Annual Update **2021**

BUILDING A GRAD NATION:

Progress and Challenge in Raising High School Graduation Rates

A Report By:

Civic

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

In Partnership With:

Alliance for Excellent Education
America's Promise Alliance

Lead Sponsor:

AT&T

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EXECUTIVE SUMMARY

Students and educators have returned to the classroom for the fall of 2021 after the COVID-19 pandemic disrupted in-person learning in schools across the country. Yet, this does not mean the pandemic's effects on education and students are behind us, and the pandemic continues to linger across America. The current understanding of the pandemic's impact on students has been mixed. Several studies show math scores are down for students across grades, but that reading levels have remained similar to pre-pandemic levels (Kuhfeld et al., 2020; *Understanding Student Needs,* 2020).

Early evidence indicates little impact on high school graduation rates for the class of 2020, although a more complete picture will be available with data from the 2019–2020 school year. Studies show that immediate college enrollment is declining (Causey et al., 2021). We also know that students will re-enter school buildings with heightened trauma and social and emotional needs that educators must be prepared to support. Additionally, 8 million students were chronically absent in 2017–18, and this number is expected to climb for the 2019–20 and 2020–21 school years, as an estimated 3 million students stopped going to class entirely (Sawchuk, 2021). Most troubling, studies indicate the continuing challenge of equity: the most serious effects of the COVID-19 pandemic have been on students from historically underserved communities.

Following 30 years of stagnating high school graduation rates from the 1970s to the early 2000s, the national effort to increase high school graduation rates accelerated with a clear goal of reaching a 90 percent high school graduation rate by the class of 2020. Leadership and collaboration sparked national legislation requiring states and schools to be held accountable for higher graduation rates; a Governors Compact that created a common calculation of high school graduation rates; a national survey of students who had dropped out of school showing that most could have graduated; the identification of the 15 percent of high schools that were dropping out half of the nation's students; and massive public attention that put the high school dropout challenge at the center of national, state and local efforts to address it. The country has made strong progress over the past two decades. This year's report analyzes the most recently released data on the 2018–19 school year by the National Center for Education Statistics (NCES) and will therefore serve as an essential, final pre-COVID-19 baseline.

In 2019, the country reached another all-time national high graduation rate of 85.8 percent. In addition to the traditional subgroup analysis, this report also includes a State Data Profile for each of the 50 states. These data profiles highlight where the graduation rate challenges lie in the state (pre-COVID-19) and are a continuation of last year's Meeting the Moment Plan.

Part I: High School Graduation Trends

The country's progress since 2001 when the Average Freshman Graduation Rate (AFGR) was 71 percent is significant: more than 4.5 million students have graduated on time instead of being held back or leaving school without a diploma. And in 2011, the first year the gold standard Average Cohort Graduation Rate (ACGR) was used nationally, across states, and in districts and schools, the graduation rate was 79 percent. This year's 85.8 percent rate marked a 0.5 percentage point increase from 2018.

Other important trends from the first year of the ACGR (2011) to 2019 include:

- The gap between the state with the highest (Iowa in 2019) and the lowest (New Mexico in 2019) graduation rate dropped from 25 percentage points in 2011 to 16.7 percentage points in 2019.
- In 2011, 12 states had graduation rates below 75 percent, which dropped to zero in 2019—in fact, only two states had a rate below 80 percent in 2019, showing that the states with the furthest to go have made good progress.
- Of the nine states with graduation rates above 85 percent in 2011 (Indiana, Iowa, Nebraska, New Hampshire, North Dakota, Tennessee, Texas, Vermont, and Wisconsin), four—Iowa, Tennessee, Texas, and Wisconsin—reached a 90 percent graduation rate. Another four—Alabama, Kentucky, New Jersey, and West Virginia—also reached 90 percent in 2019.

Yet, the nation is currently off-pace to reach its 90 percent high school graduation rate goal by the class of 2020 and COVID-19 has caused disruptions to education that will be studied for years. To meet the national goal of 90 percent, an additional 160,603 students would have had to graduate on-time in 2019. The goal is within reach for many states. This year, Wisconsin became the eighth state to reach a 90 percent graduation rate, joining Alabama, Iowa, Kentucky, New Jersey, Tennessee, Texas, and West Virginia. Another 8 states were within 2 percentage points of a 90 percent graduation rate, while 15

states needed less than 1,000 additional graduates to achieve the goal in 2019.

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

The nation must continue to address racial inequities in the education system that have produced gaps between subgroups. For this reason, and to ensure the graduation rate goal is met with equity, every Building A Grad Nation annual report examines the percent of non-graduates by subgroup nationally and in each state. From 2018 to 2019, historically underserved students once again drove gains in the national average graduation rate. Black and Hispanic students, English Learners, and students with disabilities all outpaced the national rate of gain of 0.5 percentage point, while low-income students reached an 80 percent graduation rate for the first time. All of these populations, however, have graduation rates well below their white, Asian, and higher-income peers.

Low-Income Students

Low-income students reached an 80 percent graduation rate for the first time. Despite progress, low-income students graduate at lower rates than their more affluent peers. The gap between low-income students and non-low-income students for the class of 2019 was 11.4 percentage points, consistent with 2018. In 2019, low-income students accounted for 49.1 percent of the 2019 graduating cohort, but 69.2 percent of students who failed to graduate from high school on time.

Although progress nationally has been slow to reach 80 percent, it has been stronger at the state level. In the last 10 years, the number of states with a low-income graduation rate higher than 80 percent has grown to 22, including 4 with a rate above 85 percent (Alabama, Iowa, Kentucky, Texas). At the state level, graduation gaps between low-income students and their counterparts ranged from 22.3 percentage points in Minnesota to 5.9 percentage points in Kentucky.

Black Students

Black students continue to drive national graduation rate progress. In 2019, Black students had a graduation rate of 79.6 percent, marking an increase of 0.6 percentage point since 2018 and 12.6 percentage points since 2011. Yet, high school graduation rates for Black students continue to lag behind their peers—the gap between Black and white student graduation rates in 2019 was 9.8 percentage points. In 2019, Black students accounted for 15.4 percent of the graduating cohort, but 22.1 percent of the nation's on-time non-graduates.

The graduation rate for Black students in 2019 varied widely throughout states: it approached 90 percent in four states—Alabama (89.8 percent), Delaware (88.0 percent), Texas (86.2 percent), and West Virginia (88.0 percent). Yet, in New Mexico and Ohio, less than 7 in 10 Black students graduated on time. The graduation gap between Black and white students ranged from a high of 22.4 percentage points in Wisconsin to just 1.0 percentage point in Hawaii.

Hispanic Students

Hispanic students have also been key drivers of gains in high school graduation rates and reached a graduation rate of 81.7 percent in 2019. While this progress is promising, a significant gap remains between Hispanic students and their white peers of 7.7 percentage points. Hispanic students accounted for 25.6 percent of the 2019 graduating cohort, yet they comprised 33.1 percent of the nation's non-graduates. At the state level, the gap between the percentage of Hispanic students in the 2019 cohort and the Hispanic non-graduate percentage was over 15 percentage points in Connecticut, Maryland, Massachusetts, New Jersey, and Virginia.

The gap between white and Hispanic students stretched as high as 21.0 percentage points in Maryland and 19.2 points in Virginia. Seven states, however, had Hispanic graduation rates above 85 percent (Alabama, Delaware, Florida, Hawaii, Missouri, Texas, and West Virginia). A targeted approach for improving outcomes for Hispanic students is possible—over half of California and New Mexico's 2019 cohorts were Hispanic students, yet their graduation rates for this population remained below 85 percent and 75 percent, respectively.

Students Experiencing Homelessness

For the second year in a row, the U.S. Department of Education did not release a national graduation rate for students experiencing homelessness due to missing data from one state. Cohort counts from 49 states and the District of Columbia, however, showed a national graduation rate of 67.7 percent in 2019, the lowest graduation rate nation among all subgroups in the nation. Data from the National Center for Homeless Education (NCHE) show that over 1.3 million K-12 students were identified as experiencing homelessness during the 2018–19 school year, a 9.6 percent increase over the past five years.

The data show that graduation rates for students experiencing homelessness differ significantly state to state, ranging from a low of 49 percent in Minnesota, to a high of 86 percent in New Hampshire. An increase of 0.2 percentage point since 2018 is the smallest rate of gain of any subgroup in the class of 2019, emphasizing the challenges students experiencing homelessness face beyond poverty.

Students with Disabilities

In 2019, the graduation rate for students with disabilities was 68.2 percent, a rate well below their non-disabled peers. Students with disabilities made up 12.3 percent of the 2019 cohort, yet 27.6 percent of students who did not graduate on time. The graduation rate gap between students with disabilities and their peers without a disability was 20.1 percentage points nationally.

This gap ranged from 5.7 percentage points in Arkansas to 47.9 percentage points in Mississippi. The graduation rate gap was greater than 20 percentage points in 20 states, while only 5 states had gaps less than 10 percentage points. For states to reach a 90 percent graduation rate with equity, they will need to target supports for students with disabilities. This is especially true in Connecticut, Maine, Massachusetts, and New Hampshire, states that have high school graduation rates above the national average, but where students with disabilities make

up more than 40 percent of students not graduating in four years.

English Learners

English Learners' (EL) graduation rate increased to 69.2 percent in 2019. The on-time graduation rate for EL students is 75 percent or higher in 38 states. Yet, EL students' graduation rate still trailed the national average by 16.6 percentage points. English Learners graduated at a rate 17.9 percentage points below their non-English Learner peers. Graduation rate gaps for English Learners ranged from a high of 51.2 percent in New York to a low of 1.9 percent in South Carolina.

ELs made over 10 percent of the 2019 cohort in nine states—comprising as high as 31.4 percent of the cohort in New Mexico. Overall, 7.4 percent of the 2019 cohort were ELs, up from 6.9 percent in 2018. Despite this subgroup growth, ELs comprise a disproportionate rate of the nation's non-graduates. In 2019, they made up 16.1 percent of all students who failed to graduate in four years.

Low-Graduation-Rate High Schools

The Every Student Succeeds Act requires the identification of low-graduation-rate high schools that enroll at least 100 students and have a graduation rate of 67 percent or lower. In 2019, there were 1,864 low-graduation-rate schools, a significant decrease from 2,062 in 2018. Despite this progress, low-graduation-rate high schools are still responsible for a disproportionate number of non-graduates. In 2019, they accounted for 11 percent of all high schools and 7 percent of overall enrollment, but 26 percent of non-graduates.

Students who are low-income (44.4 percent in all high schools vs. 55.7 percent in low-graduation-rate high schools), Native (1.0 vs. 2.1 percent), Hispanic (25.8 vs. 31.1 percent), and Black (14.8 vs. 26.1 percent) were all overrepresented at low-graduation-rate high schools in 2019, emphasizing the need to improve outcomes at these schools for a more equitable and just education system. This report also examines two broad types of low-graduation-rate high schools: regular and alternative schools.

Part III. Meeting the Moment: Reaching a 90% High School Graduation Rate for All Students while Preparing them for College and Career through the Impacts of a Pandemic

Every state has responded to low graduation rates differently and there has been great progress since the GradNation campaign was launched. States made their own decisions on how to boost the high school graduation rate for students. Now, each state has different challenges remaining to meet the moment and finish the job of graduating all students from high school ready for college and career in the midst of a global pandemic.

To assist states in developing customized 'Meeting the Moment' plans aligned with the current circumstances, this report is accompanied by 50 state data profiles. These profiles draw data from multiple sources that help illuminate the particular challenges and opportunities in each state. These profiles include graduation rate data by subgroup, a targeted analysis of where students disproportionately fall off-track to graduate, and data on the level of student need that states, districts, and schools are facing by mapping chronic absentee data with poverty rates and rates of Adverse Childhood Experiences (ACEs).

Analyzing the state data profiles clarified that while challenges and opportunities vary across states, there are also different groups of states that share similar challenges or have been more successful in meeting those challenges. This creates an opportunity for these states to collaborate on solutions and learn from each other's efforts.

In some states, the remaining challenges are highly concentrated in a small subset of 10 or fewer districts, while in others they spread over 50 or more districts. In some states, large numbers of students are falling off-track to graduate in alternative schools and in others, nearly all non-graduates are from traditional district neighborhood high schools. Within these differences, the state data profiles show some widely common challenges, where collective action and learning could have great impact. Across nearly all states, too many high school students do not attend school on a regular basis, and far too many students with disabilities do not graduate from high school.

The GradNation campaign calls on states to use the data in these profiles to develop Meeting the Moment Plans, which, based on each state's own circumstances, identify the key action steps needed to build pathways to adult success for all high school students.

Policy Recommendations

Continue to improve graduation rate data collection and reporting.

In its eighth year, the Adjusted Cohort Graduation Rate remains the 'gold

standard' of graduation rate metrics. There still, however, are many ways to improve data quality and ensure the most accurate data is reported. These include addressing variations across states and better data disaggregation. Additionally, data at the postsecondary level is not as readily available or reliable as high school level data. We need state-level data on the percentage of high school graduates that immediately enroll in postsecondary education disaggregated by subgroups. Graduation rate data by gender should also be collected and reported.

Promote policies that reduce damaging academic disparities.

Although the graduation rate gaps between Black, Hispanic, low-income, and Native American students and their white, more affluent peers are closing, these students remain behind in crucial education indicators. States should make greater investments in low-performing schools to ensure equitable access to postsecondary opportunities.

For high-poverty school districts, this could include weighted funding formulas, evidenced-based funding distribution, and federal monitoring of ESSA's subgroup goals. For students with disabilities, addressing state variations is crucial to an equitable education. And lastly, for students experiencing homelessness, states should work to ensure that homeless liaisons in their Local and State Education Agencies have ample resources to support students experiencing homelessness.

Strengthen the transition from high school to postsecondary and careers.

The transition from high school to postsecondary education to careers can be challenging for students. K-12 education leaders can ease this transition by providing students with the resources to understand their postsecondary options, the application process, and the course requirements for their chosen pathways. Postsecondary institutions must also support more students, especially first-generation and low-income students, before they step onto campus and throughout enrollment. Employers can play a role as well by increasing internship and job shadowing opportunities for students to learn in real-time. Finally, policymakers can strengthen the transition from high school to postsecondary to career by supporting and encouraging students to earn postsecondary credits while still in high school through dual enrollment courses and early college programs.

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

States should work to strengthen the pathway between high school graduation and postsecondary enrollment. One way to do this is align high school graduation requirements with the state's public university system's admission requirements. It is alarming, however, that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly all states. It is critical for state leaders to certify that high school diploma requirements are aligned with state college and university systems' admissions criteria, so that students graduate prepared to enter postsecondary or career pathways.

Further examine credit recovery programs.

Although high-quality models exist to get students back on track, the growth of credit recovery courses has often led to online learning without teacher or student interaction, which has raised questions about the rigor of credit recovery programs. It is therefore essential that credit recovery is further examined to uncover student demographics, the average course number, the percentage of total credits earned that are credit recovery courses, which courses are predominately taken as credit recovery, and the degree to which they enable students to learn course content and graduate with a legitimate diploma prepared to succeed in postsecondary education.

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

The COVID-19 pandemic and quick transition to online learning exposed many gaps in the U.S. education system—including broadband access—and increased challenges for students experiencing homelessness and those with disabilities. In addition, states responded to the changing circumstances by altering graduation requirements for the class of 2020, making future data potentially unreliable. The ramifications of the COVID-19 crisis are still impossible to understand. As such, policymakers must continue to closely monitor its impact on student learning, including postsecondary preparedness and added trauma for youth in the aftermath of the pandemic.

Expand the use of Early Warning Systems.

Half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of Early Warning Systems (Issue Brief, 2016). Yet, Early Warning Systems are one of the most effective means districts can use to increase graduation rates in all their high schools. Early Warning Systems provide teams of teachers, counselors, and nonprofit partners with real time data to signal which students (absent effective intervention) may not graduate, along with protocols and procedures to identify and implement interventions with the highest chance of success. Early Warning Systems should be effectively implemented in more schools across the country.

Establish a Student Success Corps.

Following the COVID-19 pandemic there is an urgent and critical need to support and re-engage students. A Student Success Corps would help increase local capacity and person power to help educators, practitioners, and families by providing the right supports to the right students in the right places at the required scale and intensity. Implementation would require both existing federal funding sources and additional funding dedication. The program could be guided by the U.S. Department of Education and can also leverage existing Corporation for National and Community Service infrastructure.

INTRODUCTION

Steady progress has been made, with 15 consecutive years of increasing graduation rates and, in 2019, the nation reached another all-time high graduation rate of 85.8 percent.

For over a decade, the GradNation campaign has focused the nation on improving high school graduation rates for all students to reach a 90 percent graduation rate equitably by 2020. Steady progress has been made, with 15 consecutive years of increasing graduation rates and, in 2019, the nation reached another all-time high graduation rate of 85.8 percent. Since 2000, 4.5 million more students have graduated from high school on-time rather than leaving school without a diploma.

The first section of this report will explore these high school graduation trends across the nation in greater depth, examining progress to date. It also charts a path forward to realize the highly achievable gains necessary to reach a 90 percent graduation rate.

Even more encouraging than national trends is the fact that progress has been driven by historically marginalized student populations. Black, Hispanic, and low-income students have all out-paced increases in the national graduation rate. Though shrinking, equity gaps remain and reaching a 90 percent graduation rate with equity will require recommitting to improving outcomes for underserved students, including students with disabilities, English Learners, and students experiencing homelessness.

In the second section, this report explores reaching a 90 percent graduation rate for all students, highlighting both the continued improvement of historically marginalized student subgroups and the equity gaps that linger. In addition, we analyze the high schools where on-time graduation remains elusive.

Next year, the National Center of Education Statistics will release data on the class of 2020. The 2020 school year, however, has become a pivotal year for an entirely different reason—it was ground zero for disruptions from the COVID-19 pandemic.

Students, educators, and policymakers continue to reckon with the pandemic and the challenges it has brought. The impact of the pandemic will be studied for years to come, but the next year's data will help grow the understanding of what schools went through. For this reason, the work of the GradNation campaign is more important than ever before.

States must use strong data to inform evidence-based decisions to support students as they continue to deal with the fallout from COVID-19. To help in this effort, **the third section of this report shares data for states to develop Meeting the Moment Plans** that center historically underserved students and communities, targeting the districts with the greatest level of student need and the highest concentration of students falling off-track to graduate. These data are based on 50 state profiles that accompany the release of this report and examine each state's remaining challenge in graduating students ready for college and career.

Throughout, the report also highlights best practice in improving high school graduation rates and college and career readiness, explores the emerging data on the impacts of COVID-19, and features evidence-based policy options.

EDUCATION & COVID-19

The past year and a half brought widespread disruption to schools. Data from the Census Bureau showed that in 2020, at least 65 percent of households with school-age children shifted to online learning (U.S. Census Bureau, 2020). A recent report shows this created significant challenges for parents, who worried about their child's emotional development; students, who struggled to engage virtually; and educators, who felt burnt out by the additional demands of virtual learning (Atwell, Bridgeland, & Manspile, 2020).

Fall 2021 has usher in a return to the classroom. This by no means marks the end of COVID-19's impacts on education and students, however. The effects of the pandemic will require close monitoring for years to come, but data is beginning to surface.

Many students were directly impacted by the coronavirus, whether from financial instability or the loss of a loved one. They re-enter school buildings with heightened trauma and social and emotional needs that educators must be prepared to support. Organizations like the Collaborative for Academic, Social and Emotional Learning (CASEL) have developed roadmaps to equip schools and districts with the tools needed to meet this challenge head on (Reunite, Renew, Thrive, 2020).

Early indications of the academic impact of the pandemic are mixed. Initial studies show math scores are down for students across grades, but reading levels have remained similar to pre-pandemic levels (Kuhfeld et al., 2020; *Understanding Student Needs*, 2020). More recent analysis, however, shows reading and math scores on the decline, lower rates of student engagement and academic progress, and spikes in course failure rates across districts (*How Much Have Students Missed Academically Because of the Pandemic?*, 2021). Other research shows that although student achievement is down, students are continuing to learn, suggesting the perceived "learning loss" attributed to online or hybrid learning may not be as significant as believed (*How Kids Are Performing*, 2021). Evidence indicates little impact on high school graduation rates for the class of 2020, when many states waived graduation requirements (Causey et al., 2021). In 2021, far fewer states altered high school graduation requirements. This will bear additional scrutiny to understand the impact of COVID-19 on graduation. Still, data reveals immediate college enrollment on the decline, while students report COVID-19 has disrupted postsecondary planning (Causey et al., 2021; Flanagan et al., 2021).

