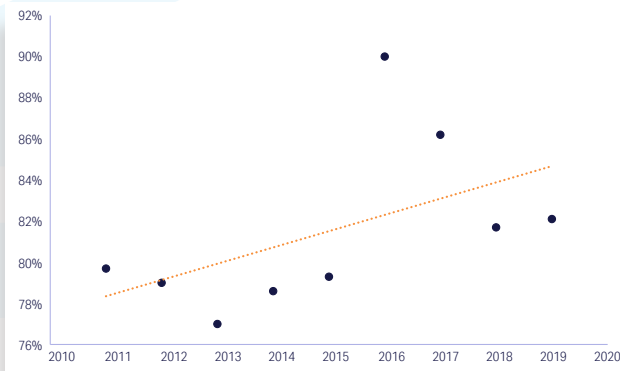
Additionally, Black, Hispanic, and low-income students are over-represented in these districts. About 4.3 percent of students in these districts are economically disadvantaged.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

WYOMING

MEETING THE MOMENT DATA PROFILE

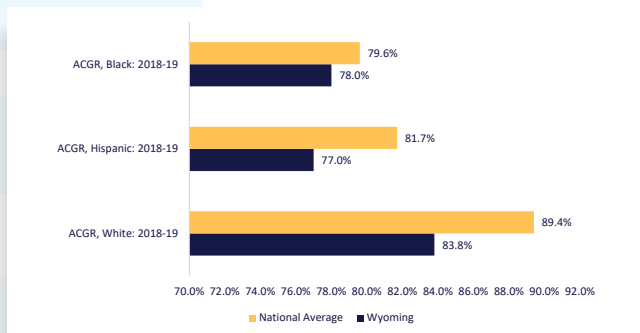
Wyoming ACGR, 2011 - 2019



In 2019, Wyoming's graduation rate was 82.1 percent, **below the national average** of 85.8 percent. Since 2011, Wyoming's Adjusted Cohort Graduation Rate (ACGR) has **increased 2.4 percentage points**, less than the national rate of gain of 6.8 percentage points.

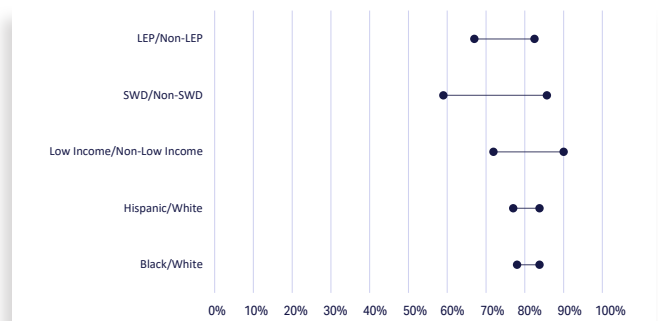
CLOSING GRADUATION GAPS

Wyoming vs. U.S. Average for Subgroups, 2019



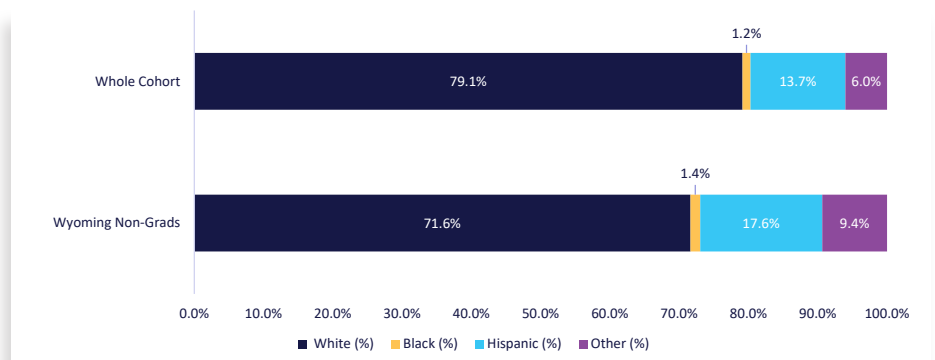
Wyoming Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who disproportionately make up Wyoming's non-graduates.

