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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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, a 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

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.

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.

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.

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.
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 Rates

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.

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

![Chart showing distribution of high-poverty schools in target and non-target districts.](chart1)

**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.

![Bar chart showing demographic comparisons in target and non-target districts.](chart2)

**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.

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.

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.
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.

**POSTSECONDARY PATHWAYS**

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.

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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.

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**

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.

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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.

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**

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.

**California Subgroup Graduation Rate Comparisons, 2019**

**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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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

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.

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.

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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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

![Pie chart showing proportion of student cohort in target districts compared to overall districts](chart)

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.

![Bar chart showing schools with high poverty and extreme CA](chart)

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.

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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.

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.
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**

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.

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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

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.

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.

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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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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.

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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.

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.
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 Rates**

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.

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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.

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**

**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 Rates**

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.

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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

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.

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

**Hawaii’s Low Grad Rate High Schools**

(HCGR <= 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**

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.

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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.

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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 Subgroup Graduation Rate Comparisons, 2019**

LEP = Limited English Proficiency; SWD = Students with Disabilities

**Black and Hispanic Students are Underrepresented in Iowa’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 Iowa’s non-graduates.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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

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.

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

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.

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.
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 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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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.

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.

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.
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%)**

No district or school level data available.

**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**

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.

**Postsecondary Attainment Rates**

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 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.

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.

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.
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 Rates**

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.

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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

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.

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.

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.

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

**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.

**POSTSECONDARY PATHWAYS**

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.

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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-19.¹

Two figures show the distribution of high poverty and chronic absenteeism across the districts. The first figure compares schools with high poverty and chronic absenteeism in target vs. non-target districts, showing that a larger proportion of such schools are located in the target districts. The second figure presents demographic comparisons, showing over-representation of Black, Hispanic, and English Learner students in these districts. Additionally, 44.6 percent of students in these districts are economically disadvantaged.

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.

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 predominate make up Kentucky’s non-graduates.
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**

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.

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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.

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.

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.
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**

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.

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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

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.

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

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.

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.
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**

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.

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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.

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.

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.
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 Rates

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.

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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.

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.
Maine had 3 low-graduation-rate high schools in 2019. All of these schools were regular schools. Maine must target these underperforming 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 Rates

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.

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.

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.
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**

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.

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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-19.¹

**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.

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.

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.
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 Rates

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
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

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.

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.

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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.

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.
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**

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.

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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.

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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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](image)

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](image)

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.

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**

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.
Montana had 5 low-graduation-rate high schools in 2019. All of these schools were regular schools. Montana must target these underperforming 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 Rates

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.

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.

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.
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 Rates

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

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.

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.

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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.

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.

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.

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

POSTSECONDARY PATHWAYS

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.

Postsecondary Attainment Rates

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

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.

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.

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.

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

**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.

**POSTSECONDARY PATHWAYS**

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.

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1 Data from the Integrated Postsecondary Education Data System
WHERE IS THE CHALLENGE CONCENTRATED?
Target Districts: Where 50% of Non-Grads Live in Nebraska

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.

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.

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.
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**

**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.

**Postsecondary Attainment Rates**

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.

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*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

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.

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.

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.

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.
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 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.

### 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.

### POSTSECONDARY PATHWAYS

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.

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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

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.

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.

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.

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.
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**

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.

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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.

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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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.

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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.

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.
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 Rates

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.

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.

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.
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%)

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

- **Elementary**: 15.1% (Ohio), 12.8% (National)
- **Middle School**: 14.7% (Ohio), 14.2% (National)
- **High School**: 27.3% (Ohio), 22.8% (National)

### Child Poverty and ACE Scores, Ohio v. National

- **% of Children (6-17) living below poverty level**: 21.0% (Ohio), 18.3% (National)

### POSTSECONDARY PATHWAYS

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.

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1 Data from the Integrated Postsecondary Education Data System
WHERE IS THE CHALLENGE CONCENTRATED?

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

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.

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.

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.
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**

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.

*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.

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.

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.
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 Rates

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
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

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.

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.

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.

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.
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%)**

Pennsylvania must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**Where do Pennsylvania’s Non-Grads Come From?**

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**

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.

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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

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.

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.

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.

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.
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%)**

Rhode Island’s Low Grad Rate High Schools had an ACGR of 67% or less. 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.

**Where do Rhode Island’s Non-Grads Come From?**

Rhode Island’s non-graduates come from various schools. Rhode Island’s low graduation rate high schools have students who are chronically absent, which negatively impact students’ learning.