Evidence is also revealing that the pandemic has increased levels of chronic absenteeism, defined as missing 10 percent or more of a school year. In 2020, only 9 states reported chronic absenteeism data, despite 36 choosing it as an accountability measure to the Data Quality Campaign. Eight million students were chronically absent in 2017–18, and this number is expected to climb for the 2019–20 and 2020–21 school years, as an estimated 3 million students stopped going to class entirely (Sawchuk, 2021).

Furthermore, data is emerging that illustrates how the pandemic is impacting students social and emotional health. One study estimates that 30 to 40 percent of young people have experienced negative impacts on their mental or social-emotional health during the pandemic. These impacts were worse for students who learned remotely for long stretches of times and historically underserved students (*How Has the Pandemic Affected Students' Social-Emotional Well-Being?*, 2021). In a national survey from America's Promise Alliance, young people conveyed they are struggling with decreased mental health and connection to peers and adults (Flanagan et al., 2021). These data affirm concerns expressed by parents and teachers in surveys from November 2020 (Atwell et al., 2021).

More troubling is the fact that these studies indicate worse outcomes for students from historically underserved communities. COVID-19 exacerbated long-standing racial equity gaps, which states must understand and confront. As data are still just emerging, this must begin with a comprehensive assessment of student need prior to the pandemic. Since the National Center for Education Statistics (NCES) most recently released data on the

2018–19 school year, this report serves as an essential, final pre-COVID-19 baseline. Data for the 2019-2020 school year, which is expected to be available early next year, will be the subject of a report that captures the progress and challenge of the entire Grad Nation campaign and paves the way for future efforts.

While the pandemic created challenges for educators, it has also brought an opportunity to rethink education policies and practices. During the spring of 2020, nearly every state dramatically reshaped their graduation requirements (*Data: How Is Coronavirus*, n.d.). From waiving instruction and credit hour requirements to exit exams, states showed a willingness to rethink the status quo.

It is essential to maintain course rigor and diploma quality so that high school graduates are prepared for postsecondary education. Still, this re-envisioning opened the door to experiment with permanent changes that allow for greater equity of opportunity.

For instance, due to testing challenges, many colleges and universities temporarily moved to Testing Optional Policies (TOP), where students were not required to take the ACT or SAT. Now, several major institutions of higher education have extended these policies into 2023, while others, including the University of California system, have done so permanently (West Virginia University, 2021; Nieto del Rio, 2021). While the impetus for these changes was COVID-19, over 1,000 schools made the shift prior to the pandemic, and data had already suggested TOP's potential for more equitable college admissions (Schaeffer, 2019; Syverson, Franks, & Hiss, 2018; DePaoli et al., 2018).

Evidence suggests that these impromptu shifts have expanded equity in the aftermath of protests for racial justice in 2020, as elite higher education institutions are enrolling higher proportions of Black, Hispanic, low-income, and first-generation students than ever before (Hartocollis, 2021).

States should continue this spirit of experimentation and adaptation to provide stronger postsecondary pathways for all students. In the aftermath of a historic year, now is the time to reimagine education for the 21st century.

HIGHLIGHT

COVID COLLABORATIVE

The COVID Collaborative is a bipartisan effort launched in August 2020 to connect many of the nation's leading public health, education, and economic experts with associations representing state and local leaders and vulnerable communities. It was founded by Civic CEO John Bridgeland, Ray Chambers, and Michelle Williams, and co-chaired by Dirk Kempthorne, Former Republican Governor of Idaho, and Deval Patrick, Former Democratic Governor of Massachusetts. These leaders, along with members of the National Advisory Council, are working with officials at the local, state, tribal, and national levels to save lives, reduce cases, and reopen schools, businesses and other places where Americans gather. Offering comprehensive campaigns and initiatives around vaccines, testing, social measures, and re-opening schools, the COVID Collaborative has gained national attention for its efforts to move the nation beyond the pandemic.

Initiatives under the COVID Collaborative have included a $50 million vaccination education campaign, It's Up to You, with the Ad Council; a Governors Call to Action to Defeat COVID-19 and Foster National Recovery and Renewal; an Infection Prevention and Control in Schools task force with Harvard's Edmond J. Safra Center, Brown School of Public Health, and New America; an initiative to increase access to vaccines globally; and a data visualization project with the Institute for Health Metrics and Evaluation showing vaccination hesitancy by zip code. The vaccination education campaign offers specific resources for Black and Hispanic communities and provides answers to vaccination questions in seven languages. It has also expanded the reach of the COVID Collaborative by releasing a film for National Beer Day with Budweiser; sharing PSAs from former Presidents Barack Obama, George W. Bush, Bill Clinton, and Jimmy Carter, and former First Ladies Michelle Obama, Laura Bush, Hillary Clinton and Rosalynn Carter; partnering with 13 professional sports leagues to feature the exclusive debut of Willie Nelson's new cover of "I'll Be Seeing You;" and teaming up with the Country Music Awards for PSAs by Eric Church, Ashley McBryde, and Darius Rucker.

The COVID Collaborative also partnered with many institutions and associations working in the fields of education and health and developed: the Meeting the Moment Plan to Sustain Gains in High School Graduation Rates; Ten Ways to Make Online Learning Work; a new Student Success Corps; and an implementation plan for the U.S. Public Health Jobs Corps.

PART I HIGH SCHOOL GRADUATION TRENDS

In 2019, the national graduation rate reached 85.8 percent. This marks an all-time high and an increase from 79 percent in 2011.

The National Picture

In 2019, the national graduation rate reached 85.8 percent. This marks an all-time high and an increase from 79 percent in 2011, the first year the Four-Year Adjusted Cohort Graduation Rate (ACGR) was reported, and 71 percent in 2001, when the Average Freshman Graduation Rate (AFGR) was still used, which closely approximated the ACGR.

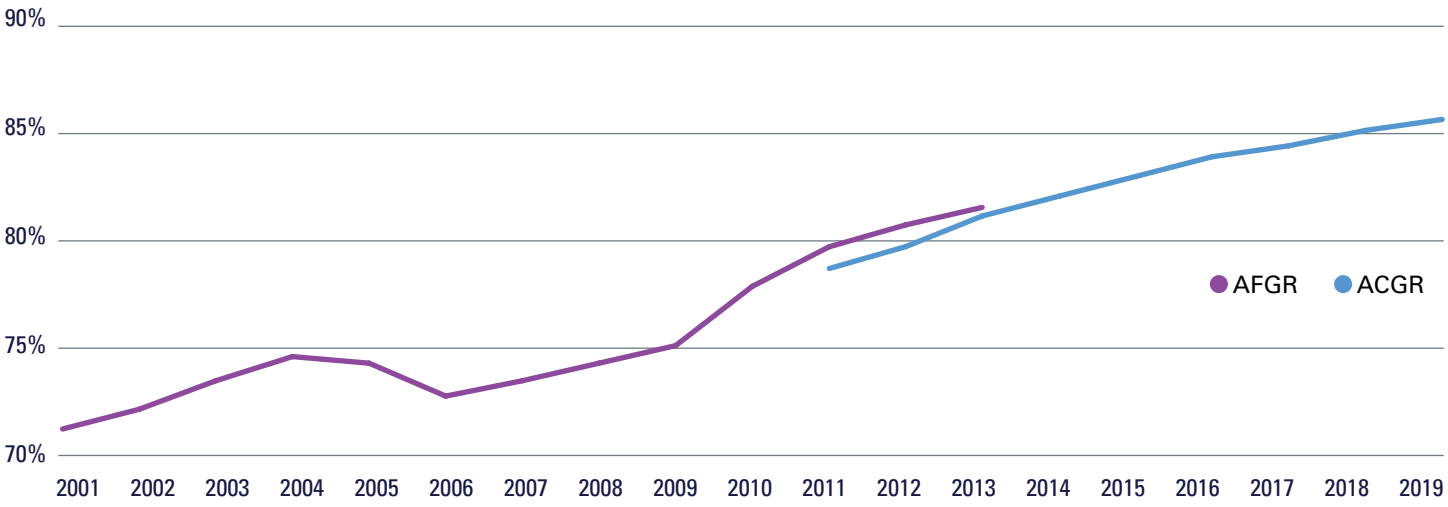
Progress, however, has slowed. The national graduation rate increased just 0.5 percentage point from 85.3 percent in 2018, matching the slowest year-to-year growth in the ACGR and keeping the nation off pace from reaching a 90 percent graduation rate by the class of 2020. Reaching a national 90 percent graduation rate would require an additional 160,603 students to graduate on-time.

Table 1. 2019 ACGR by Select Subgroup

Subgroup	2019 ACGR	One-Year Increase (% Points)
Low-Income	80.0%	0.5
Black	79.6%	0.6
Hispanic	81.7%	0.7
Students with Disabilities	68.2%	1.1
English Learners	69.2%	0.9
National Average	**85.8%**	**0.5**

FIGURE 1

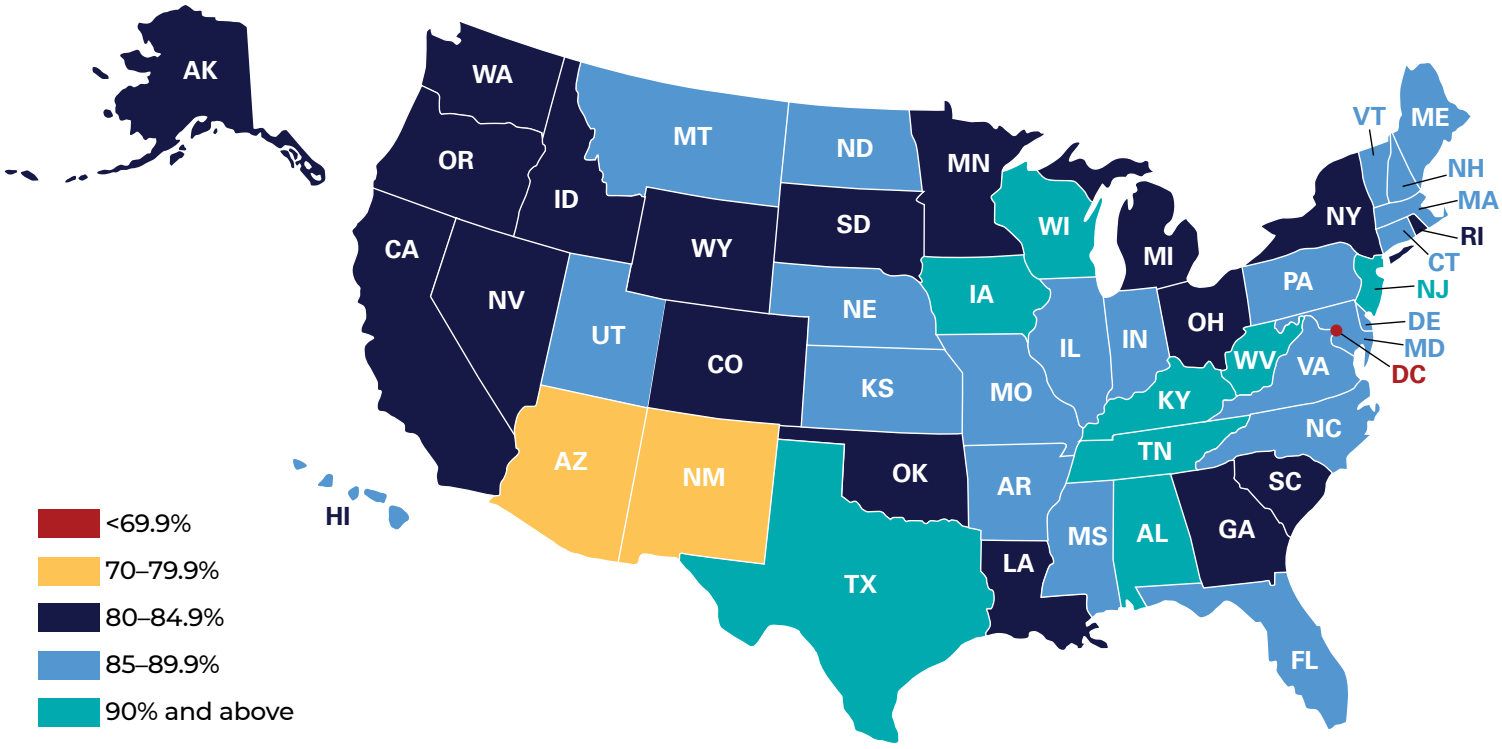
Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2001–2019



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

FIGURE 2

Adjusted Cohort Graduation Rate, by State 2018–19



Since 2011, 4.5 million more students have graduates on time instead of being held back or leaving school without a diploma.

From 2018 to 2019, historically underserved students once again drove gains in the national average graduation rate. Black and Hispanic students, English Learners, and students with disabilities all outpaced the national rate of gain, while low-income students reached an 80 percent graduation rate for the first time (see Table 1 for an overview of 2019 graduation rates by subgroup). It is imperative that the nation continues to grapple with racial inequities in the education system that has produced these gaps to build a Grad Nation for all.

State-Level Progress and Challenges

Each state has its own unique strengths and challenges in supporting students. State-level graduation rate data makes this clear: some states have made tremendous progress, passing the 90 percent mark, while others have stagnated or lost ground in their quest for a 90 percent on-time graduation rate.

In 2019, Wisconsin became the latest state to reach a 90 percent graduation rate, joining Alabama, Iowa, Kentucky, New Jersey, Tennessee, Texas, and West Virginia as the only states to have reached this benchmark. These eight states represent a geographically and socioeconomically diverse subset of the nation, illustrating that the 90 percent goal is attainable. Another 8 states were within 2 percentage points of a 90 percent graduation rate, while 15 states needed less than 1,000 additional graduates to achieve it in 2019.

Promisingly, for the first time, no state had a graduation rate below 75 percent. Yet, Arizona and New Mexico continued to lag their peers as the only two states below an 80 percent on-time graduation rate.

Table 2 State 2011 ACGR, by Range

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

Table 3 State 2019 ACGR and Change since 2011, by Range

State	2019 ACGR	Change (% Point)	State	2019 ACGR	Change (% Point)
90–94%			80–84%		
Alabama	91.7%	19.7	Oklahoma*	84.9%	0.1
Iowa	91.6%	3.3	California	84.5%	8.2
West Virginia	91.3%	14.8	Vermont	84.5%	-3.0
New Jersey	90.6%	7.4	Nevada	84.1%	22.1
Kentucky**	90.6%	4.5	South Dakota	84.1%	0.7
Tennessee	90.5%	5.0	Rhode Island	83.9%	6.6
Wisconsin	90.1%	3.1	Minnesota	83.7%	6.8
Texas	90.0%	4.1	New York	82.8%	6.0
85–89%			Wyoming	82.1%	2.4
Missouri	89.7%	8.4	Georgia	82.0%	14.5
Delaware	89.0%	10.5	Ohio	82.0%	2.0
Connecticut	88.5%	5.5	Michigan	81.4%	7.1
Nebraska	88.4%	2.4	South Carolina	81.1%	7.5
New Hampshire	88.4%	2.3	Colorado	81.1%	7.2
North Dakota	88.3%	2.1	Washington	81.1%	4.5
Massachusetts	88.0%	4.6	Idaho**	80.8%	3.5
Arkansas	87.6%	6.9	Alaska	80.4%	12.4
Virginia	87.5%	5.5	Louisiana	80.1%	9.2
Utah	87.4%	11.4	Oregon	80.0%	12.4
Maine	87.4%	3.6	75–79%		
Florida	87.2%	16.6	Arizona	77.8%	-0.2
Indiana	87.2%	1.2	New Mexico	75.1%	12.1
Kansas	87.2%	4.2			
Maryland	86.9%	3.9			
Montana	86.6%	4.4			
North Carolna	86.5%	8.6			
Pennsylvania	86.5%	3.9			
Illinois	86.2%	2.4			
Hawaii	85.2%	5.2			
Mississippi	85.0%	11.3			

**First Year of ACGR data was 2012–13
*First year of ACGR data was 2013–14

Source: NCES, US Department of Education

Table 4 Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2018–19

Estimated Additional Graduates Needed to Reach a 90 Percent Graduation Rate by State and Subgroup										
Cohort Year	All Students (N)	American Indian/ Alaska Native (N)	Asian/ Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
2018–19	160,603	6,099	—	61,270	81,398	11,282		102,587	187,873	59,121

Source: U.S. Department of Education (2020). Provisional data file: SY2018–19 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Eight-Year Trends

Though annual growth has slowed, viewing the broader context since 2011 paints a picture of progress. Eight years ago, only nine states had graduation rates above 85 percent and none were above 90 percent. Today, eight have reached the 90 percent goal with more encouraging improvement from the lowest-performing states.

In 2011, the state with the highest graduation rate (Iowa) outpaced the state with the lowest (New Mexico) by 25 percentage points. In 2019, this gap fell to 16.7 percentage points.

In total, 27 states increased their graduation rate by at least 5 percentage points, including 11 states with gains of more than 10 percentage points. Twelve states saw graduation rate increases of 3 to 5 percentage points and eight states' graduation rates increased between 1 and 3 percentage points. Just two states—Arizona and Vermont—experienced backsliding since 2011. Among other state-level trends:

- In 2011, 12 states had graduation rates below 75 percent, of which 5 had rates below 70 percent. In 2019, no state had a rate below 75 percent, and only two states had a rate below 80 percent.
- Of the nine states with graduation rates above 85 percent in 2011 (Indiana, Iowa, Nebraska, New Hampshire, North Dakota, Tennessee, Texas, Vermont, and Wisconsin), four—Iowa, Tennessee, Texas, and Wisconsin—reached a 90 percent graduation rate. This emphasizes the challenges as states approach the 90 percent threshold.
- The other four states that reached the 90 percent goal in 2019 (Alabama, Kentucky, New Jersey, and West Virginia) had graduation rate increases of an average of 11.6 percentage points.

PART II REACHING A 90 PERCENT GRADUATION RATE FOR ALL STUDENTS

The past year has refocused the nation on ending its long history of institutional racism.

The past year has renewed focus on addressing the nation's long history of institutional racism. As part of this fight for racial and economic justice, states and educators must work to close longstanding equity gaps for historically marginalized populations. Progress towards a 90 percent graduation rate is hollow if Black, Hispanic, and low-income students, those with disabilities, and students who experience homelessness are not increasing their graduation rates.

In this section, the report provides data to help states understand which subgroups are not receiving adequate supports to graduate from high school college and career ready. This section also focuses on the types of high schools that educate disproportionate numbers of students that fall off-track to graduations. States should use this data to target interventions for underserved schools and students in order to reach a 90 percent graduation rate for all.

Table 5 States with the Largest Graduation Gap Between Low-Income and Non-Low-Income Students, 2019

State	Low-Income ACGR, 2019 (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2019	Percent of Low-Income Students in the Cohort, 2019
Minnesota	71.1%	22.3	43.4%
Michigan	70.8%	19.6	46.0%
Colorado	70.9%	19.3	47.1%
Ohio	71.0%	18.9	41.7%
Wyoming	71.9%	18.1	43.5%
Washington	72.3%	17.9	50.7%
Idaho	72.5%	17.8	53.5%
Maine	78.4%	17.0	47.0%
Montana	77.6%	16.6	45.9%
Rhode Island	76.7%	16.1	55.3%

Where We Stand: Low-Income Students

Low-income students accounted for 49.1 percent of the 2019 graduating cohort, but 69.2 percent of students who failed to graduate from high school on time. These disproportionate rates illustrate the heightened need for supports targeting low-income students if the nation is to reach a 90 percent graduation rate.

Encouragingly, low-income students' graduation rate increased 10 percentage points over the past nine years, reaching the 80 percent threshold for the first time in 2019. Progress at the state level has been strong. In 2011, two states had graduation rates for low-income students above 80 percent. In the last 10 years, that number has grown to 22 states, including 4 with a rate above 85 percent (Alabama, Iowa, Kentucky, Texas). For the first time, no state had a low-income graduation rate below 70 percent. It is important to note, however, that amidst this decade-long progress, recent gains have slowed, with just a 0.5 percentage point increase from 2018.

Despite progress, low-income students graduate at lower rates than their more affluent peers. The gap between low-income students and non-low-income students for the class of 2019 was 11.4 percentage points, consistent with the previous year. At the state level, graduation gaps between low-income students and their counterparts ranged from 22.3 percentage points in Minnesota to a low of 5.9 percentage points in Kentucky. In South Carolina, low-income students outpaced their non-low-income peers by 6.1 percentage points, the only exception.