Hispanic and Native American Students are Overrepresented in Wyoming's Non-Grads

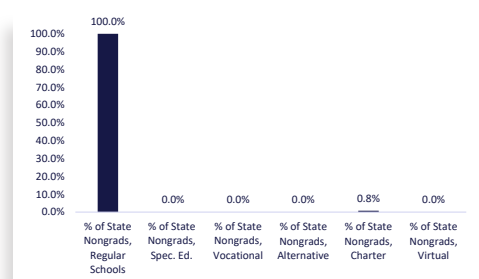


Wyoming had **10 low-graduation-rate high schools** in 2019. All of these schools were **regular schools**. Wyoming must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Wyoming's Low Grad Rate High Schools
(ACGR <= 67%)**



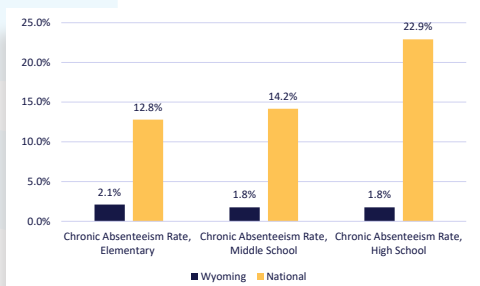
**Where do Wyoming's
Non-Grads Come From?**



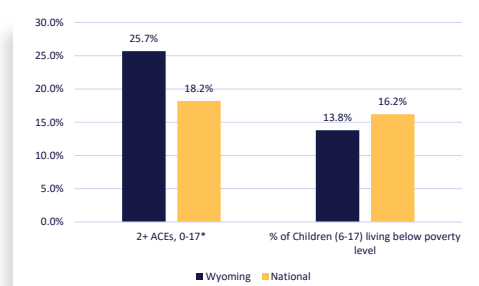
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. In Wyoming, 1.9 percent of students were chronically absent, less than the national average of 16.2 percent, and 25.7 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

**Chronic Absenteeism
by Grade Level**

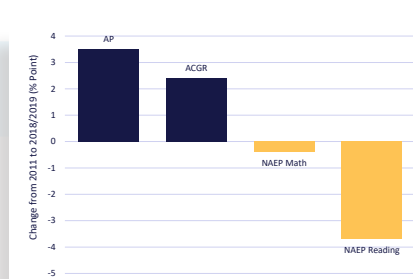


**Child Poverty and ACE Scores,
Wyoming v. National**

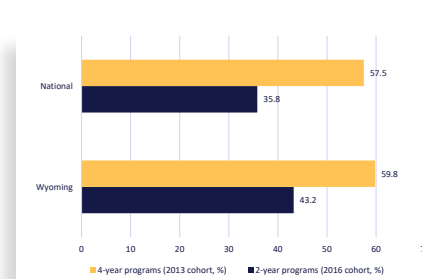


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

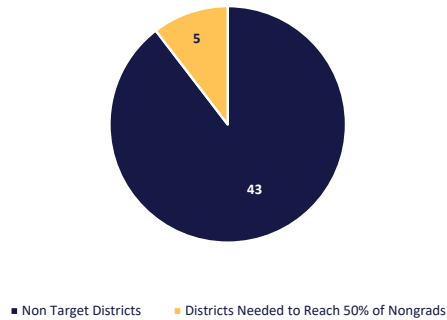


Wyoming improved on **2 of the 4** metrics of the Secondary School Improvement Index. The state **does not** have alignment between high school graduation requirements and postsecondary admission requirements.