**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**

The chart shows the chronic absenteeism rate by grade level in Rhode Island and the national average. Rhode Island’s high school has the highest chronic absenteeism rate, at 12.8%.

**Child Poverty and ACE Scores, Rhode Island v. National**

Rhode Island has a higher chronic absenteeism rate than the national average. Rhode Island has a higher percentage of children who have 2 or more ACEs than the national average.

**POSTSECONDARY PATHWAYS**

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.

**Secondary School Improvement Index**

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.

**Postsecondary Attainment Rates**

Rhode Island’s postsecondary attainment rates are lower than the national average. Rhode Island has 79.1% of students who complete their bachelor’s degree within 6 years, while the national average is 79.8%.

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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.

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.

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.

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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.

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.
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

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.

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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

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.

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

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**

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%)

<table>
<thead>
<tr>
<th>School Type</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Regular</td>
<td>50%</td>
</tr>
<tr>
<td>Alternative</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Where do South Dakota’s Non-Grads Come From?

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of State Nongrads, Regular Schools</td>
<td>21.1%</td>
</tr>
<tr>
<td>% of State Nongrads, Spec. Ed.</td>
<td>13.0%</td>
</tr>
<tr>
<td>% of State Nongrads, Viscional</td>
<td>22.9%</td>
</tr>
<tr>
<td>% of State Nongrads, Alternative</td>
<td>9.8%</td>
</tr>
<tr>
<td>% of State Nongrads, Charter</td>
<td>10.0%</td>
</tr>
<tr>
<td>% of State Nongrads, Virtual</td>
<td>12.8%</td>
</tr>
</tbody>
</table>

### 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

#### South Dakota

- Elementary: 8.8%
- Middle School: 14.2%
- High School: 23.0%

#### National

- Elementary: 12.0%
- Middle School: 14.2%
- High School: 22.0%

### Child Poverty and ACE Scores, South Dakota v. National

#### South Dakota

- 2+ ACEs: 18.2%
- % of Children (6-17) living below poverty level: 14.5%

#### National

- 2+ ACEs: 14.5%
- % of Children (6-17) living below poverty level: 16.2%

### Postsecondary Pathways

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.

### Secondary School Improvement Index

- Improvement in 2 of 4 metrics

### Postsecondary Attainment Rates

#### South Dakota

- 4-year programs (2013 cohort, %): 65.4%
- 2-year programs (2016 cohort, %): 35.8%

#### National

- 4-year programs (2013 cohort, %): 61.5%
- 2-year programs (2016 cohort, %): 35.8%

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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

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.

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.

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.

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.
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.

**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.

**POSTSECONDARY PATHWAYS**

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.

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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

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.

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

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.

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.
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%)**

Texas’s low graduation rate high schools had a disproportionate number of alternative schools. Texas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**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**

Texas’s low graduation rate high schools had a disproportionate number of alternative schools. Texas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

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

Texas’s low graduation rate high schools had a disproportionate number of alternative schools. Texas must target these under-performing schools to create a winning strategy for increasing graduation rates statewide.

**POSTSECONDARY PATHWAYS**

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

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.

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.

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.

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-Graduates

Utah Subgroup Graduation Rate Comparisons, 2019

LEP = Limited English Proficiency; SWD = Students with Disabilities

ACGR, White: 2018-19
ACGR, Hispanic: 2018-19
ACGR, Black: 2018-19
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%)**

![Image showing percentage of low graduation rate high schools]

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

![Bar chart showing percentage of non-grads by type of school]

**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**

![Bar chart showing chronic absenteeism by grade level]

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

![Bar chart comparing child poverty and ACE scores between Utah and National]

**POSTSECONDARY PATHWAYS**

**Secondary School Improvement Index**

![Bar chart showing secondary school improvement index]

**Postsecondary Attainment Rates**

![Bar chart showing postsecondary attainment rates]

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.

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1 Data from the Integrated Postsecondary Education Data System
WHERE IS THE CHALLENGE CONCENTRATED?

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

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.

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.

**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.**
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**

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.

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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

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.

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.

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.

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**

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.

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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

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.

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.

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.

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.
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.

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.

POSTSECONDARY PATHWAYS

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.

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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

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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.

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.
West Virginia had **1 low-graduation-rate high school** in 2019, which was a **regular school**. West Virginia must target this underperforming 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

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

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.

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.

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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.

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**

- **POSTSECONDARY PATHWAYS**

  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.

  **Secondary School Improvement Index**

  **POSTSECONDARY ATTAINMENT RATES**

  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.

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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.

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.
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**

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.

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data from the Integrated Postsecondary Education Data System

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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.