In seven states, more than 80 percent of students who did not graduate on time were low-income. In some of these states, the gap between low-income

Despite progress, low-income students graduate at lower rates than their more affluent peers.

and non-low-income students drove the disproportionate number of low-income non-graduates. In Maine, low-income students were 47 percent of the 2018–19 cohort, but 80.6 percent of the state's non-graduates due to a graduation gap of 17 percentage points. Other 2019 cohorts were majority low-income, like Arkansas and California, where nearly 70 percent of students were low-income.

Where We Stand: Black Students

Black students continue to drive national graduation rate progress. In 2019, Black students had a graduation rate of 79.6 percent, marking an increase of 0.6 percentage point since 2018 and 12.6 percentage points since 2011. The latter was the largest gain of any student subgroup over that time.

The graduation rate for Black students varied widely throughout the nation: Black students' graduation rate approached 90 percent in four states—Alabama (89.8 percent), Delaware (88.0 percent), Texas (86.2 percent), and West Virginia (88.0 percent)—in 2019. Yet, in New Mexico and Ohio, less than 7 in 10 Black students graduated on time.

Table 6 States with the Highest Proportion of Low-Income Non-Graduates, 2018–19

State	Percent of Non-Graduates that are Low-Income, 2018–19	Percent of Low-Income Students within the Cohort, 2018–19	Low-Income ACGR, 2018–19
California	84.1%	69.0%	81.1%
Louisiana	82.3%	64.0%	74.4%
Arkansas	82.2%	67.1%	84.8%
Connecticut	80.8%	47.4%	80.4%
Iowa	80.8%	45.9%	85.2%
Maine	80.6%	57.0%	78.4%
Rhode Island	80.0%	55.3%	76.7%
Nevada	78.8%	65.3%	80.8%
Kansas	78.8%	50.9%	80.2%
Minnesota	76.9%	43.3%	71.1%

Table 7 States with the Largest Graduation Gaps Between Black and White Students, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, White: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Black: 2018–19	Graduation Rate Gap between White and Black Students, 2018–19
Wisconsin	93.8%	71.4%	22.4%
Minnesota	88.7%	69.9%	18.8%
New York	90.2%	73.9%	16.3%
Ohio	85.3%	69.4%	15.9%
Pennsylvania	90.6%	75.0%	15.6%
Nevada	87.3%	72.2%	15.1%
Utah	89.7%	75.0%	14.7%
Vermont	85.7%	71.0%	14.7%
Nebraska	92.5%	78.0%	14.5%
Michigan	86.0%	70.2%	15.8%

High school graduation rates for Black students continue to lag behind their peers. The gap between Black and white student graduation rates in 2019 was 9.8 percentage points, down significantly from 17 points in 2011. The graduation gap ranged from a high of 22.4 percentage points in Wisconsin to just 1.0 percentage point in Hawaii. The states with the five largest graduation gaps reside in the Northeast and Midwest.

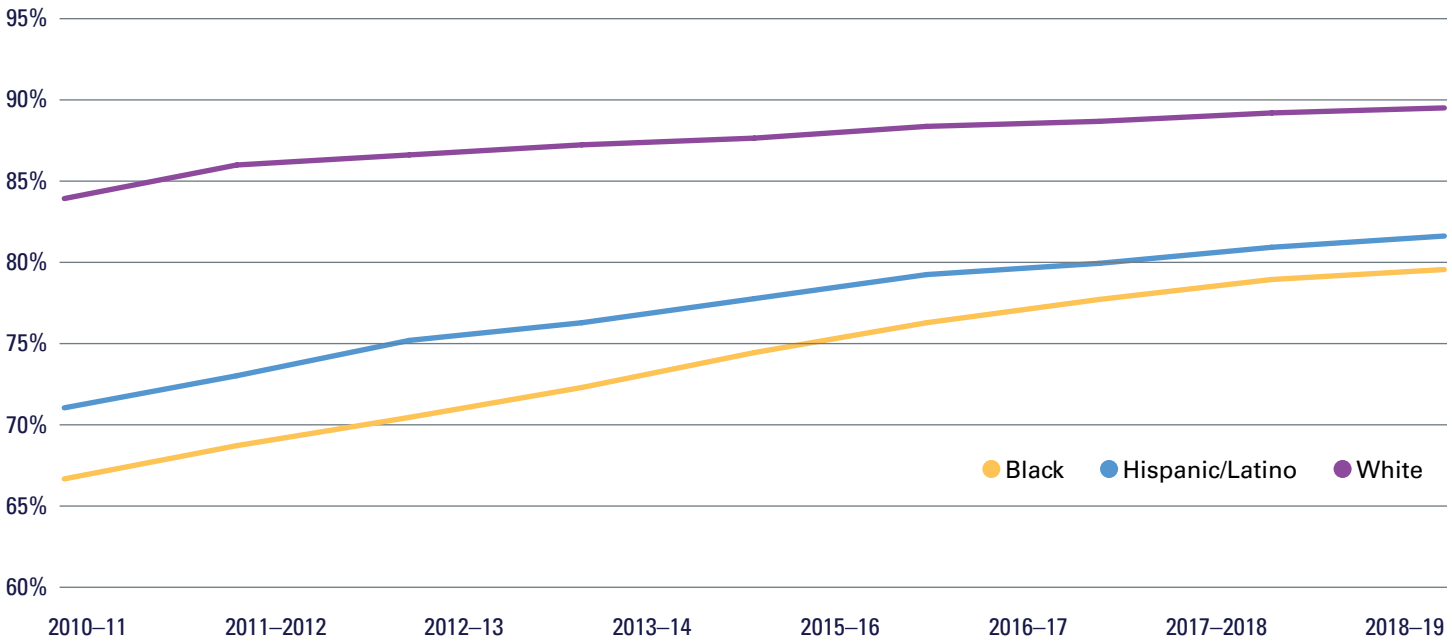
In 2019, Black students accounted for 15.4 percent of the graduating cohort, but 22.1 percent of the nation's on-time non-graduates. This disproportion is especially prevalent across Southern states, where Black students were more than four in every ten non-graduates in Alabama, Georgia, Louisiana, Maryland, Mississippi, and South Carolina. In addition, Black students made up more than 30 percent of students that did not graduate on time in Delaware, Florida, and Tennessee. No other state had a rate of Black non-graduates above 30 percent, emphasizing the concentration in the South.

Table 8 States with the Highest Proportion of Black Non-Graduates, 2018–19

State	Percent of Non-Graduates, Black, 2018–19	Percent of Cohort, Black, 2018–19	Regulatory Adjusted Cohort Graduation Rate, Black: 2018–19
Mississippi	59.4%	49.2%	79.0%
Louisiana	55.8%	45.5%	68.0%
South Carolina	45.7%	36.6%	80.5%
Georgia	42.8%	37.8%	74.6%
Maryland	41.2%	34.4%	87.6%
Alabama	40.8%	33.2%	72.2%
Tennessee	39.0%	24.1%	83.1%
Delaware	33.9%	31.1%	82.0%
Florida	31.3%	22.1%	80.0%
North Carolina	31.2%	25.9%	85.4%

FIGURE 3

Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010–11 to 2018–19



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

Where We Stand: Hispanic Students

Hispanic students continued upward progress for the class of 2019, reaching a graduation rate of 81.7 percent. Like other historically disadvantaged student populations, Hispanic students' graduation rate rose 0.7 percentage point, faster than the national increase of 0.5 percentage point. While this is promising, a significant graduation rate gap remains between Hispanic students and their white peers of 7.7 percentage points. The gap between white and Hispanic students stretched as high as 21.0 percentage points in Maryland and 19.2 points in Virginia. In Hawaii, Hispanic students graduated at slightly better rates than white students.

Hispanic students accounted for 25.6 percent of the 2019 graduating cohort, yet they comprised 33.1 percent of the nation's non-graduates.

Table 9 States with the Largest Graduation Gaps Between Hispanic and White Students, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, White: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2018–19	Graduation Rate Gap between White and Hispanic Students, 2018–19
Maryland	93.4%	72.4%	21.0%
Virginia	92.1%	72.9%	19.2%
Louisiana	89.9%	67.1%	18.8%
Minnesota	90.1%	69.9%	18.8%
Massachusetts	92.2%	74.4%	18.3%
North Dakota	91.8%	74.0%	17.8%
New York	85.5%	72.9%	17.3%
South Dakota	90.5%	74.0%	15.7%
Pennsylvania	91.4%	75.4%	15.2%
New Hampshire	93.4%	76.0%	13.5%

Table 10 States with the Highest Proportion of Hispanic Non-Graduates, 2018–19

State	Percent of State's Non-Graduates that are Hispanic, 2018–19	Percent of Students in the Cohort that are Hispanic, 2018–19	ACGR 2018, Hispanic
New Mexico	62.2%	60.8%	74.5%
California	61.6%	53.4%	82.1%
Texas	60.8%	51.5%	88.2%
Arizona	51.5%	44.7%	74.4%
Colorado	45.9%	33.3%	74.0%
Nevada	44.4%	41.5%	83.0%
New Jersey	42.1%	25.5%	84.5%
Massachusetts	39.9%	18.7%	74.4%
Rhode Island	39.6%	26.7%	76.1%
Connecticut	38.8%	22.5%	80.2%

Seven states (Alabama, Delaware, Florida, Hawaii, Missouri, Texas, and West Virginia) had Hispanic graduation rates above 85 percent. Alabama and West Virginia were the only states above 90 percent—90.6 percent and 91.0 percent, respectively—where Hispanic students accounted for 1.3 percent of the state's 2019 cohort in West Virginia and 7.6 percent in Alabama. It is important that Florida and Texas had Hispanic graduation rates above 85 percent because Hispanic students comprised 32.0 percent and 51.5 percent of the states' 2019 cohort, respectively. Two states, Louisiana and Minnesota, continued to lag a 70 percent graduation rate for Hispanic students.

Hispanic students accounted for 25.6 percent of the 2019 graduating cohort, yet they comprised 33.1 percent of the nation's non-graduates. These disproportionate rates are also present at the state level. In a group of eastern states—Connecticut, Maryland, Massachusetts, New Jersey, and Virginia—the gap between the 2019 Hispanic cohort percentage and the Hispanic non-graduate percentage was over 15 percent (see Table 10). A targeted approach for improving outcomes for Hispanic students is possible: over half of California and New Mexico's 2019 cohorts were Hispanic students, yet their graduation rates for this population remained below 85 percent in California and 75 percent in New Mexico.

Where We Stand: Students Experiencing Homelessness

Data from the National Center for Homeless Education (NCHE) show that over 1.3 million K-12 students were identified as experiencing homelessness during the 2018–19 school year. While this is a decrease from the previous year, it still marks a 9.6 percent increase over the past five years. This decrease may signal that states and districts need to redouble efforts to identify students experiencing homelessness, especially in the aftermath of COVID-19, as survey data from SchoolHouse Connection indicates fewer students are being identified despite the economic downturn (Opportunities for Impact, 2020).

For the second year in a row, the U.S. Department of Education did not release a national graduation rate for students experiencing homelessness due to missing data from one state. Cohort counts from 49 states and the District of Columbia, however, showed a national graduation rate of 67.7 percent, up slightly from 67.5 percent in 2018.

HIGHLIGHT

STRATEGIES FOR SUCCESS REPORT

Increases in students experiencing homelessness over the past decade may be attributed to schools and districts doing a better job of identifying students experiencing homelessness. Other systemic crises, however, such as lack of affordable housing, persistent poverty, the opioid epidemic, and increasing natural disasters contribute to this increase as well. Students experiencing homelessness were particularly vulnerable to the dangers of the COVID-19 pandemic. Schools provide stability and food security for many students experiencing homelessness who did not have a place to 'shelter in place' or 'stay at home.' It is crucial that schools continue to track and identify students experiencing homelessness well beyond the pandemic, as the impacts on many students will be long-lasting.

Data shows that high school students experiencing homelessness are five times more likely to go hungry than their housed peers (*Homelessness*, 2019). Additionally, a survey conducted by SchoolHouse Connection during the early days of the COVID-19 pandemic showed that "mobile hotspots" and "funds for internet access and devices/technology" were among the most pressing needs of students experiencing homelessness in K–12 and postsecondary education (*Opportunities for Impact*, 2020). Following school closures from the pandemic, liaisons were quick to find solutions for some of these issues. One school district offered 'pay as you go' phones for unaccompanied youth and hot spots for McKinney-Vento students without internet access. Other school districts instituted curbside grocery pick-up, food delivery systems, and grocery store gift cards in response to the crisis.

In October 2020, the Education Leads Home Campaign published Strategies for Success: Supporting Students Experiencing Homelessness, authored by Civic and sponsored by The Raikes Foundation. The report is based on interviews with educators in Michigan, Montana, New Hampshire, Texas, and Virginia to identify strategies school and districts are using to successfully mitigate the challenges students experiencing homelessness face in attending and succeeding in school.

Encouragingly, success stories nationwide show that with the right support, students experiencing homelessness can graduate from high school at the same rates as their peers.

Liaisons across the country are using robust McKinney-Vento homeless education programs to develop innovative supports for the 1.3 million K-12 students experiencing homelessness in the U.S.

Some of these include basic needs and academic support; district nonprofit organizations; credit recovery programs; McKinney-Vento training; housing resources; cross-system collaborations; social and emotional learning; and transportation. For example, Treasure House, a program in Spotsylvania County Public Schools, allows McKinney-Vento-identified families to pick out food, clothing, and household needs once a month for free. Another program, Retirees Assisting with Transitional Students (RATS) in Fairfax County Public Schools, rehired retirees to drive students experiencing homelessness to school.

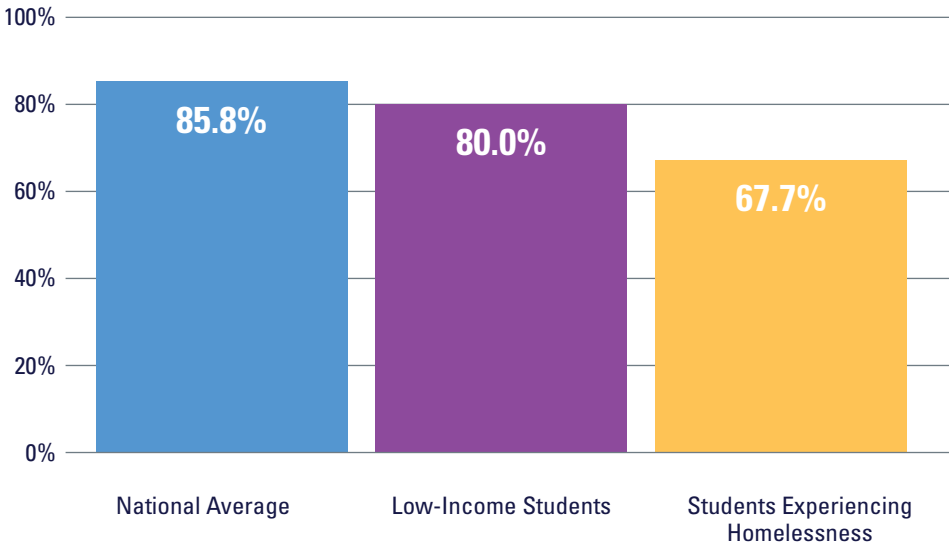
These stories and many more validate the aspirations of those on the front lines of supporting such students: 88 percent of homeless student liaisons interviewed say they are optimistic regarding the potential of youth they work with to graduate from high school college- and career-ready.

NCES released state-level data for all but Utah. The data show that graduation rates for students experiencing homelessness differ significantly state to state, ranging from a low of 49 percent in Minnesota to a high of 86 percent in New Hampshire.

At 67.7 percent, the graduation rate for students experiencing homelessness is among the lowest of all students in the country. Similarly, an increase of 0.2 percentage point is the smallest gain of any subgroup in the class of 2019, emphasizing the challenges students experiencing homelessness face beyond conventional poverty. To this point, the graduation rate for low-income students reached 80 percent for the first time, a rate 12.3 percentage points greater than that of students experiencing homelessness.

FIGURE 4

Adjusted Cohort Graduation Rate, by Select Subgroup, 2018–19



Where We Stand: Students with Disabilities

In 2019, the graduation rate for students with disabilities increased 1.1 percentage points to 68.2 percent. Even with an increase more than double that of the national average, students with disabilities continue to graduate at rates well below their non-disabled peers. Students with disabilities made up 12.3 percent of the 2019 cohort, yet they comprised 27.6 percent of students who did not graduate on time.

Many states cannot reach a 90 percent graduation rate without major improvements for students with disabilities. For states to reach a 90 percent graduation rate with equity, they will need to target supports for students with disabilities. This is especially true in Connecticut, Maine, Massachusetts, and New Hampshire, states that have high school graduation rates above the national average, but where students with disabilities make up more than 40 percent of students not graduating in four years. There are ten states, seen in Table 11, where students with disabilities, account for more than 35% of all non-graduates, while typically representing close to 15% of the total cohort.

Variations in state diploma requirements of students with disabilities—including reduced credit requirements, substitute courses, and lower performance criteria—make cross-state comparisons difficult. Additionally, these policy differences from their peers, including in identification, may not successfully prepare students with disabilities for postsecondary education. Research also shows that over half of states offer diploma options specifically for students with disabilities, but just seven states responded when asked if they report data on the number of students receiving different diploma types (*Diplomas that Matter*, 2016; Johnson et al., 2019).

Table 11 States with the Highest Proportion of Non-Graduates that are Students with Disabilities (SWD), 2018–19

State	Percent of State's Non-Graduates that are SWD, 2018–19	Percent of SWD within the Cohort, 2018–19	ACGR 2018–19, SWD
Ohio	47.0%	16.3%	48.0%
Connecticut	46.6%	16.7%	67.8%
Massachusetts	42.9%	19.7%	73.9%
Maine	42.4%	19.8%	73.0%
Mississippi	41.0%	10.6%	42.2%
New Hampshire	40.5%	16.8%	72.0%
West Virginia	39.6%	16.2%	78.7%
New York	38.5%	16.1%	58.8%
Delaware	38.0%	15.5%	73.0%
Pennsylvania	36.9%	17.0%	70.7%

The graduation rate gap between students with disabilities and their peers without a disability is 20.1 percentage points. This gap ranges from 5.7 percentage points in Arkansas to 47.9 percentage points in Mississippi. The graduation rate gap was greater than 20 percentage points in 20 states, while only 5 states had gaps less than 10 percentage points.

Encouragingly, 35 states have improved their on-time graduation rate for students with disabilities since 2018.

Of the 15 states with a graduation rate decrease, 10 states dropped at least 1 percentage point or more. Washington's students with disabilities' graduation rate dropped 7.7 percentage points in 2019, yet South Dakota's increased 9.0 percentage points.

Although most states are improving their overall graduation rates, students with disabilities continue to struggle to graduate at rates comparable to their non-disabled peers. The importance of focusing on equitable outcomes for students with disabilities in all states cannot be overlooked and states must be held accountable for their progress within this subgroup.

Table 12 States with the Highest Proportion of Non-Graduates that are English Learners (ELs), 2018–19

State	Percent of Non-Graduates that are ELs, 2018–19	Percent of ELs within the Cohort, 2018–19	ACGR 2018–19, ELs
New Mexico	33.6%	31.4%	73.3%
California	29.8%	14.7%	68.7%
Virginia	29.1%	8.3%	56.0%
Massachusetts	28.9%	9.8%	64.6%
Texas	23.5%	10.7%	78.0%
Colorado	22.6%	13.6%	68.6%
Maryland	22.3%	6.3%	53.7%
Nevada	20.9%	14.3%	76.8%
Rhode Island	20.6%	10.7%	69.0%
New York	20.1%	5.3%	34.3%

Where We Stand: English Learners[1]

English Learners' (EL) graduation rate increased 0.9 percentage point to 69.2 percent in 2019, an increase that outpaced the national graduation rate increase of 0.5 percentage point. Thirty-one states had increases of at least 1.0 percentage point since 2018, but there is still progress that needs to be made: the on-time graduation rate for EL students was 75 percent or higher in 38 states. Yet, EL students' graduation rate still trailed the national average by 16.6 percentage points and is the third lowest graduation rate of any subgroup, slightly higher than students with disabilities and students experiencing homelessness.

Even with an increase, English Learners graduated at a rate 17.9 percentage points below their non-English Learner peers. Graduation rate gaps for English Learners ranged from a high of 51.2 percent in New York to a low of 1.9 percent in South Carolina. ELs graduated at slightly higher rates than their non-EL peers in West Virginia. Nebraska and Louisiana also had large graduation rate gaps of 41.1 percent and 40.2 percent, respectively.