¹ Data from the Integrated Postsecondary Education Data System

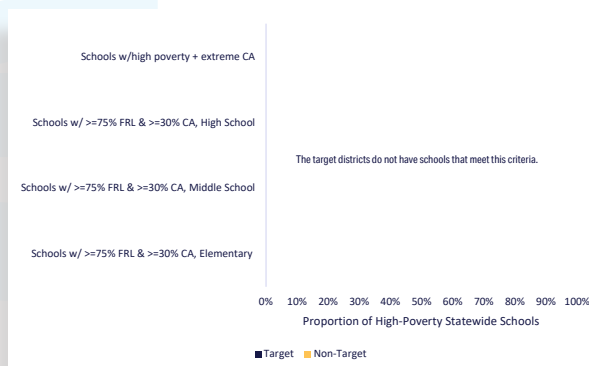
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Wyoming



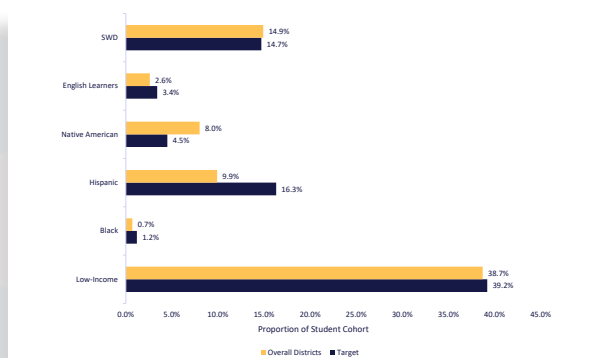
These 5 target districts contain 54 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 79.0 percent, **3.1 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Wyoming Target District Schools Comparison, 2019



Wyoming does not have any schools with high rates of Free and Reduced Price Lunch (FRPL) and Chronic Absenteeism (CA). This would be an indicator that schools that serve high-poverty communities with higher rates of youth disconnection need greater support.

Wyoming Target District and Overall Demographic Comparisons, 2019



Additionally, Hispanic and English Learner students are over-represented in these districts. About 39.2 percent of students in these districts are economically disadvantaged.

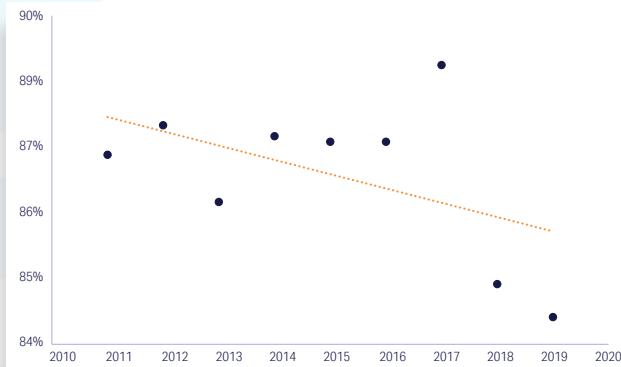
² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.

VERMONT

MEETING THE MOMENT DATA PROFILE



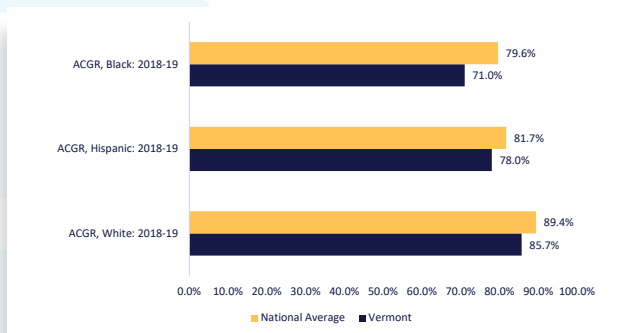
Vermont ACGR, 2011 - 2019



In 2019, Vermont's graduation rate was 84.5 percent, **below the national average** of 85.8 percent. Since 2011, Vermont's Adjusted Cohort Graduation Rate (ACGR) has **decreased 3.0 percentage points**, less than the national rate of gain of 6.8 percentage points.