English Learners (ELs) represent an increasing population of K–12 public school students in the United States, growing by 1 million students since 2000 (8.1 percent) to 4.9 million students in the fall of 2016 (9.6 percent). The vast majority (76.6 percent) of ELs' home language is Spanish, followed by Arabic (2.6 percent), Chinese (2.1 percent) and Vietnamese (1.6 percent). ELs made over 10 percent of the 2019 cohort in nine states—comprising as high as 31.4 percent of the cohort in New Mexico. Overall, 7.4 percent of the 2019 cohort were ELs, up from 6.9 percent in 2018.

Despite this subgroup growth, ELs comprise a disproportionate rate of the nation's non-graduates. In 2019, they made up 16.1 percent of all students who failed to graduate in 4 years. States with high percentages of non-graduates that are English Learners are geographically diverse: English Learners comprise over 25 percent of non-graduates in California, Massachusetts, New Mexico, and Virginia. The need to focus on the high school graduation and postsecondary attainment rates of ELs' and immigrants is heightened as their graduation rates remain low, despite a growing number of K-12 students.

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

HIGHLIGHT

BOOSTING POSTSECONDARY ATTAINMENT RESEARCH BRIEFS

The past two decades are marked by academic progress as the national high school graduation rate increased from 71 percent in 2001 to an all-time high of 85.8 percent in 2019. Yet, more progress is needed as the nation remains off-track to meet its high school and postsecondary attainment goals. It is crucial that these goals are reached with equity, which is why in recent years, both Lumina's Stronger Nation and the GradNation campaign have redoubled efforts to ensure educational equity.

Immigrants and American Indian and Alaska Native students are important parts of America's schools, communities, and society. Too often, however, these students are not given the same educational opportunities or necessary attention as their peers in high school, leading to lower high school graduation rates and postsecondary attainment. In June 2021, Civic authored two research briefs, supported by Lumina Foundation, about the specific challenges for these student groups. The briefs also share practice and policy recommendations for educators and policymakers to build stronger postsecondary pathways for them.

There are a variety of factors that lead to inequitable outcomes for these students. Immigrant students face added challenges to education such as navigating a new system, family responsibilities, and financial pressures that many of their peers do not. American Indian and Alaska Native (AI/AN) students continue to have some of the lowest high school graduation and postsecondary attainment rates in the nation for reasons such as geographic isolation, lack of access to rigorous high school courses, and the complex relationship between Tribal Nations and the United States.

Furthermore, the COVID-19 pandemic has disproportionately affected people of color, immigrants, and low-income populations in the United States. In many instances, this means that existing barriers, such as the digital divide and language skills, have increased exponentially for immigrant students.

To reduce the education gaps between immigrant and American Indian and Alaska Native students and their peers, and boost postsecondary attainment, policymakers and educators must build stronger postsecondary pathways and rise to the challenge of creating an education system that is more equitable for all. Each research brief dives into the education considerations for immigrant and American Indian and Alaska Native students, advocating for practices and policies that include amplified culturally responsive education, a more diverse teacher workforce, increased federal funding, and improved data collection. Read the briefs here.

Where We Stand: Low-Graduation-Rate High Schools

The Every Student Succeeds Act of 2015 requires states to identify high schools enrolling at least 100 students with graduation rates of 67 percent or lower for comprehensive support and improvement. This report has always focused on the nation's lowest-performing schools, as both an equity mandate—Black, AI/AN, and Hispanic students disproportionately attend low-performing high schools—and to identify where additional supports and actions are most urgently needed. Community and student needs tend to be concentrated in the districts of these schools. To reach an equitable 90 percent graduation rate, states need targeted interventions for these schools.

In 2019, there were 1,864 schools in the low-performing high school category. This is a significant decrease, down from 2,062 in 2018. Despite this progress, low-graduation-rate high schools are still responsible for a disproportionate number of non-graduates. In 2019, low-graduation-rate high schools accounted for 11 percent of all high schools and 7 percent of overall enrollment, but 26 percent of non-graduates.

As mentioned above, traditionally underserved students disproportionately attend low-graduation-rate high schools. Table 13 illustrates the comparison of the demographics of students at all high schools that reported ACGR in the United States in 2019 to those in low-graduation-rate high schools. Low-income (44.4 percent in all high schools vs. 55.7 percent in low-graduation-rate high schools), Native (1.0 vs. 2.1 percent), Hispanic (25.8 vs. 31.1 percent), and Black (14.8 vs. 26.1 percent) were all overrepresented at low-graduation-rate high schools, emphasizing the need to improve outcomes at these schools for a more equitable and just education system.

Although only high schools with at least 100 students are flagged for comprehensive support and improvement, states should closely monitor smaller schools with fewer students. Schools with less than 100 students accounted for 6 percent of all students off-track to graduation in 2019.

Table 13 Student Demographics in High Schools Reporting 2019 ACGR and Low-Graduation-Rate High Schools

	Total Number of Schools	Total Enrollment	Low-Income Students	American Indian / Alaska Native	Asian	Hispanic	Black	White
Schools with 100 or more Students reporting 2018–19 ACGR	18,155	15,591,726	44.4%	1.0%	5.4%	25.8%	14.8%	49.2%
Schools with 100 or more Students and 2018–19 ACGR at or below 67%	1,864	902,819	55.7%	2.1%	2.5%	31.1%	26.1%	33.5%

In some states, these schools accounted for even greater numbers, like in Nevada where 40 percent of all 2019 non-graduates attended a school with less than 100 students.

Low-Graduation Rate High Schools by Type

This report examines two broad types of low-graduation-rate high schools: regular and alternative schools.[2] These types account for the majority of schools reporting an ACGR in 2019. In addition, this report looks at regular or alternative schools that are district- and charter-operated, as well as virtual schools.

Regular High Schools

Regular schools accounted for 90 percent of all high schools and 42 percent of low-graduation-high schools in 2019. District-operated regular schools are considered the traditional American high school. As such, they encompassed the majority (80 percent) of schools in the nation in 2019, a decrease from 83 percent in 2018. District-operated regular schools accounted for 25 percent of all low-graduation-rate high schools in 2019. Only three percent of district-operated regular schools with 100 or more students had graduation rates below 67 percent.

Charter schools are publicly funded, privately operated schools. Five states—Montana, Nebraska, North Dakota, South Dakota, and Vermont—do not have laws governing charter schools (Education Commission of the States, 2020). In 2019, charter-operated regular schools comprised 9 percent of all high schools, but 21 percent of all low-graduation-rate high schools. Eighteen percent of charter-operated regular high schools with at least 100 students had a graduation rate below 67 percent in 2019.

Table 14 Low-Graduation-Rate High Schools by Type, 2018–19

School Type	Percent of all High Schools	Percent of Total Low-Grad-Rate High Schools	Percent of School Type that are Low-Grad-Rate High Schools
Regular District	80%	25%	3%
Regular Charter	9%	17%	18%
Total Regular	90%	42%	5%
Alternative District	5%	30%	64%
Alternative Charter	1%	8%	67%
Total Alternative	6%	37%	65%
Virtual	2%	12%	56%
Total Charter	10%	24%	23%
Total	**18,562**	**1,864**	**10%**

Alternative High Schools

The characteristics and definitions of alternative schools vary significantly from state to state. A 2014 state scan found that 43 states and D.C. have formal definitions of alternative schools, yet

[2] A regular school is any that does not fall into the alternative, special education, or vocational category. Alternative schools address the needs of students that typically cannot be met in a regular school, provide a nontraditional education, serve as adjuncts to a regular school, or fall outside the category of regular, special education, or vocational education.

there is little consensus among states on how to define the term. This includes differences in student populations served, educational settings, the length of time students spend within alternative settings and the instructional and environmental characteristics.

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

Alternative schools totaled 6 percent of all U.S. schools in 2019, but continue to be overrepresented in low-graduation-rate high schools. Nearly two-thirds of all alternative schools with 100 or more students had a graduation rate at or below 67 percent. This contributed to alternative schools accounting for 37 percent of all low-graduation-rate high schools in 2019.

Similar to regular schools, alternative schools can be district- or charter-operated. District-operated alternative schools made up 5 percent of all high schools in 2019 but 30 percent of all low-graduation-rate high schools, with 64 percent of district-operated alternative schools failing to surpass a 67 percent graduation rate. Charter-operated alternative schools are similarly overrepresented: while they comprised just 1 percent of all high schools in 2019, they totaled 8 percent of the nation's low-graduation-rate high schools. Sixty-seven percent of charter-operated alternative schools ranked as low-graduation-rate high schools.

Virtual Schools

While virtual schools are only a small percent of the total number of schools in the United States, they bear scrutiny due to their poor results. In addition, the shift to virtual learning after the coronavirus pandemic makes it even more important to understand why a disproportionate number of students in virtual settings fall off-track to graduate and how outcomes in these schools can be improved.

Virtual schools constituted 2 percent of all high schools but 12 percent of all low-graduation-rate high schools in 2019. In total, 56 percent of virtual schools with 100 or more students had graduation rates below 67 percent.

PART III

MEETING THE MOMENT:

Reaching a 90% High School Graduation Rate for All Students while Preparing them for College and Career through the Impacts of a Pandemic

All 50 U.S. states have responded to low high school graduation rates. As noted in this and prior Building A Grad Nation reports, significant progress has been made in making on-time high school graduation a more common outcome for all student subgroups. At the same time, it is clear that additional improvement is urgently needed if this nation is to reach equal opportunity for all. This was true before the pandemic and is more so now.

One result of the progress that has been made at the state level is the varying nature of the challenges that remain. When the GradNation campaign began, it was clear there were actions all states could take to improve graduation and college and career readiness rates. This included pairing high school graduation rate accountability with ambitious improvement goals, providing additional student supports, reforming and redesigning low-graduation-rate high schools, and using Early Warning Systems. All of these broad improvement strategies are still needed and are among the policy and practice recommendations found at the end of this report.

It is now apparent that states face different challenges to meet the current moment and finish the job of graduating all students from high school ready for college and career in the midst of a global pandemic and its impacts. To assist states in developing customized Meeting the Moment Plans aligned with their current circumstances, we pulled data from multiple sources and developed state-level data profiles that help illuminate the particular challenges and opportunities in each state. These profiles include graduation rate data by subgroup, targeted analysis of where students disproportionately fall off-track to graduation, and data on the level of student need states, districts, and schools are facing by mapping chronic absentee data with poverty rates and providing rates of Adverse Childhood Experiences (ACEs).

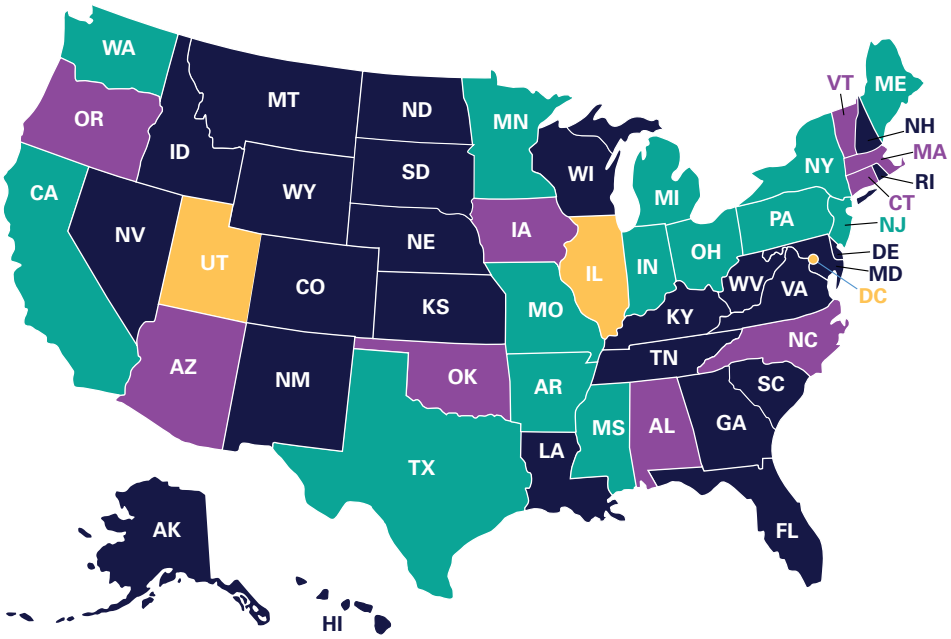
Analyzing the state data profiles clarified that while challenges and opportunities vary across states, there are also different groups of states that share similar challenges or have been more successful in meeting those challenges. This creates an opportunity for these states to collaborate on solutions and learn from each other's efforts. Below is an overview of findings from the state data profiles.

Concentration of Non-Graduates in Small Sub-Set of Districts

The first key data point provided in the state data profiles is how concentrated or spread-out non-graduates are at the district level. This lets states see if working with a small set of districts will have an outsized impact on raising college and career ready high school graduation rates, or if a broader state strategy is needed. Nationally, most non-graduates are highly concentrated in a very small sub-set of districts—half are in 431 districts, which is only 4 percent of all school districts nationwide. On the other side of the spectrum, about a quarter of non-graduates are more widely dispersed across 9,906 districts nationwide. At the state level, the concentration and spread of non-graduates resulted in 50 percent or more of non-graduates being concentrated in 10 or fewer school districts in half of the states. As seen in Figure 5, these states are spread throughout the nation but also form regional clusters with groupings in the plains, mountain, southwestern, and southern states, as well Kentucky and West Virginia, and the Delmarva region of Delaware, Maryland, and Virginia.

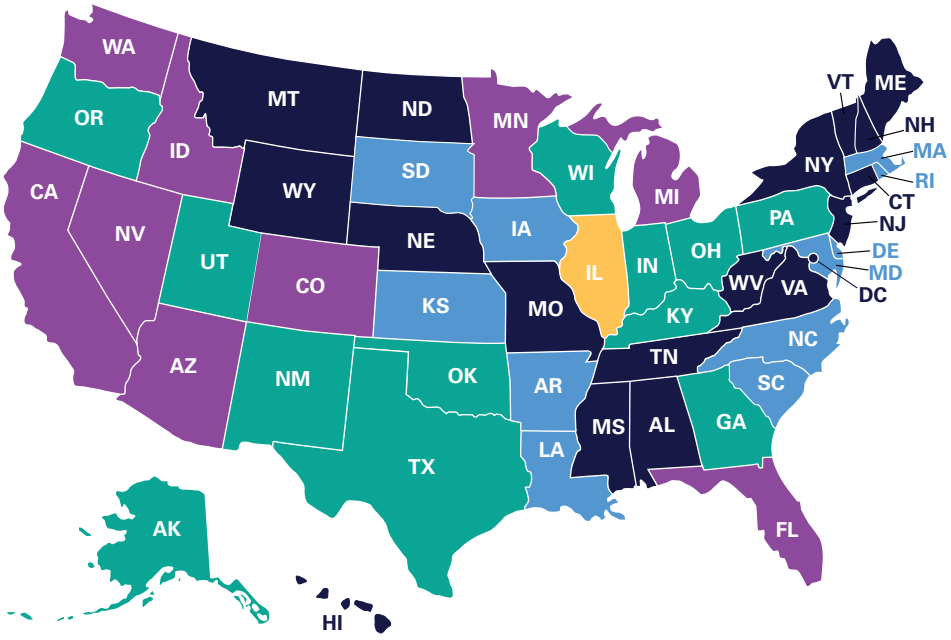
It is now apparent states face different challenges to meet the current moment and finish the job of graduating all students from high school ready for college and career in the midst of a global pandemic and its impacts.

FIGURE 5 Number of Districts Needed to Reach Half of the State's Non-Graduates



● 10 or fewer ● 11 to 19 ● 20 or more ● No data

FIGURE 6 Percent of Non-Graduates that Attend Regular High Schools



● 90% or more ● 80–89% ● 60–79% ● less than 60% ● No data

This creates an opportunity for regional learnings and efforts involving state partnerships with a limited set of school districts to make major improvement in state-wide outcomes.

A second cluster of states exists where 50 percent of non-graduates are found across 20 or more school districts. In these 14 states, more widespread state efforts may be needed to make major progress in reaching 90 percent graduation rates for all students. These include some of the nation's most populous states like California, Texas, and New York, as well as a cluster in Pennsylvania, Ohio, and Michigan.

Types of High Schools Where Non-Graduates Come From

The second key data point in the state profiles is the type of high schools where non-graduates come from. Different actions are required if most students falling off-track to graduate are coming from neighborhood high schools versus if significant numbers are coming from alternative schools. When states and districts first began to respond to students leaving high school without a diploma, nearly all students dropping out were doing so from neighborhood high schools operated by school districts. In response, some states and districts created or expanded additional schooling options to include alternative, charter, and virtual schools. There are many positive examples of alternative and charter schools that have led to improved student outcomes, often for some of our nation's historically underserved students. Prior to the pandemic, this was not the case for virtual high schools, which, in most cases, were found to have poorer outcomes than many of the neighborhood high schools from which their students came. Since states and districts made different choices in the extent to which they enabled and encouraged the growth of alternative, charter, and virtual high schools, there is now considerable variation across states in the types of high schools where the remaining non-graduates are educated.

Figure 6 shows the extent to which non-graduates are found in regular district-run high schools. Currently, in 9 states, less than 60 percent of non-graduates are found

in regular district high schools. In these states, more than 4 in 10 non-graduates are falling off-track from alternative, virtual, charter, special education, or vocational high schools. These include two of the nation's most populated states, California and Florida. Many of the nine states are clustered in the West, which creates an opportunity for regional partnership and learning. Michigan and Minnesota form a midwestern group. On the other hand, 17 states retain the traditional pattern of 90 percent or more of their non-grads from regular district high schools. This includes four southern states—Arkansas, Louisiana, North Carolina, and South Carolina—as well as regional groupings of Montana, North Dakota, Wyoming, and Nebraska in the Great Plains region, and New England with the exception of Massachusetts and Rhode Island.

Alternative, charter, and virtual schools can overlap. For example, there are schools that are both virtual and alternative charters. With that in mind, considerable differences exist across states in the percent of non-grads coming from alternative, charter, and virtual high schools.

Most states have taken one of two paths with alternative schools. This can be seen in Figure 7. In 31 states, they play a small-to-modest role in the choice of schools provided to students. In these states, less than 10 percent of non-graduates are from alternative schools. In 11 states, including three of the nation's largest (California, Texas, and Florida) alternative schools play a major role, with between a quarter to one half of non-graduates from alternative schools. It will be difficult for these states to achieve high school graduation and college and career readiness for all students without major improvements in the outcomes of their alternative schools and the different schooling experiences for the students they serve. It is also an area where these states could pool efforts to find solutions.