CLOSING GRADUATION GAPS

Vermont vs. U.S. Average for Subgroups, 2019



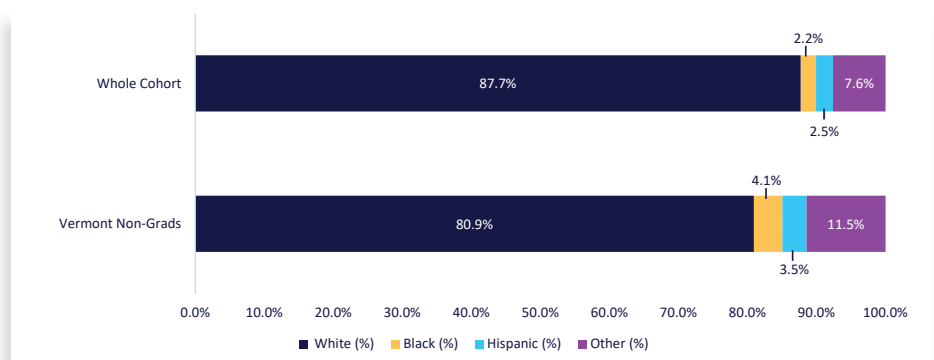
Vermont Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities



COVID-19 has only exacerbated equity gaps that existed prior to the pandemic. States must keep this in mind as they design improvement strategies to support the students who predominately make up Vermont's non-graduates.

Black, Hispanic, and 'Other' Students are Overrepresented in Vermont's Non-Grads

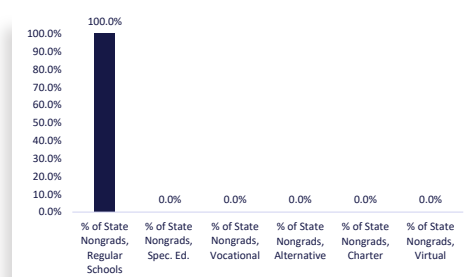


Vermont had **1 low-graduation-rate high school** in 2019, which was a **regular school**. Vermont must target this under-performing school to create a winning strategy for increasing graduation rates statewide.

Vermont's Low Grad Rate High Schools (ACGR <= 67%)



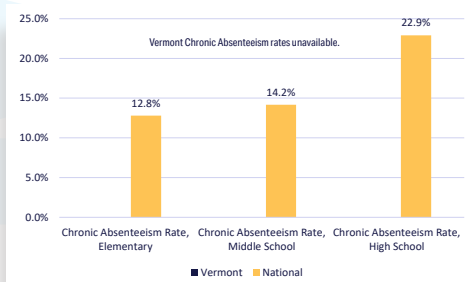
Where do Vermont's Non-Grads Come From?



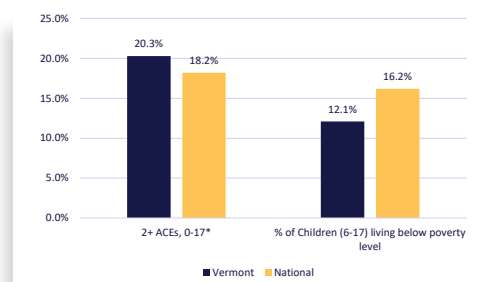
STUDENT CHALLENGES

Prior to the pandemic, student engagement was already a significant issue for many states. Across the United States, 16.2 percent of students were chronically absent. In Vermont, chronic absenteeism data was not available, and 20.3 percent of children had 2 or more Adverse Childhood Experiences (ACEs), which negatively impact students' learning.

Chronic Absenteeism by Grade Level

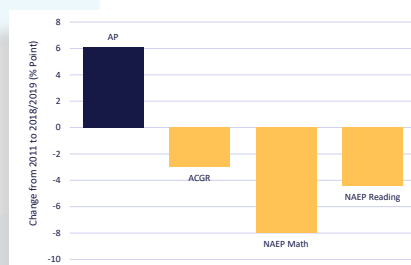


Child Poverty and ACE Scores, Vermont v. National

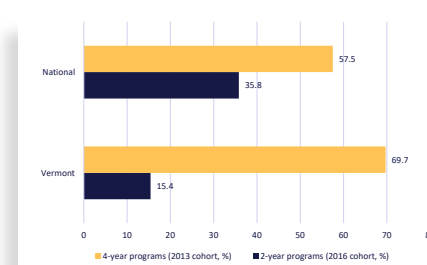


POSTSECONDARY PATHWAYS

Secondary School Improvement Index



Postsecondary Attainment Rates¹

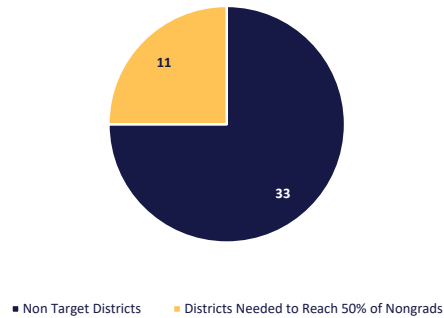


Vermont improved on **1 of the 4** metrics of the Secondary School Improvement Index. Vermont is moving to proficiency-based high school graduation requirements, which are not comparable to postsecondary admission standards.

¹ Data from the Integrated Postsecondary Education Data System

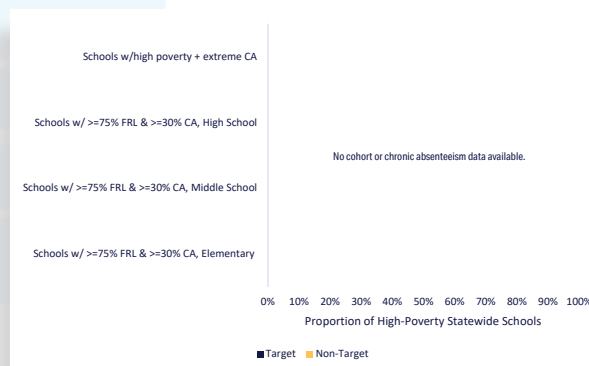
WHERE IS THE CHALLENGE CONCENTRATED?

Target Districts: Where 50% of Non-Grads Live in Vermont



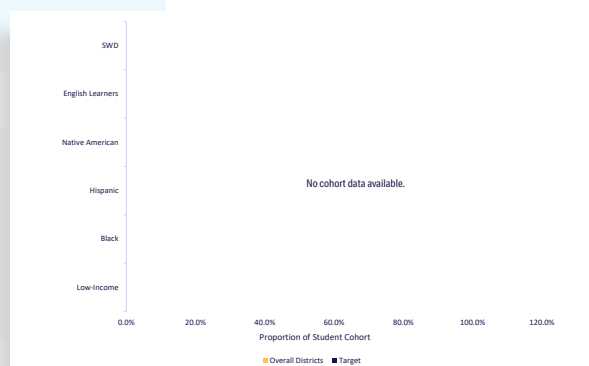
These 11 target districts contain 50 percent of all non-graduates in the state. Within these target districts, the average graduation rate was 78.9 percent, **5.6 percentage points lower than the state average**. These districts are more likely to have high-poverty schools and higher chronic absenteeism than the rest of the state. Additionally, these districts have high concentrations of need post-COVID-19.²

Vermont Target District Schools Comparison, 2019



Since no chronic absenteeism or cohort data is available for Vermont, it is not possible to identify schools with high rates of free and reduced price lunch (FRPL) and chronic absenteeism (CA). This data would have been an indicator that schools serving high-poverty communities with higher rates of youth disconnection need greater support.

Vermont Target District and Overall Demographic Comparisons, 2019



Demographic data in the Common Core of Data file was missing for most districts in Vermont. For this reason, analyzing which student demographics are over-represented in the 11 target districts was not possible.

² Task Force on Next Generation Community Schools. (2021 February). "Addressing education inequality with a next generation of community schools: A blueprint for mayors, states, and the federal government." Center for Universal Education at Brookings.