In five states—California, Arizona, Oklahoma, Indiana, and Ohio—25 percent or more of non-graduates come from charter high schools (see Figure 8). In part, this results from these states having large charter sectors. On the other hand, 11 states with smaller or no charter sectors have none of their non-graduates from

FIGURE 7 Percent of State's Non-Graduates that Attend Alternative Schools

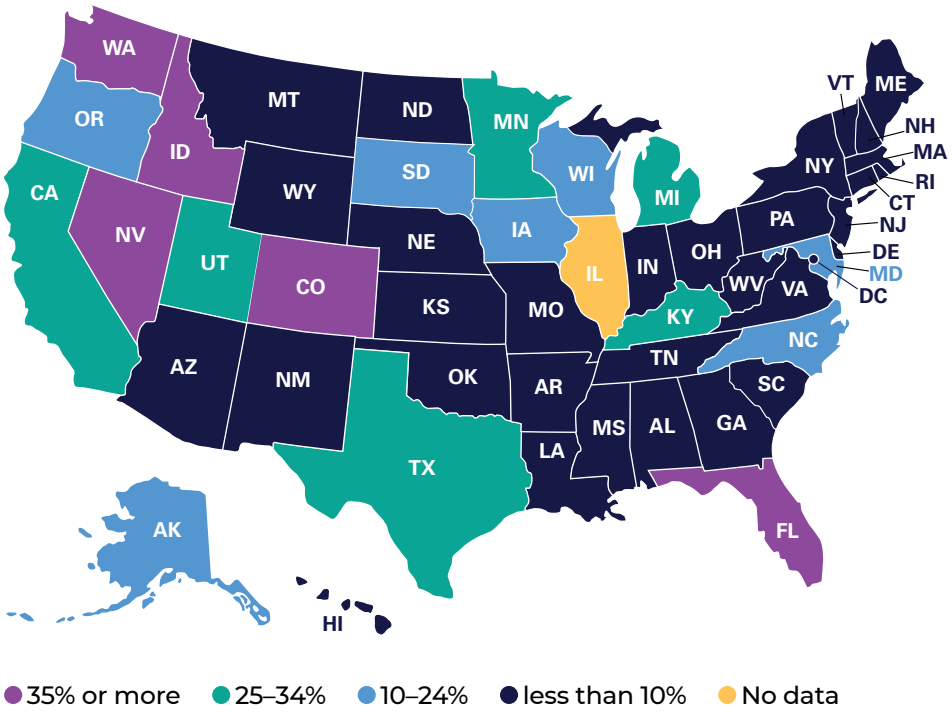


FIGURE 8 Percent of State's Non-Graduates that Attended Charter Schools, 2018–19

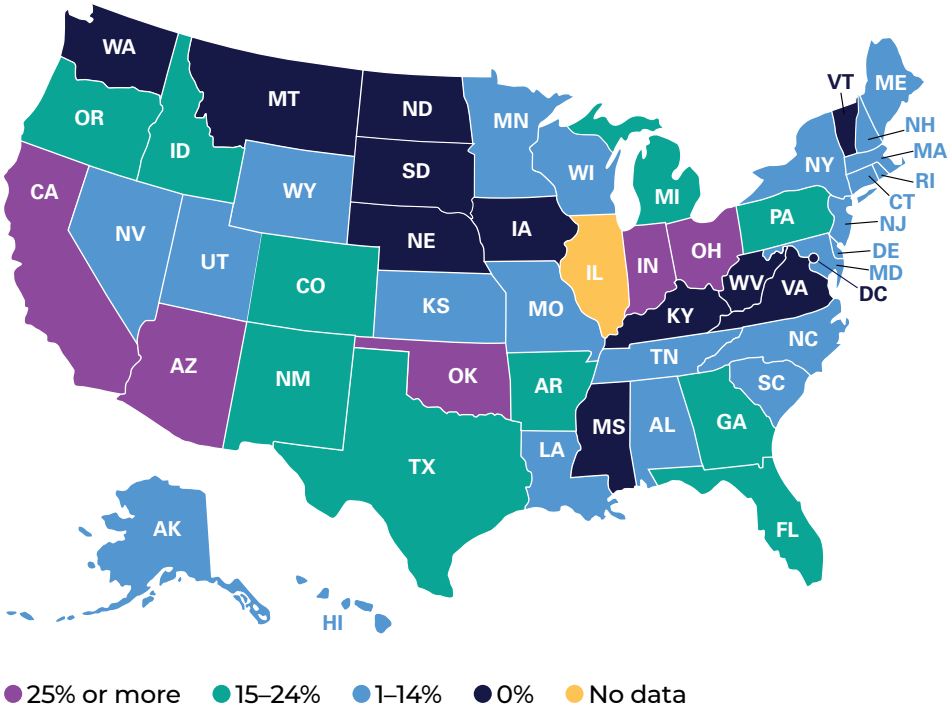
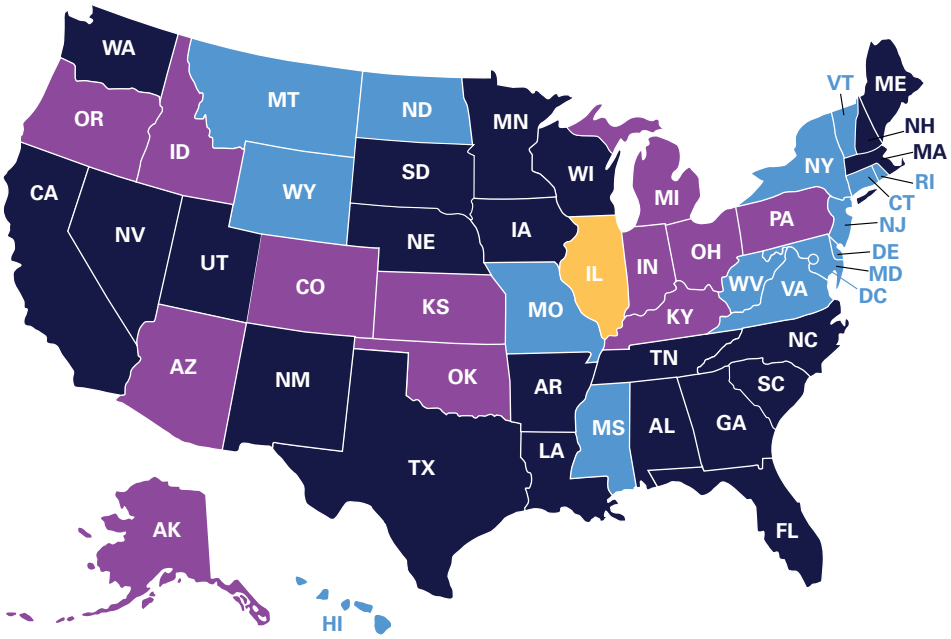
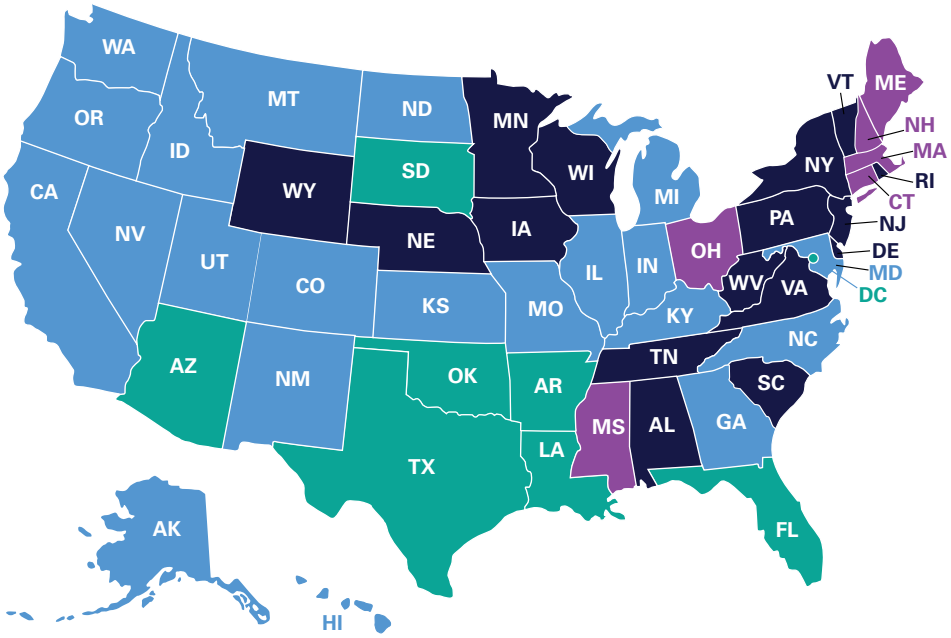


FIGURE 9 Percent of State's Non-Graduates that Attended a Virtual High School, 2018–19



● 10% or more ● 1–9% ● 0% ● No data

FIGURE 10 Percent of State's Non-Graduates that are Students with Disabilities, 2018–19



● 40% or more ● 30–39% ● 20–29% ● less than 20%

charter high schools. In the middle are 10 states spread throughout the nation where 15 to 24 percent of non-graduates come from charter high schools. One challenge with having a significant percent of non-graduates from charter high schools is that the governance structure of charter schools (i.e. varying entities within the state serving as charter authorizers) can require complicated state-level action.

Pre-pandemic, virtual high schools were found in some states but not others. In 12 states, 10 percent or more of non-graduates came from virtual high schools (see Figure 9). In 15 states, there were no virtual high schools. Pre-pandemic, 45 percent of virtual high schools were low graduation rate high schools. Given the likelihood that the pandemic will further accelerate the existence of virtual high schools, it is imperative for states with significant virtual high school sectors to learn the circumstances under which they are and are not effective, and for which students they do and do not work.

Students with Disabilities

The third key data point is outcomes for student subgroups. To achieve 90 percent graduation rates with equity, all student subgroups need to have a 90 percent or higher graduation rate. Knowing where more support is needed helps states target resources where they will do the most good. As seen in Figure 10, in every state but seven students with disabilities are disproportionately represented among non-graduates. In six states, 40 percent or more of all non-graduates are students with disabilities. In 16 additional states, 30 to 39 percent of all non-graduates are students with disabilities. Providing students with disabilities the supports they need to graduate needs to be an urgent national priority. Across nearly all states, achieving equitable educational attainment outcomes for all students will not be possible without major improvements in the graduation and college and career readiness rates among students with disabilities. The evidence is clear that students with disabilities can graduate from high school and succeed in college or postsecondary training. States need to make this a priority and work together to find solutions.

FIGURE 11 8th Grade Math NAEP Scores, 2018–19

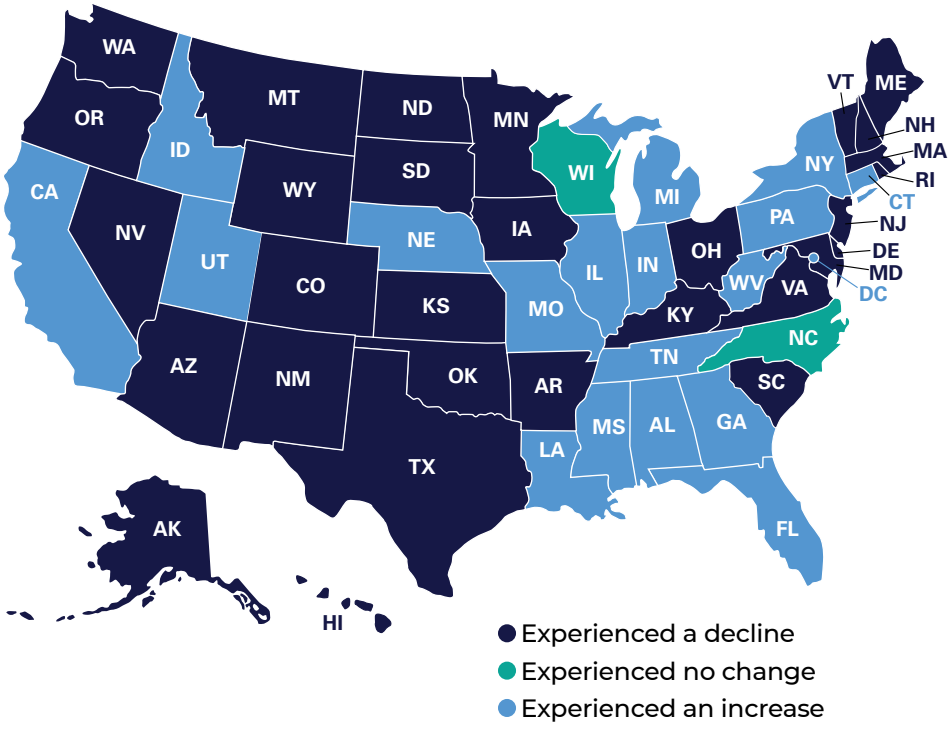
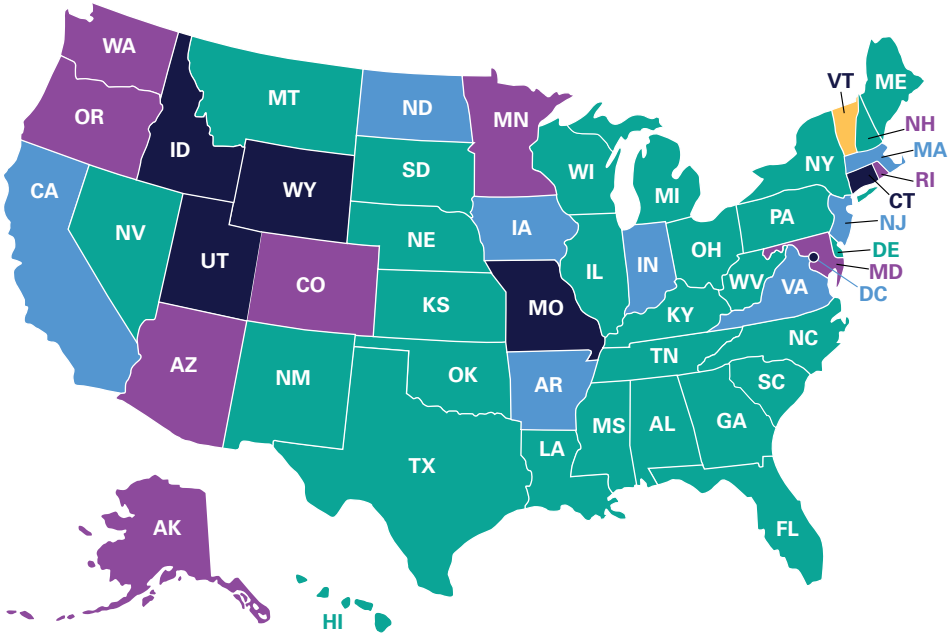


FIGURE 12 High School Chronic Absenteeism Rates, by State, 2017–18



In 8 states, prior to the pandemic, 30 percent or more of high school students missed at least 10 percent of school.

Chronic Absenteeism and 8th Grade NAEP Mathematics Proficiencies

The fourth key data point is leading indicators: data that tells states which areas students are and are not on-track to high school graduation. Figure 11 shows that most states experienced declines in proficient scores on the 8th grade National Assessment of Educational Progress (NAEP) Math exam over the most recent administration. This is a clear warning sign, as 8th grade math skills are a strong determinant of success in high school STEM courses, which, in turn, is needed for students to be ready to major in STEM fields in college. The data also shows, however, that 18 states experienced increases. States that have seen a decline in 8th grade math proficiency should study these states to see what they can learn.

The data on chronic absenteeism seen in Figure 12 also provides a strong warning sign. It highlights that in 8 states, prior to the pandemic, 30 percent or more of high school students missed at least 10 percent of school. In 28 states, at least 20 percent of high school students missed 10 percent of school days. Without substantial improvement it will be difficult for these states to graduate all their students prepared for college and career. With 20 to 33 percent of high school students missing a month of school, these states have substantial populations of students on the path to reduced educational outcomes. The fact that 5 states show chronic absenteeism rates of less than 15 percent proves that improvement is possible.

Key Takeaways

By looking across a small set of key data points, it becomes clear that each state will need to develop their own Meeting the Moment Plan to chart a course that enables their students to graduate from high school ready for postsecondary success. In some states, the remaining challenges are highly concentrated in a small subset of 10 or fewer districts, while in others they spread over 50 districts or more. In some states, large numbers of students are falling off-track to graduate in alternative schools and in others, nearly all non-graduates are from traditional district neighborhood high schools. Within these differences, the state data profiles show some common challenges where collective action and learning could have a strong impact. Across nearly all states, far too many high school students are not attending school on a regular basis, and far too many students with disabilities are not graduating from high school.

Accompanying this report is the release of state data profiles for all 50 states. The GradNation campaign calls on states to develop Meeting the Moment Plans, which, based on each state's own circumstances, identifies the key action steps needed to build pathways to adult success for all high school students.

All 50 data profiles can be found at https://gradnation.americaspromise.org/state-activation#/.

POLICY RECOMMENDATIONS

Continue to improve graduation rate data collection and reporting.

High school graduation rates

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

There are additional layers of data not collected by the U.S. Department of Education that could provide valuable information. For example, graduation rate data is not disaggregated by gender, leaving little insights on particularly underserved populations. Data is also unable to be analyzed across subgroups, such as low-income white students or Hispanic English Learners, which could help pinpoint major gaps in graduation rates. Expanding the data's capabilities will allow for greater accuracy of graduation rate reporting and improved identification of groups of students who need additional assistance and interventions to graduate on time.

Postsecondary transitions and outcomes

The creation of the Adjusted Cohort Graduation Rate, disaggregated by state, districts, schools, and demographics, provides a reliable and consistent indicator of high school success. Data at the postsecondary level, however, is not as readily available or reliable. State-level data on the percent of high school graduates that immediately enroll in postsecondary education disaggregated by subgroups is needed. This is a key metric of momentum toward postsecondary success.

Other key data to collect include whether high school graduates are succeeding on-time in postsecondary education and how these track with state education standards and the student's socioeconomic background. More is also needed on the effectiveness of postsecondary institutions at supporting students seeking degrees and moving into a career path.

Promote policies that reduce damaging academic disparities.

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

High- and low-poverty school districts

States should address the inequities between high- and low-poverty school districts. This could be achieved through weighted funding formulas that provide more money to schools that serve students with the greatest need, particularly since these schools are often in areas with low tax bases. States and districts should work together to follow the evidence of what works and determine where that funding would be most effective, especially when developing comprehensive support and improvement plans for the lowest performing schools. Despite no accountability for states to meet certain graduation rate goals for student subgroups, the federal government should continue to monitor state progress towards ESSA's subgroup goals. In addition, the Office for Civil Rights data collection should continue to identify and report on racial, income, and disability disparities.

Students with disabilities

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

The variation across states in graduation rates for students with disabilities should be further investigated to understand why some states have made progress while others continue to lag. All states should disaggregate data on the type of diplomas students with disabilities receive to better understand the education landscape for students with disabilities. NCES should also set a universal definition of a student with a disability and how those with

Subgroups such as Black, Hispanic, low-income, and Native American students are less likely to graduate high school on time and college- and career-ready.

more significant cognitive disabilities who graduate with a state-defined alternative diploma are counted. Finally, states should promote postsecondary success for students with disabilities by ensuring their graduation requirements and diplomas align with those at the postsecondary level.

Students experiencing homelessness

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

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

Strengthen the transition from high school to postsecondary and careers.

The transition from high school to postsecondary education to careers can be challenging for students. K–12 education leaders can ease this transition by providing students with resources to understand their postsecondary options, the application process, and the course requirements for their chosen pathways.

Leaders can also support students in other ways such as increased access to dual enrollment, early college career academies, and career and technical education coursework. States should ensure students from all backgrounds have equal access to rigorous coursework such as Advanced Placement (AP) classes and high-quality science and math courses.

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

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

Policymakers can also strengthen the transition from high school to postsecondary to career by supporting and encouraging students to earn postsecondary credits while still in high school through dual enrollment courses and early college programs. They should also increase national service opportunities, which would provide additional mentors and tutors in high need schools. These opportunities would also increase funding for research on college and career pathway initiatives, which would build the evidence of what is effective.

It is alarming that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly all states.

Align state graduation requirements with college admission requirements.

States should work to strengthen the pathway between high school graduation and postsecondary enrollment. One way to do this is align high school graduation requirements with the state's public university system's admission requirements. It is alarming, however, that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly all states. Two reports on the quality of high school diplomas support this finding, as well as the number and demographics of students earning a college- and career-ready diploma where available (Almond, 2017; Jimenez & Sargrad, 2018). Misalignment disadvantages students by leaving them unprepared for further education and increasing their chances of taking remedial courses, which add time and financial burdens to a postsecondary education.

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

Further examine credit recovery programs.

Technology has allowed existing credit recovery courses to help more students earn their diplomas in a timely manner. Although high-quality models exist to get students back on track, the growth of credit recovery courses has also led to online learning without teacher or student interaction. This style of virtual learning has raised questions about the rigor of credit recovery programs. Educators have concerns about students mastering critical concepts virtually on a condensed timeline, increased susceptibility to cheating, and credit recovery as means to boosting graduation rates.

Credit recovery is a target of recent skepticism about high school graduation rate gaming. It is difficult to measure this, however, because few rigorous studies exist on the quality and effectiveness of credit recovery courses. Without data, we cannot understand the impact of these programs. It is therefore essential that credit recovery is further examined to uncover student demographics, the average course number, the percentage of total credits earned that are credit recovery courses, which courses are predominately taken as credit recovery, and the degree to which they are enabling students to learn course content and graduate with a legitimate diploma prepared to succeed in postsecondary education. GradNation partners are studying credit recovery more deeply in a forthcoming report.

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

The COVID-19 pandemic paralyzed the U.S. beginning in March of 2020 and continues to impact schools and communities. Schools across the country had to quickly transition to distance learning, leaving teachers and students to interact only virtually, if at all. This exposed many gaps in the U.S. education system—broadband access, socioeconomic

differences, and increased hardships for students experiencing homelessness and those with disabilities. In addition, states responded to the changing circumstances by altering graduation requirements for the class of 2020, making future data potentially unreliable.

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

Expand the use of Early Warning Systems.

Although the idea of Early Warning Systems has become widely disseminated, their effective implementation has not. Half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of Early Warning Systems (*Issue Brief,* 2016). Yet, Early Warning Systems are one of the most effective means districts can use to increase graduation rates in all their high schools.

Research has identified attendance, behavior, and course performance (the "ABCs") as powerful predictors of high school completion (Bruce et al., 2011). Course performance in Grade 9 was shown to correlate strongly with high school graduation (Allensworth & Easton, 2005). The systematic use of Early Warning or on-track Systems has been credited, for example, with the substantial rise in graduation and college readiness rates in Chicago and throughout West Virginia.

Early Warning Systems provide teams of teachers, counselors, and nonprofit partners with real-time data to signal which students (absent effective intervention) may not graduate, along with protocols and procedures to identify and implement interventions with the highest odds of success. This allows schools to target the right intervention at the right time to the right student. Early Warning Systems should be effectively implemented in more schools across the country.

Establish a Student Success Corps.

Following the COVID-19 pandemic, there is an urgent and critical need to support and re-engage students. A Student Success Corps would help increase local capacity and person power to help educators, practitioners, and families by providing the right supports to the right students in the right places at the required scale and intensity. Evidence-based supports through the Corps would include academic tutors, student success coaches, post-secondary transition coaches, wraparound support site coordinators, and high-quality mentors.

The Student Success Corps would also be relationship focused, aligned with community needs, serve the most marginalized students to build a more equitable education system, and be integrated into the school day. Implementation would require both existing federal funding sources and additional funding dedication. The program could be guided by the U.S. Department of Education and can also leverage existing Corporation for National and Community Service infrastructure.

CONCLUSION

Over the past two decades, the nation has seen tremendous progress in raising high school graduation outcomes for students across all demographics. This is thanks to the tireless efforts of educators, policymakers, and researchers across the nation. In addition, progress has been made while maintaining quality, ensuring that students graduate college-and-career ready.

To be sure, the work must continue. COVID-19 has disrupted education like never before. But by ushering in data and the lessons learned of the past twenty years, community and education leaders can meet the current moment and ensure schools and districts across the country rise from these challenges to meet the needs of all students better than ever before.

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APPENDICES

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2019

	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	2014 %	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Average Annual Change in ACGR, 2011–2019 (% Point)*	Change in Four-Year Cohort Rate, 2011–2019 (%)**
All States																	
AFGR	74.7	73.2	73.9	74.7	75.5	78.2	80.0	81.0	81.8	—	—	—	—	—	—	—	—
ACGR	—	—	—	—	—	—	79.0	80.0	81.4	82.3	83.2	84.1	84.6	85.3	85.8	0.8	6.8
Alabama																	
AFGR	65.9	66.2	67.1	69.0	69.9	71.8	76.0	75.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	65.1	—	72.0	75.0	80.0	86.3	89.3	87.1	89.3	90.0	91.7	2.5	19.7
Alaska																	
AFGR	64.1	66.5	69.1	69.1	72.6	75.5	78.0	79.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	68.0	70.0	71.8	71.1	75.6	76.1	78.2	78.5	80.4	1.6	12.4
Arizona																	
AFGR	84.7	70.5	69.6	70.7	72.5	74.7	79.0	77.0	—	—	—	—	—	—	—		
ACGR	74.6	69.9	73.4	74.9	76.1	75.4	77.9	76.0	75.1	75.7	77.4	79.5	78.0	78.7	77.8	-0.0	-0.1
Arkansas																	
AFGR	75.7	80.4	74.4	76.4	74.0	75.0	77.0	78.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	68.0	80.5	80.7	84.0	84.9	86.9	84.9	87.0	88.0	89.2	87.6	0.9	6.9
California																	
AFGR	74.6	69.2	70.7	71.2	71.0	78.2	80.0	82.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	74.7	76.3	79.0	80.4	81.0	82.0	83.0	82.7	83.0	84.5	1.0	8.2
Colorado																	
AFGR	76.7	75.5	76.6	75.4	77.6	79.8	82.0	82.0	—	—	—	—	—	—	—		
ACGR	—	—	70.2	74.4	70.7	72.4	73.9	75.0	76.9	77.3	77.3	78.9	79.1	80.8	81.1	0.9	7.2
Connecticut																	
AFGR	80.9	81.8	82.2	82.3	75.4	75.1	85.0	86.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	79.3	81.8	83.0	85.0	85.5	87.0	87.2	87.4	87.9	88.4	88.5	0.7	5.5
Delaware																	
AFGR	73.1	76.3	71.9	72.1	73.7	75.5	76.0	77.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	75.8	78.5	80.0	80.4	87.0	85.6	85.5	86.9	86.9	89.0	1.3	10.5
District of Columbia																	
AFGR	68.8	—	54.9	56.0	62.4	59.9	61.0	71.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	58.6	59.0	62.3	61.4	68.5	69.2	73.2	68.5	68.9	1.3	10.3

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2019

Florida																	
AFGR	64.6	63.6	65.0	66.9	68.9	70.8	72.0	75.0	—	—	—	—	—	—	—		
ACGR	59.3	58.8	59.8	62.7	65.5	69.0	70.6	75.0	75.6	76.1	77.9	80.7	82.3	86.3	87.2	2.1	16.6
Georgia																	
AFGR	61.7	62.4	64.1	65.4	67.8	69.9	70.0	70.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	58.6	64.0	67.5	70.0	71.7	72.5	78.8	79.4	80.6	81.6	82.0	1.8	14.5
Hawaii																	
AFGR	75.1	75.5	75.4	76.0	75.3	75.4	74.0	78.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	80.0	81.0	82.4	81.8	81.6	82.7	82.7	84.5	85.2	0.7	5.2
Idaho																	
AFGR	81.0	80.5	80.4	80.1	80.6	84.0	83.0	84.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	—	—	—	77.3	78.9	79.7	79.7	80.7	80.8	0.7	3.5
Illinois																	
AFGR	79.4	79.7	79.5	80.4	77.7	81.9	80.0	82.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	83.8	82.0	83.2	86.0	85.6	85.5	87.0	86.5	86.2	0.3	2.4
Indiana																	
AFGR	73.2	73.3	73.9	74.1	75.2	77.2	80.0	80.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	81.5	84.1	85.7	86.0	87.0	87.9	87.1	86.8	83.8	88.1	87.2	0.2	1.5
Iowa																	
AFGR	86.6	86.9	86.5	86.4	85.7	87.9	89.0	89.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	88.8	88.3	89.0	89.7	90.5	90.8	91.3	91.0	91.4	91.6	0.4	3.3
Kansas																	
AFGR	79.2	77.6	78.9	79.1	80.2	84.5	87.0	89.0	—	—	—						
ACGR	—	—	—	—	—	80.7	83.0	85.0	85.7	85.7	85.7	85.7	86.5	87.2	87.2	0.5	4.2
Kentucky																	
AFGR	75.9	77.2	76.4	74.4	77.6	79.9	81.0	82.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	—	—	86.1	87.5	88.0	88.6	89.7	90.3	90.6	0.8	4.5
Louisiana																	
AFGR	63.9	59.5	61.3	63.5	67.3	68.8	71.0	72.0	—	—	—	—	—	—	—		
ACGR	—	64.8	66.3	66.0	67.3	67.2	70.9	72.0	73.5	74.6	77.5	78.6	78.1	81.4	80.1	1.2	9.2
Maine																	
AFGR	78.6	76.3	78.5	79.1	79.9	82.8	86.0	87.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	80.4	82.8	83.8	85.0	86.4	86.5	87.5	87.0	86.9	86.7	87.4	0.5	3.6
Maryland																	
AFGR	79.3	79.9	80.0	80.4	80.1	82.2	84.0	84.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	82.0	82.8	84.0	85.0	86.4	87.0	87.6	87.7	87.1	86.9	0.5	4.1
Massachusetts																	
AFGR	78.7	79.5	80.8	81.5	83.3	82.6	85.0	86.0	—	—	—	—	—	—	—		
ACGR	—	79.9	80.9	81.2	81.5	82.1	83.4	85.0	85.0	86.1	87.3	87.5	88.3	87.8	88.0	0.6	4.6
Michigan																	
AFGR	73.0	72.2	77.0	76.3	75.3	75.9	75.0	77.0	—	—	—	—	—	—	—		
ACGR	—	—	75.5	75.5	75.2	76.0	74.3	76.0	77.0	78.6	79.8	79.7	80.2	80.6	81.4	0.9	7.1
Minnesota																	
AFGR	85.9	86.2	86.5	86.4	87.4	88.2	89.0	88.0	—	—	—	—	—	—	—		
ACGR	74.8	75.2	74.8	74.3	74.3	75.5	76.9	78.0	79.8	81.2	81.9	82.2	82.7	83.2	83.7	0.9	6.8

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2019

Mississippi																	
AFGR	63.3	63.5	63.6	63.9	62.0	63.8	69.0	68.0	—	—	—	—	—	—	—		
ACGR	—	70.8	73.8	72.0	71.6	71.4	73.7	75.0	75.5	77.6	75.4	82.3	83.0	84.0	85.0	1.4	11.3
Missouri																	
AFGR	80.6	81.0	81.9	82.4	83.1	83.7	85.0	86.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	81.3	86.0	85.7	87.3	87.8	89.0	88.3	89.2	89.7	1.1	8.5
Montana																	
AFGR	81.5	81.9	81.5	82.0	82.0	81.9	84.0	86.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	82.2	84.0	84.4	85.4	86.0	85.6	85.8	86.4	86.6	0.6	4.4
Nebraska																	
AFGR	87.8	87.0	86.3	83.8	82.9	83.8	90.0	93.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	86.0	88.0	88.5	89.7	88.9	89.3	89.1	88.7	88.4	0.3	2.5
Nevada																	
AFGR	55.8	55.8	54.2	56.3	56.3	57.8	59.0	60.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	62.0	63.0	70.7	70.0	71.3	73.6	80.9	83.2	84.1	2.8	22.1
New Hampshire																	
AFGR	80.1	81.1	81.7	83.4	84.3	86.3	87.0	87.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	85.9	86.1	86.0	87.3	88.1	88.1	88.2	88.9	88.8	88.4	0.3	2.3
New Jersey																	
AFGR	85.1	84.8	84.4	84.6	85.3	87.2	87.0	87.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	83.2	86.0	87.5	88.6	89.7	90.1	90.5	90.9	90.6	0.9	7.4
New Mexico																	
AFGR	65.4	67.3	59.1	66.8	64.8	67.3	71.0	74.0	—	—	—	—	—	—	—		
ACGR	—	—	—	60.3	66.1	67.3	63.0	70.0	70.3	68.5	68.6	71.0	71.1	73.9	75.1	1.5	12.1
New York																	
AFGR	65.3	67.4	68.8	70.8	73.5	76.0	78.0	78.0	—	—	—	—	—	—	—		
ACGR	65.8	67.2	71.0	73.6	74.0	76.0	76.8	77.0	76.8	77.8	79.2	80.4	81.8	82.3	82.8	0.8	6.0
North Carolina																	
AFGR	72.6	71.8	68.6	72.8	75.1	76.9	77.0	79.0	—	—	—	—	—	—	—		
ACGR	—	68.3	69.5	70.3	71.8	74.2	77.9	80.0	82.5	83.9	85.6	85.9	86.6	86.3	86.5	1.1	8.6
North Dakota																	
AFGR	86.3	82.1	83.1	83.8	87.4	88.4	90.0	91.0	—	—	—	—	—	—	—		
ACGR	86.7	86.2	87.7	86.9	85.4	86.2	86.3	87.0	87.5	87.2	86.6	87.5	87.2	88.1	88.3	0.3	2.0
Ohio																	
AFGR	80.2	79.2	78.7	79.0	79.6	81.4	82.0	84.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	78.0	80.0	81.0	82.2	81.8	80.7	83.5	84.2	82.1	82.0	0.3	2.0
Oklahoma																	
AFGR	76.9	77.8	77.8	78.0	77.3	78.5	80.0	79.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	—	—	84.8	82.7	82.5	81.6	82.6	81.8	84.9	0.0	0.1
Oregon																	
AFGR	74.2	73.0	73.8	76.7	76.5	76.3	78.0	78.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	66.2	66.4	67.7	68.0	68.7	72.0	73.8	74.8	76.7	78.7	80.0	1.5	12.4

Appendix A. Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005–2019

Pennsylvania																	
AFGR	82.5	—	83.0	82.7	80.5	84.1	86.0	88.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	77.8	82.6	84.0	85.5	85.3	84.8	86.1	86.6	85.9	86.5	0.5	3.9
Rhode Island																	
AFGR	78.4	77.8	78.4	76.4	75.3	76.4	77.0	76.0	—	—	—	—	—	—	—		
ACGR	—	—	—	73.9	75.5	75.8	77.3	77.0	79.7	80.8	83.2	82.8	84.1	84.0	83.9	0.8	6.6
South Carolina																	
AFGR	60.1	—	58.9	62.2	66.0	68.2	69.0	72.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	72.0	73.6	75.0	77.6	80.1	80.3	82.6	83.6	81.0	81.1	0.9	7.5
South Dakota																	
AFGR	82.3	84.5	82.5	84.4	81.7	81.8	82.0	83.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	83.4	83.0	82.7	82.7	83.9	83.9	83.7	84.1	84.1	0.1	0.7
Tennessee																	
AFGR	68.5	70.6	72.6	74.9	77.4	80.4	81.0	83.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	85.5	87.0	86.3	87.2	87.9	88.5	89.8	90.0	90.5	0.6	5.0
Texas																	
AFGR	74.0	72.5	71.9	73.1	75.4	78.9	81.0	82.0	—	—	—	—	—	—	—		
ACGR	84.0	80.4	78.0	79.1	80.6	84.3	85.9	88.0	88.0	88.3	89.0	89.1	89.7	90.0	90.0	0.5	4.1
Utah																	
AFGR	84.4	78.6	76.6	74.3	79.4	78.6	78.0	78.0	—	—	—	—	—	—	—		
ACGR	—	—	—	69.0	72.0	75.0	76.0	80.0	83.0	83.9	84.8	85.2	86.0	87.0	87.4	1.4	11.4
Vermont																	
AFGR	86.5	82.3	88.6	89.3	89.6	91.4	93.0	93.0	—	—	—	—	—	—	—		
ACGR	—	85.1	86.4	85.7	85.6	87.5	87.5	88.0	86.6	87.8	87.7	87.7	89.1	85.1	84.5	-0.4	-3.0
Virginia																	
AFGR	79.6	74.5	75.5	77.0	78.4	81.2	83.0	84.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	—	82.0	83.0	84.5	85.3	85.7	86.7	86.9	87.5	87.5	0.7	5.5
Washington																	
AFGR	75.0	72.9	74.8	71.9	73.7	77.2	79.0	79.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	75.4	76.6	77.0	76.4	78.2	78.2	79.7	79.4	86.7	81.1	0.6	4.5
West Virginia																	
AFGR	77.3	76.9	78.2	77.3	77.0	78.3	78.0	80.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	75.5	76.5	79.0	81.4	84.5	86.5	89.8	89.4	90.2	91.3	1.9	14.8
Wisconsin																	
AFGR	86.7	87.5	88.5	89.6	90.7	91.1	92.0	92.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	85.7	87.0	88.0	88.0	88.6	88.4	88.2	88.6	89.7	90.1	0.4	3.1
Wyoming																	
AFGR	76.7	76.1	75.8	76.0	75.2	80.3	80.0	80.0	—	—	—	—	—	—	—		
ACGR	—	—	—	—	—	80.4	79.7	79.0	77.0	78.6	79.3	90.0	86.2	81.7	82.1	0.3	2.4

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

*The Average Annual Change in ACGR reflects the annual change from 2013 to 2019 for Kentucky and Oklahoma and from 2014 to 2019 for Idaho.

**The Change in Four-Year Cohort Rate reflects the change from 2013 to 2019 for Kentucky and Oklahoma and from 2014 to 2019 for Idaho.

Appendix B. Adjusted Cohort Graduation Rates, by State and Subgroup, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, All Students: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Black: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2018–19	Regulatory Adjusted Cohort Graduation Rate, White: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2018–19	Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2018–19
Alabama	91.7%	89.8%	90.6%	92.8%	95.0%	94.0%
Alaska	80.4%	79.0%	80.0%	85.7%	87.0%	68.0%
Arizona	77.8%	73.3%	74.4%	82.7%	90.0%	67.1%
Arkansas	87.6%	83.4%	84.7%	89.6%	89.0%	79.0%
California	84.5%	76.8%	82.1%	88.4%	93.7%	75.0%
Colorado	81.1%	74.4%	74.0%	85.9%	89.0%	65.0%
Connecticut	88.5%	79.9%	80.2%	93.3%	96.0%	92.0%
Delaware	89.0%	88.0%	86.0%	90.6%	94.0%	83.0%
Florida	87.2%	81.9%	86.1%	90.4%	95.2%	78.0%
Georgia	82.0%	79.6%	75.9%	85.6%	90.8%	76.0%
Hawaii	85.2%	83.0%	85.0%	84.0%	85.6%	—
Idaho	80.8%	74.0%	73.9%	82.6%	86.0%	68.0%
Illinois	86.2%	76.5%	82.2%	90.8%	94.9%	78.0%
Indiana	87.2%	77.2%	83.7%	89.4%	95.0%	82.0%
Iowa	91.6%	82.0%	84.5%	93.3%	91.0%	77.0%
Kansas	87.2%	80.0%	83.2%	89.3%	94.0%	76.0%
Kentucky	90.6%	83.2%	84.0%	92.1%	94.0%	>=90
Louisiana	80.1%	75.6%	67.1%	85.9%	89.0%	88.0%
Maine	87.4%	80.0%	82.0%	87.8%	94.0%	78.0%
Maryland	86.9%	84.3%	72.4%	93.4%	96.3%	81.0%
Massachusetts	88.0%	79.9%	74.4%	92.7%	95.0%	83.0%
Michigan	81.4%	70.2%	76.6%	84.7%	91.3%	70.0%
Minnesota	83.7%	69.9%	69.9%	88.7%	87.3%	51.0%
Mississippi	85.0%	81.9%	83.0%	88.4%	92.0%	82.0%
Missouri	89.7%	80.6%	86.3%	91.9%	92.0%	85.0%
Montana	86.6%	78.0%	83.0%	89.6%	92.0%	67.0%
Nebraska	88.4%	78.0%	80.5%	92.5%	84.0%	71.0%
Nevada	84.1%	72.2%	83.0%	87.3%	93.3%	74.0%
New Hampshire	88.4%	76.0%	76.0%	89.5%	91.0%	>=80
New Jersey	90.6%	83.3%	84.5%	94.9%	96.9%	92.0%
New Mexico	75.1%	67.0%	74.5%	79.0%	86.0%	70.0%
New York	82.8%	73.9%	72.9%	90.2%	89.7%	70.0%
North Carolina	86.5%	83.7%	81.1%	89.6%	94.5%	81.0%
North Dakota	88.3%	81.0%	74.0%	91.8%	86.0%	72.0%
Ohio	82.0%	69.4%	73.4%	85.3%	90.7%	71.0%
Oklahoma	84.9%	80.1%	81.8%	86.3%	87.0%	84.8%
Oregon	80.0%	70.0%	76.2%	81.3%	90.0%	68.0%
Pennsylvania	86.5%	75.0%	75.4%	90.6%	93.2%	80.0%
Rhode Island	83.9%	81.0%	76.1%	88.2%	88.0%	70.0%
South Carolina	81.1%	76.4%	79.5%	84.2%	93.0%	71.0%
South Dakota	84.1%	79.0%	74.0%	89.7%	90.0%	54.0%
Tennessee	90.5%	84.6%	84.4%	93.4%	95.0%	90.0%
Texas	90.0%	86.2%	88.2%	93.7%	96.1%	87.0%
Utah	87.4%	75.0%	79.5%	89.7%	88.0%	79.0%
Vermont	84.5%	71.0%	78.0%	85.7%	83.0%	—
Virginia	87.5%	84.1%	72.9%	92.1%	93.8%	87.0%
Washington	81.1%	73.7%	75.7%	82.9%	88.6%	62.0%
West Virginia	91.3%	88.0%	91.0%	91.5%	>=95	75.0%
Wisconsin	90.1%	71.4%	82.8%	93.8%	92.0%	79.0%
Wyoming	82.1%	78.0%	77.0%	83.8%	87.0%	59.0%
United States	85.8%	79.6%	81.7%	89.4%	92.6%	74.3%

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

Appendix B. Adjusted Cohort Graduation Rates, by State and Subgroup, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, Native Hawaiian or Other Pacific Islander: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Low Income: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Children with Disabilities: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Homeless: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Foster Care: 2018–19
Alabama	85.0%	93.0%	87.4%	69.6%	76.0%	81.0%	66.0%
Alaska	80.0%	76.0%	74.7%	60.0%	72.0%	56.0%	49.0%
Arizona	80.0%	75.0%	73.5%	69.0%	50.0%	57.0%	45.0%
Arkansas	76.0%	87.0%	84.8%	82.6%	82.8%	76.0%	68.0%
California	85.0%	76.8%	81.1%	67.7%	68.7%	70.0%	56.0%
Colorado	76.0%	81.0%	70.9%	59.2%	68.6%	55.6%	27.0%
Connecticut	>=90	88.0%	80.4%	67.8%	71.0%	66.0%	50.0%
Delaware	>=50	89.0%	82.0%	73.0%	76.0%	73.0%	74.0%
Florida	87.0%	88.4%	83.2%	81.0%	75.2%	74.3%	51.0%
Georgia	—	82.3%	77.2%	62.9%	59.3%	63.9%	39.0%
Hawaii	78.5%	—	80.7%	63.0%	70.0%	63.0%	44.0%
Idaho	76.0%	79.0%	72.5%	56.0%	74.0%	57.0%	39.0%
Illinois	80.0%	86.9%	78.3%	69.9%	72.0%	66.5%	54.0%
Indiana	79.0%	82.9%	82.7%	71.4%	76.0%	77.0%	57.0%
Iowa	77.0%	88.0%	85.2%	76.1%	79.0%	75.0%	72.0%
Kansas	77.0%	83.0%	80.2%	78.4%	82.3%	66.0%	57.0%
Kentucky	88.0%	89.0%	87.8%	75.5%	74.0%	16.0%	—
Louisiana	72.0%	84.0%	74.4%	64.7%	41.0%	66.0%	53.0%
Maine	>=80	82.0%	78.4%	73.0%	80.0%	62.0%	48.0%
Maryland	88.0%	91.0%	77.7%	63.5%	53.7%	65.0%	48.0%
Massachusetts	86.0%	88.0%	78.5%	73.9%	64.6%	61.0%	58.0%
Michigan	81.0%	76.2%	70.8%	57.8%	73.2%	58.4%	44.0%
Minnesota	61.0%	72.0%	71.1%	63.0%	67.2%	49.0%	—
Mississippi	>=50	86.0%	82.2%	42.2%	66.0%	70.0%	60.0%
Missouri	—	89.0%	82.6%	76.7%	73.0%	76.0%	71.0%
Montana	—	83.0%	77.6%	78.0%	65.0%	71.0%	87.0%
Nebraska	75.0%	82.0%	81.4%	69.0%	49.0%	60.0%	51.0%
Nevada	89.0%	86.0%	80.8%	67.2%	76.8%	86.0%	44.0%
New Hampshire	>=50	85.0%	77.2%	72.0%	65.0%	64.0%	39.0%
New Jersey	92.0%	91.0%	84.0%	79.2%	75.4%	75.0%	58.0%
New Mexico	—	—	70.0%	64.7%	73.3%	52.0%	38.0%
New York	81.0%	83.6%	76.4%	58.8%	34.3%	59.3%	54.0%
North Carolina	—	83.9%	81.8%	69.8%	71.4%	69.5%	59.0%
North Dakota	>=80	—	77.0%	73.0%	72.0%	61.0%	65.0%
Ohio	—	76.9%	71.0%	48.0%	65.2%	54.0%	52.0%
Oklahoma	81.0%	86.6%	78.8%	79.1%	69.0%	72.0%	70.0%
Oregon	78.0%	80.0%	74.4%	63.4%	60.0%	55.4%	—
Pennsylvania	86.0%	79.5%	79.9%	70.7%	68.6%	70.0%	53.0%
Rhode Island	>=80	80.0%	76.7%	64.0%	69.0%	65.0%	50.0%
South Carolina	—	—	84.3%	54.4%	79.3%	67.0%	52.0%
South Dakota	—	75.0%	75.0%	72.0%	73.0%	59.0%	47.0%
Tennessee	94.0%	—	84.4%	73.9%	72.0%	78.0%	61.0%
Texas	88.0%	91.4%	87.2%	77.9%	78.0%	79.8%	63.0%
Utah	83.0%	87.0%	77.3%	72.4%	73.0%	—	—
Vermont	—	75.0%	76.0%	71.0%	63.0%	—	—
Virginia	86.0%	91.3%	79.6%	62.9%	56.0%	68.0%	—
Washington	75.0%	81.3%	72.3%	62.2%	62.6%	61.0%	50.0%
West Virginia	>=50	86.0%	80.0%	78.7%	92.0%	55.8%	46.0%
Wisconsin	83.0%	86.0%	80.5%	69.8%	75.0%	78.0%	—
Wyoming	>=50	82.0%	71.9%	59.0%	67.0%	68.0%	53.0%
United States	—	—	80.0%	68.2%	69.2%	65.0%	—

Appendix C. Adjusted Cohort Graduation Rates Gaps—Black and White Students, by State, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, White: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Black: 2018–19	Graduation Rate Gap between White and Black Students, 2018–19
Alabama	92.8%	89.8%	3.0%
Alaska	85.7%	79.0%	6.7%
Arizona	82.7%	73.3%	9.4%
Arkansas	89.6%	83.4%	6.2%
California	88.4%	76.8%	11.6%
Colorado	85.9%	74.4%	11.5%
Connecticut	93.3%	79.9%	13.4%
DC	93.0%	68.7%	24.3%
Delaware	90.6%	88.0%	2.6%
Florida	90.4%	81.9%	8.5%
Georgia	85.6%	79.6%	6.0%
Hawaii	84.0%	83.0%	1.0%
Idaho	82.6%	74.0%	8.6%
Illinois	90.8%	76.5%	14.3%
Indiana	89.4%	77.2%	12.2%
Iowa	93.3%	82.0%	11.3%
Kansas	89.3%	80.0%	9.3%
Kentucky	92.1%	83.2%	8.9%
Louisiana	85.9%	75.6%	10.3%
Maine	87.8%	80.0%	7.8%
Maryland	93.4%	84.3%	9.1%
Massachusetts	92.7%	79.9%	12.8%
Michigan	84.7%	70.2%	14.5%
Minnesota	88.7%	69.9%	18.8%
Mississippi	88.4%	81.9%	6.5%
Missouri	91.9%	80.6%	11.3%
Montana	89.6%	78.0%	11.6%
Nebraska	92.5%	78.0%	14.5%
Nevada	87.3%	72.2%	15.1%
New Hampshire	89.5%	76.0%	13.5%
New Jersey	94.9%	83.3%	11.6%
New Mexico	79.0%	67.0%	12.0%
New York	90.2%	73.9%	16.3%
North Carolina	89.6%	83.7%	5.9%
North Dakota	91.8%	81.0%	10.8%
Ohio	85.3%	69.4%	15.9%
Oklahoma	86.3%	80.1%	6.2%
Oregon	81.3%	70.0%	11.3%
Pennsylvania	90.6%	75.0%	15.6%
Rhode Island	88.2%	81.0%	7.2%
South Carolina	84.2%	76.4%	7.8%
South Dakota	89.7%	79.0%	10.7%
Tennessee	93.4%	84.6%	8.8%
Texas	93.7%	86.2%	7.5%
Utah	89.7%	75.0%	14.7%
Vermont	85.7%	71.0%	14.7%
Virginia	92.1%	84.1%	8.0%
Washington	82.9%	73.7%	9.2%
West Virginia	91.5%	88.0%	3.5%
Wisconsin	93.8%	71.4%	22.4%
Wyoming	83.8%	78.0%	5.8%
United States	**89.4%**	**79.6%**	**9.8%**

Appendix D. Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, by State, 2018–19

State	Regulatory Adjusted Cohort Graduation Rate, White: 2018–19	Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2018–19	Graduation Rate Gap between White and Hispanic Students, 2018–19
Alabama	92.8%	90.6%	2.2%
Alaska	85.7%	80.0%	5.7%
Arizona	82.7%	74.4%	8.3%
Arkansas	89.6%	84.7%	4.9%
California	88.4%	82.1%	6.3%
Colorado	85.9%	74.0%	11.9%
Connecticut	93.3%	80.2%	13.1%
DC	93.0%	60.0%	33.0%
Delaware	90.6%	86.0%	4.6%
Florida	90.4%	86.1%	4.3%
Georgia	85.6%	75.9%	9.7%
Hawaii	84.0%	85.0%	-1.0%
Idaho	82.6%	73.9%	8.7%
Illinois	90.8%	82.2%	8.6%
Indiana	89.4%	83.7%	5.7%
Iowa	93.3%	84.5%	8.8%
Kansas	89.3%	83.2%	6.1%
Kentucky	92.1%	84.0%	8.1%
Louisiana	85.9%	67.1%	18.8%
Maine	87.8%	82.0%	5.8%
Maryland	93.4%	72.4%	21.0%
Massachusetts	92.7%	74.4%	18.3%
Michigan	84.7%	76.6%	8.1%
Minnesota	88.7%	69.9%	18.8%
Mississippi	88.4%	83.0%	5.4%
Missouri	91.9%	86.3%	5.6%
Montana	89.6%	83.0%	6.6%
Nebraska	92.5%	80.5%	12.0%
Nevada	87.3%	83.0%	4.3%
New Hampshire	89.5%	76.0%	13.5%
New Jersey	94.9%	84.5%	10.4%
New Mexico	79.0%	74.5%	4.5%
New York	90.2%	72.9%	17.3%
North Carolina	89.6%	81.1%	8.5%
North Dakota	91.8%	74.0%	17.8%
Ohio	85.3%	73.4%	11.9%
Oklahoma	86.3%	81.8%	4.5%
Oregon	81.3%	76.2%	5.1%
Pennsylvania	90.6%	75.4%	15.2%
Rhode Island	88.2%	76.1%	12.1%
South Carolina	84.2%	79.5%	4.7%
South Dakota	89.7%	74.0%	15.7%
Tennessee	93.4%	84.4%	9.0%
Texas	93.7%	88.2%	5.5%
Utah	89.7%	79.5%	10.2%
Vermont	85.7%	78.0%	7.7%
Virginia	92.1%	72.9%	19.2%
Washington	82.9%	75.7%	7.2%
West Virginia	91.5%	91.0%	0.5%
Wisconsin	93.8%	82.8%	11.0%
Wyoming	83.8%	77.0%	6.8%
United States	**89.4%**	**81.7%**	**7.7%**

Appendix E. Adjusted Cohort Graduation Rate (ACGR) by State, Percent Low-Income, ACGR Low-Income, ACGR Estimated Non-Low-Income, Gap between Low-Income and Non-Low-Income, and Gap Change 2011–2019

State	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2019 ACGR (%)	Percent of Low-Income Students in the Cohort, 2019 (%)	Estimated Non-Low-Income 2019 ACGR (%)	Low-Income 2019 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2019	Gap Change between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011–19
Alabama	19.73	91.7%	42.8%	94.9%	87.4%	7.5	12.2
Alaska	18.28	80.4%	42.9%	84.7%	74.7%	10.0	8.3
Arizona	7.94	77.8%	35.2%	80.1%	73.5%	6.6	1.3
Arkansas	12.14	87.6%	67.1%	93.3%	84.8%	8.5	3.6
California	15.49	84.5%	69.0%	92.1%	81.1%	11.0	4.5
Colorado	19.13	81.1%	47.1%	90.2%	70.9%	19.3	-0.2
Connecticut	27.38	88.5%	47.4%	95.8%	80.4%	15.4	12.0
Delaware	12.40	89.0%	24.9%	91.3%	82.0%	9.3	3.1
Florida	17.86	87.2%	54.3%	92.0%	83.2%	8.8	9.1
Georgia	15.05	82.0%	55.8%	88.1%	77.2%	10.9	4.2
Hawaii	8.43	85.2%	58.6%	91.6%	80.7%	10.9	-2.4
Idaho	†	80.8%	53.5%	90.3%	72.5%	17.8	†
Illinois	14.66	86.2%	42.6%	92.1%	78.3%	13.8	0.9
Indiana	10.55	87.2%	38.2%	90.0%	82.7%	7.3	3.3
Iowa	15.48	91.6%	45.9%	97.0%	85.2%	11.8	3.7
Kansas	19.57	87.2%	50.9%	94.5%	80.2%	14.3	5.3
Kentucky	†	90.6%	52.4%	93.7%	87.8%	5.9	†
Louisiana	14.11	80.1%	64.0%	90.2%	74.4%	15.8	-1.7
Maine	13.41	87.4%	47.0%	95.4%	78.4%	17.0	-3.6
Maryland	12.62	86.9%	31.6%	91.2%	77.7%	13.5	-0.8
Massachusetts	21.53	88.0%	37.9%	93.8%	78.5%	15.3	6.2
Michigan	18.65	81.4%	46.0%	90.4%	70.8%	19.6	-1.0
Minnesota	27.81	83.7%	43.4%	93.4%	71.1%	22.3	5.6
Mississippi	12.52	85.0%	64.8%	90.1%	82.2%	7.9	4.6
Missouri	9.83	89.7%	42.6%	95.0%	82.6%	12.4	-2.5
Montana	18.71	86.6%	45.9%	94.2%	77.6%	16.6	2.1
Nebraska	11.89	88.4%	40.0%	93.1%	81.4%	11.7	0.2
Nevada	17.22	84.1%	65.3%	90.3%	80.8%	9.5	7.7
New Hampshire	20.69	88.4%	30.5%	93.3%	77.2%	16.1	4.6
New Jersey	15.91	90.6%	33.5%	93.9%	84.0%	9.9	6.0
New Mexico	16.36	75.1%	63.8%	84.1%	70.0%	14.1	2.3
New York	13.24	82.8%	52.4%	89.8%	76.4%	13.4	-0.2
North Carolina	11.73	86.5%	38.9%	89.5%	81.8%	7.7	4.0
North Dakota	13.38	88.3%	28.7%	92.8%	77.0%	15.8	-2.5
Ohio	23.35	82.0%	41.7%	89.9%	71.0%	18.9	4.5
Oklahoma	†	84.9%	49.8%	91.0%	78.8%	12.2	†
Oregon	13.67	80.0%	57.2%	87.5%	74.4%	13.1	0.6
Pennsylvania	17.71	86.5%	39.7%	90.9%	79.9%	11.0	6.8
Rhode Island	22.12	83.9%	55.3%	92.8%	76.7%	16.1	6.0
South Carolina	13.26	81.1%	47.3%	78.2%	84.3%	-6.1	19.3
South Dakota	22.25	84.1%	24.5%	87.1%	75.0%	12.1	10.2
Tennessee	14.03	90.5%	39.5%	94.5%	84.4%	10.1	3.9
Texas	3.74	90.0%	53.7%	93.2%	87.2%	6.0	-2.3
Utah	15.46	87.4%	28.2%	91.4%	77.3%		
Vermont	16.29	84.5%	45.2%	91.5%	76.0%	15.5	0.8
Virginia	17.06	87.5%	35.9%	91.9%	79.6%	12.3	4.7
Washington	17.38	81.1%	50.7%	90.2%	72.3%	17.9	-0.5
West Virginia	19.86	91.3%	8.4%	92.3%	80.0%	12.3	7.5
Wisconsin	18.00	90.1%	34.1%	95.1%	80.5%	14.6	3.4
Wyoming	21.66	82.1%	43.5%	90.0%	71.9%	18.1	3.6

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2010-11 or SY2018–19. Percent of Low-Income Students in the Cohort, 2019 (%) = the number of low-income students divided by the total cohort size within each state. Estimated Non-Low-Income ACGR (%) = the estimated graduates from all students minus low-income graduates divided by the estimated total cohort of all students minus low-income within the cohort (i.e., using state level ACGRs). Gap Change Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-19 = the gap between the estimated non-low-income and low-income ACGRs from 2010-11 to 2018–19. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2010-11 and SY 2018–19 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates and Cohort Counts. Retrieved on April 7, 2019 from http://eddataexpress.ed.gov/state-tables-main.cfm.

Appendix F. Adjusted Cohort Graduation Rate (ACGR, 2018–19) for Students with Disabilities (SWD) versus Non-SWD Students, 2018–19

State	Percent of Students with Disabilities within the 2019 Cohort (%)	Estimated Non-SWD 2019 ACGR (%)	SWD 2019 ACGR (%)	Gap between Non-SPED and SWD 2019 ACGR (Percentage Points)
Alabama	9.4%	94.0%	69.6%	24.4
Alaska	12.3%	83.3%	60.0%	23.3
Arizona	9.4%	78.7%	69.0%	9.7
Arkansas	11.8%	88.3%	82.6%	5.7
California	11.8%	86.7%	67.7%	19.0
Colorado	10.4%	83.6%	59.2%	24.4
Connecticut	16.7%	92.6%	67.8%	24.8
Delaware	15.5%	91.9%	73.0%	18.9
Florida	10.8%	88.0%	81.0%	7.0
Georgia	11.4%	84.5%	62.9%	21.6
Hawaii	11.1%	88.0%	63.0%	25.0
Idaho	10.5%	83.7%	56.0%	27.7
Illinois	11.5%	88.3%	69.9%	18.4
Indiana	12.4%	89.4%	71.4%	18.0
Iowa	12.5%	93.8%	76.1%	17.7
Kansas	12.9%	88.5%	78.4%	10.1
Kentucky	9.3%	92.1%	75.5%	16.6
Louisiana	9.5%	81.7%	64.7%	17.0
Maine	19.8%	91.0%	73.0%	18.0
Maryland	8.5%	89.1%	63.5%	25.6
Massachusetts	19.7%	91.5%	73.9%	17.6
Michigan	11.6%	84.5%	57.8%	26.7
Minnesota	15.5%	87.5%	63.0%	24.5
Mississippi	10.6%	90.1%	42.2%	47.9
Missouri	11.4%	91.4%	76.7%	14.7
Montana	12.6%	87.8%	78.0%	9.8
Nebraska	11.8%	91.0%	69.0%	22.0
Nevada	10.6%	86.1%	67.2%	18.9
New Hampshire	16.8%	91.7%	72.0%	19.7
New Jersey	15.0%	92.6%	79.2%	13.4
New Mexico	14.4%	76.8%	64.7%	12.1
New York	16.1%	87.4%	58.8%	28.6
North Carolina	12.6%	88.9%	69.8%	19.1
North Dakota	12.0%	90.4%	73.0%	17.4
Ohio	16.3%	88.6%	48.0%	40.6
Oklahoma	13.6%	85.8%	79.1%	6.7
Oregon	14.2%	82.8%	63.4%	19.4
Pennsylvania	17.0%	89.7%	70.7%	19.0
Rhode Island	16.0%	87.7%	64.0%	23.7
South Carolina	13.2%	85.1%	54.4%	30.7
South Dakota	6.3%	84.9%	72.0%	12.9
Tennessee	13.3%	93.0%	73.9%	19.1
Texas	8.2%	91.1%	77.9%	13.2
Utah	10.0%	89.1%	72.4%	
Vermont	17.7%	87.4%	71.0%	16.4
Virginia	12.2%	90.9%	62.9%	28.0
Washington	12.4%	83.8%	62.2%	21.6
West Virginia	16.2%	93.7%	78.7%	15.0
Wisconsin	11.6%	92.8%	69.8%	23.0
Wyoming	13.3%	85.7%	59.0%	26.7

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Students with Disabilities within the Cohort (%) = the number of SPED students divided by the total cohort size within each state. Estimated Non-SPED ACGR (%) = the estimated graduates from all students minus SPED graduates divided by the estimated total cohort of all students minus SPED within the cohort (i.e., using state level ACGRs). SPED ACGR (%) = the actual state level ACGR from 2018–19. Gap between Non-SPED and SPED 2019 ACGR (Percentage Points) = the estimated non-SPED ACGR minus the SPED ACGR.

Sources: U.S. Department of Education through provisional data file of SY2018–19 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix G. Adjusted Cohort Graduation Rate (ACGR, 2018–19) for English Learner (EL) Students versus Non-EL Students, 2018–19

State	Percent of Limited English Proficient Students within the 2019 Cohort (%)	Estimated Non-EL 2019 ACGR (%)	EL 2019 ACGR (%)	Gap between Non-EL and EL 2019 ACGR (Percentage Points)
Alabama	1.6%	92.0%	76.0%	16.0%
Alaska	8.5%	81.2%	72.0%	9.2%
Arizona	2.4%	78.5%	50.0%	28.5%
Arkansas	8.3%	88.0%	82.8%	5.2%
California	14.7%	87.2%	68.7%	18.5%
Colorado	13.6%	83.1%	68.6%	14.5%
Connecticut	6.0%	89.6%	71.0%	18.6%
Delaware	5.1%	89.7%	76.0%	13.7%
Florida	10.1%	88.5%	75.2%	13.3%
Georgia	4.7%	83.1%	59.3%	23.8%
Hawaii	8.5%	86.6%	70.0%	16.6%
Idaho	10.1%	81.6%	74.0%	7.6%
Illinois	4.5%	86.9%	72.0%	14.9%
Indiana	2.6%	87.5%	76.0%	11.5%
Iowa	4.4%	92.2%	79.0%	13.2%
Kansas	11.3%	87.8%	82.3%	5.5%
Kentucky	2.8%	91.1%	74.0%	17.1%
Louisiana	2.7%	81.2%	41.0%	40.2%
Maine	3.6%	87.7%	80.0%	7.7%
Maryland	6.3%	89.1%	53.7%	35.4%
Massachusetts	9.8%	90.5%	64.6%	25.9%
Michigan	4.4%	81.8%	73.2%	8.6%
Minnesota	8.6%	85.3%	67.2%	18.1%
Mississippi	1.1%	85.2%	66.0%	19.2%
Missouri	1.7%	90.0%	73.0%	17.0%
Montana	4.0%	87.5%	65.0%	22.5%
Nebraska	4.1%	90.1%	49.0%	41.1%
Nevada	14.3%	85.3%	76.8%	8.5%
New Hampshire	2.9%	89.1%	65.0%	24.1%
New Jersey	5.2%	91.4%	75.4%	16.0%
New Mexico	31.4%	75.9%	73.3%	2.6%
New York	5.3%	85.5%	34.3%	51.2%
North Carolina	5.6%	87.4%	71.4%	16.0%
North Dakota	2.9%	88.8%	72.0%	16.8%
Ohio	2.6%	82.5%	65.2%	17.3%
Oklahoma	4.1%	85.6%	69.0%	16.6%
Oregon	4.4%	80.9%	60.0%	20.9%
Pennsylvania	3.5%	87.1%	68.6%	18.5%
Rhode Island	10.7%	85.7%	69.0%	16.7%
South Carolina	5.2%	81.2%	79.3%	1.9%
South Dakota	2.2%	84.4%	73.0%	11.4%
Tennessee	3.7%	91.2%	72.0%	19.2%
Texas	10.7%	91.4%	78.0%	13.4%
Utah	5.2%	88.2%	73.0%	
Vermont	2.1%	85.0%	63.0%	22.0%
Virginia	8.3%	90.3%	56.0%	34.3%
Washington	7.2%	82.5%	62.6%	19.9%
West Virginia	0.6%	91.3%	92.0%	-0.7%
Wisconsin	3.5%	90.6%	75.0%	15.6%
Wyoming	2.8%	82.5%	67.0%	15.5%

Note. Total Cohort Size (N) = the sum of all students in the 9th grade cohort in the district level ACGR file listed below. Percent of Limited English Proficient Students within the Cohort (%) = the number of LEP students divided by the total cohort size within each state. Estimated Non-LEP ACGR (%) = the estimated graduates from all students minus LEP graduates divided by the estimated total cohort of all students minus LEP within the cohort (i.e., using state level ACGRs). LEP ACGR (%) = the actual state level ACGR from 2018–19. Gap between Non-LEP and LEP 2019 ACGR (Percentage Points) = the estimated non-LEP ACGR minus the LEP ACGR.

Sources: U.S. Department of Education through provisional data file of SY2018–19 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Appendix H. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2018–19

State	All Students (N)	American Indian/Alaska Native (N)	Asian/ Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	English Learners (N)
Alabama	—	—	—	35	—	—	—	1,006	581	120
Alaska	936	485	30	34	65	200	132	360	640	149
Arizona	10,800	932	—	833	6,172	2,531	342	1,743	5,146	844
Arkansas	876	29	9	505	233	90	23	319	1,274	219
California	27,189	426	—	3,836	20,840	1,866	2,591	12,957	30,341	15,530
Colorado	5,950	134	23	478	3,565	1,481	227	2,143	6,015	1,948
Connecticut	632	—	—	577	930	—	22	1,557	1,918	482
Delaware	96	3	—	60	57	—	2	253	192	68
Florida	5,925	102	—	3,794	2,643	—	99	2,064	7,817	3,157
Georgia	10,807	34	—	5,306	2,751	2,405	315	4,170	9,648	1,948
Hawaii	597		419	25	19	119		373	678	212
Idaho	2,147	61	17	55	654	1,309	59	831	2,182	378
Illinois	5,499	41	—	3,186	2,841	—	131	3,356	7,205	1,185
Indiana	2,234	13	—	1,232	548	337	232	1,843	2,224	289
Iowa	—	15	—	152	193	—	21	610	776	169
Kansas	1,024	47	—	247	460	169	122	546	1,825	317
Kentucky	—	—	—	383	177	—	13	675	577	225
Louisiana	5,271	7	9	3,489	748	971	48	1,278	5,315	701
Maine	373	14	—	49	24	282	21	482	782	52
Maryland	1,989	14	—	1,259	1,868	—	—	1,448	2,496	1,472
Massachusetts	1,501	12	—	725	2,191	—	43	2,383	3,272	1,866
Michigan	10,402	165	—	4,178	1,170	4,364	519	4,522	10,678	898
Minnesota	4,304	473	123	1,511	1,185	610	392	2,864	5,601	1,338
Mississippi	1,697	6	—	1,353	77	245	15	1,727	1,714	87
Missouri	199	15	—	987	147	—	19	1,007	2,093	196
Montana	353	251	—	13	29	34	21	157	592	104
Nebraska	371	63	39	185	405	—	54	576	798	392
Nevada	2,174	56	—	726	1,071	327	80	890	2,213	697
New Hampshire	224		—	46	106	61	12	423	545	102
New Jersey	—	—	—	1,140	1,499	—	—	1,723	2,144	805
New Mexico	3,888	565	19	139	2,458	696		948	3,328	1,366
New York	15,150	262	60	5,983	8,739	—	202	10,548	14,999	6,182
North Carolina	4,268	137	—	1,986	1,709	245	291	3,104	3,889	1,271
North Dakota	130	138	7	35	58	—		155	284	40
Ohio	11,021	38	—	4,416	1,138	4,713	778	9,408	10,915	892
Oklahoma	2,508	371	39	425	639	927	123	727	2,745	426
Oregon	4,616	154	—	234	1,416	2,528	272	1,747	4,122	605
Pennsylvania	4,844	22	—	2,969	2,219	—	353	4,542	5,556	1,037
Rhode Island	688	15	7	91	418	117	36	469	829	253
South Carolina	5,350	80	—	2,990	499	1,835		2,816	1,620	336
South Dakota	550	374	—	33	71	21	38	105	343	35
Tennessee	—	—	—	933	373	—		1,533	1,588	482
Texas	—	43	—	1,859	3,547	—	—	3,816	5,750	4,900
Utah	1,252	63	33	115	885	107	36	844	1,727	428
Vermont	319		9	24	17	218	35	195	367	33
Virginia	2,464	8	—	1,297	2,533	—	—	3,247	3,683	2,774
Washington	7,485	302	108	631	2,608	3,368	498	2,907	7,552	1,660
West Virginia	—	3	—	21	—	—	15	378	173	—
Wisconsin	—	82	—	1,128	520	—	76	1,545	2,137	342
Wyoming	548	61	2	10	123	340	11	286	546	45
Totals	**160,603**	**6,099**	**—**	**61,270**	**81,398**	**11,282**		**102,587**	**187,873**	**59,121**

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2018–19. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2018–19 state level ACGR file (i.e., for the state level cohort sizes) and the 2018–19 graduation rates. The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino." (California is the only state currently using the major racial and ethnic group "Filipino.")

Source: U.S. Department of Education (2021). Provisional data file: SY2018–19 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Appendix I. Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2018-19

State	Cohort Year: 2018–19
All Students (N)	160,603
American Indian/Alaska Native (N)	6,099
Asian/Pacific Islander (N)	—
Black (N)	61,270
Hispanic (N)	81,398
White (N)	11,282
Two or More Identities (N)	
Students with Disabilities (N)	102,587
Low-Income (N)	187,873
Limited English Proficiency (N)	59,121

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2018-19. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2018-19 state level ACGR file (i.e., for the state level cohort sizes) and the 2018-19 graduation rates. The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian," "Native Hawaiian/Other Pacific Islander or Pacific Islander," and "Filipino." (California is the only state currently using the major racial and ethnic group "Filipino.")

Source: U.S. Department of Education (2021). Provisional data file: SY2018-19 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Appendix J. Number of Low-Graduation Rate High Schools (100 or more students) with ACGR of 67 Percent or Below, by State and Type, 2018–19

State	Number of Low-Graduation Rate High Schools	# Regular	# Special Education	# Vocational	# Alternative	% Regular	% Special Education	% Vocational	% Alternative
Alabama	2	1	1	0	0	50%	50%	0%	0%
Alaska	21	18	0	0	3	86%	0%	0%	14%
Arizona	89	77	0	3	9	87%	0%	3%	10%
Arkansas	13	13	0	0	0	100%	0%	0%	0%
California	381	136	40	0	205	36%	10%	0%	54%
Colorado	79	25	2	1	51	32%	3%	1%	65%
Connecticut	5	5	0	0	0	100%	0%	0%	0%
Delaware	5	0	4	0	1	0%	80%	0%	20%
District of Columbia	11	9	0	0	2	82%	0%	0%	18%
Florida	111	5	18	0	88	5%	16%	0%	79%
Georgia	36	29	1	0	6	81%	3%	0%	17%
Hawaii	3	3	0	0	0	100%	0%	0%	0%
Idaho	33	8	0	0	25	24%	0%	0%	76%
Illinois									
Indiana	39	38	0	0	1	97%	0%	0%	3%
Iowa	9	2	1	0	6	22%	11%	0%	67%
Kansas	8	8	0	0	0	100%	0%	0%	0%
Kentucky	11	0	1	0	10	0%	9%	0%	91%
Louisiana	39	38	0	0	1	97%	0%	0%	3%
Maine	3	3	0	0	0	100%	0%	0%	0%
Maryland	27	15	3	2	7	56%	11%	7%	26%
Massachusetts	20	15	0	1	4	75%	0%	5%	20%
Michigan	166	33	33	0	100	20%	20%	0%	60%
Minnesota	57	26	6	0	25	46%	11%	0%	44%
Mississippi	8	8	0	0	0	100%	0%	0%	0%
Missouri	12	11	0	1	0	92%	0%	8%	0%
Montana	5	5	0	0	0	100%	0%	0%	0%
Nebraska	0	0	0	0	0				
Nevada	13	4	4	0	5	31%	31%	0%	38%
New Hampshire	2	2	0	0	0	100%	0%	0%	0%
New Jersey	9	9	0	0	0	100%	0%	0%	0%
New Mexico	38	30	0	0	8	79%	0%	0%	21%
New York	134	124	2	8	0	93%	1%	6%	0%
North Carolina	34	11	7	0	16	32%	21%	0%	47%
North Dakota	3	3	0	0	0	100%	0%	0%	0%
Ohio	101	92	7	2	0	91%	7%	2%	0%
Oklahoma	17	17	0	0	0	100%	0%	0%	0%
Oregon	29	16	0	0	13	55%	0%	0%	45%
Pennsylvania	41	39	1	1	0	95%	2%	2%	0%
Rhode Island	4	4	0	0	0	100%	0%	0%	0%
South Carolina	13	11	1	0	1	85%	8%	0%	8%
South Dakota	3	3	0	0	0	100%	0%	0%	0%
Tennessee	101	92	7	2	0	91%	7%	2%	0%
Texas	17	17	0	0	0	100%	0%	0%	0%
Utah	29	16	0	0	13	55%	0%	0%	45%
Vermont	41	39	1	1	0	95%	2%	2%	0%
Virginia	4	4	0	0	0	100%	0%	0%	0%
Washington	13	11	1	0	1	85%	8%	0%	8%
West Virginia	1	1	0	0	0	100%	0%	0%	0%
Wisconsin	14	13	1	0	0	93%	7%	0%	0%
Wyoming	88	6	1	0	81	7%	1%	0%	92%
Total	**1864**	**959**	**135**	**19**	**751**	**51%**	**7%**	**1%**	**40%**

Appendix K. Low-Graduation High Schools (ACGR less than or equal to 67% and enrollment greater than 100) and Number of Non-Graduates, by State and Locale, 2018–19

	All Schools		City		Suburb		Town		Rural	
State	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates	# of Schools	# of Non-Graduates
Alabama	2	66	2	66	0	0	0	0	0	0
Alaska	21	646	5	144	2	158	1	10	13	334
Arizona	89	9,858	58	5,791	17	3,419	11	519	3	129
Arkansas	13	423	7	361	3	40	0	0	3	22
California	381	35,507	196	18,731	148	14,576	15	1,371	22	829
Colorado	79	5,801	47	3,668	23	1,643	4	213	5	277
Connecticut	5	232	4	216	1	16	0	0	0	0
Delaware	5	58	0	0	4	50	1	8	0	0
District of Columbia	11	544	11	544	0	0	0	0	0	0
Florida	111	8,691	45	3,391	51	4,888	6	138	9	274
Georgia	36	6,861	9	737	21	3,419	3	560	3	2,145
Hawaii	3	79	1	60	1	5	0	0	1	14
Idaho	33	2,030	7	640	14	887	10	416	2	87
Illinois										
Indiana	39	3,847	27	3,295	6	328	3	146	3	78
Iowa	9	467	7	367	0	0	1	84	1	16
Kansas	8	548	3	258	0	0	1	12	4	278
Kentucky	11	662	9	624	1	22	1	16	0	0
Louisiana	39	2,618	24	2,048	5	273	4	204	6	93
Maine	3	105	1	47	0	0	1	37	1	21
Maryland	27	1,996	18	1,193	8	796	0	0	1	7
Massachusetts	20	1,490	10	713	9	701	1	76	0	0
Michigan	166	5,342	45	1,648	72	2,256	16	508	33	930
Minnesota	57	2,550	22	995	19	955	8	204	8	396
Mississippi	8	260	2	161	1	5	4	85	1	9
Missouri	12	634	10	595	2	39	0	0	0	0
Montana	5	145	0	0	0	0	1	20	4	125
Nebraska	0	0	0	0	0	0	0	0	0	0
Nevada	13	949	7	325	3	487	1	37	2	100
New Hampshire	2	121	1	81	1	40	0	0	0	0
New Jersey	9	891	8	874	1	17	0	0	0	0
New Mexico	38	1,700	22	1,003	7	417	5	133	4	147
New York	134	8,289	124	7,344	9	826	1	119	0	0
North Carolina	34	2,176	21	1,635	7	444	3	55	3	42
North Dakota	3	154	2	134	0	0	0	0	1	20
Ohio	101	7,960	76	4,714	13	1,799	8	1,363	4	84
Oklahoma	17	2,437	9	1,908	3	224	2	165	3	140
Oregon	29	2,108	8	592	6	369	10	645	5	502
Pennsylvania	41	4,789	30	2,767	8	1,031	2	973	1	18
Rhode Island	4	325	4	325	0	0	0	0	0	0
South Carolina	13	1,497	7	1,240	4	190	1	48	1	19
South Dakota	2	96	1	74	0	0	0	0	1	22
Tennessee	14	919	12	862	1	47	1	10	0	0
Texas	88	7,113	66	5,716	17	1,245	2	47	3	105
Utah	20	1,311	9	538	8	614	1	23	2	136
Vermont	1	24	0	0	1	24	0	0	0	0
Virginia	8	1,011	3	409	5	602	0	0	0	0
Washington	65	4,979	25	2,158	24	1,516	9	994	7	311
West Virginia	1	53	1	53	0	0	0	0	0	0
Wisconsin	24	1,387	19	1,170	3	183	1	21	1	13
Wyoming	10	332	2	94	0	0	4	130	4	108

Appendix L. Low-Graduation Rate High Schools, by Type and State, 2018-19 *(continues on next page)*

		All Schools		Regular or Vocational Schools that have ACGR<=67% , are not Virtual and have >=100 Students			Regular or Vocational Schools that have ACGR>67% but Promoting Power<=60%, are not Virtual and have >=100 Students		
State	2019 ACGR	Total # of Schools reporting ACGR	Total # of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	91.7%	368	4,310	1	44	1%	5	136	3%
Alaska	80.4%	162	1,808	14	308	17%	15	44	2%
Arizona	77.8%	554	18,337	66	5,401	29%	20	141	1%
Arkansas	87.6%	302	4,445	12	348	8%	8	86	2%
California	84.5%	2,338	71,678	95	16,493	23%	29	795	1%
Colorado	81.1%	458	12,257	20	900	7%	21	269	2%
Connecticut	88.5%	211	2,785	5	232	8%	5	89	3%
Delaware	89.0%	49	1,048	0	0	0%	6	188	18%
District of Columbia	68.9%	35	978	9	475	49%	7	180	18%
Florida	87.2%	844	25,365	1	17	0%	26	391	2%
Georgia	82.0%	463	21,837	26	5,059	23%	42	1,855	8%
Hawaii	85.2%	60	1,831	3	79	4%	6	163	9%
Idaho	80.8%	211	4,461	2	128	3%	8	45	1%
Illinois	86.2%								
Indiana	87.2%	400	9,880	30	1,964	20%	5	34	0%
Iowa	91.6%	337	3,049	1	84	3%	1	15	0%
Kansas	87.2%	347	4,623	3	142	3%	8	304	7%
Kentucky	90.6%	316	4,487	0	0	0%	5	131	3%
Louisiana	80.1%	350	8,820	35	2,299	26%	24	791	9%
Maine	87.4%	122	1,743	1	21	1%	0	0	0%
Maryland	86.9%	241	8,311	17	1,245	15%	6	286	3%
Massachusetts	88.0%	386	7,464	14	950	13%	15	209	3%
Michigan	81.4%	1,003	14,975	23	766	5%	30	590	4%
Minnesota	83.7%	630	9,948	17	550	6%	4	82	1%
Mississippi	85.0%	239	4,889	8	260	5%	9	165	3%
Missouri	89.7%	530	5,770	12	634	11%	8	126	2%
Montana	86.6%	144	1,474	5	145	10%	3	26	2%
Nebraska	88.4%	263	3,012	0	0	0%	0	0	0%
Nevada	84.1%	160	5,817	3	76	1%	3	9	0%
New Hampshire	88.4%	92	1,575	1	81	5%	4	40	3%
New Jersey	90.6%	416	9,402	9	891	9%	8	252	3%
New Mexico	75.1%	206	5,919	27	1,241	21%	13	314	5%
New York	82.8%	1,225	28,480	132	8,259	29%	86	2,519	9%
North Carolina	86.5%	618	17,204	8	542	3%	23	737	4%
North Dakota	88.3%	151	1,025	3	154	15%	2	14	1%
Ohio	82.0%	854	21,846	82	5,185	24%	87	1,530	7%
Oklahoma	84.9%	464	7,524	13	1,059	14%	6	144	2%
Oregon	80.0%	311	8,084	9	337	4%	6	26	0%
Pennsylvania	86.5%	690	16,602	29	2,065	12%	14	763	5%
Rhode Island	83.9%	61	1,457	4	325	22%	2	29	2%
South Carolina	81.1%	239	9,605	7	340	4%	22	786	8%
South Dakota	84.1%	159	1,370	1	22	2%	2	99	7%
Tennessee	90.5%	370	6,650	12	864	13%	10	176	3%
Texas	90.0%	1,713	34,594	5	401	1%	70	2,600	8%
Utah	87.4%	194	5,584	4	135	2%	6	34	1%
Vermont	84.5%	57	727	1	24	3%	4	37	5%
Virginia	87.5%	326	12,196	3	426	3%	7	542	4%
Washington	81.1%	561	14,983	8	333	2%	3	23	0%
West Virginia	91.3%	115	1,677	1	53	3%	2	12	1%
Wisconsin	90.1%	538	6,608	10	710	11%	8	280	4%
Wyoming	82.1%	87	1,247	10	332	27%	1	7	1%
US Totals	**85.8%**	**20,970**	**479,761**	**802**	**62,399**	**13%**	**705**	**18,114**	**4%**

Appendix L. Low-Graduation Rate High Schools, by Type and State, 2018-19 (continued)

State	2019 ACGR	Regular or Vocational Schools that have ACGR>67% and Promoting Power>60% but ACGR<84.1%, are not Virtual and have >=100 Students			Regular or Vocational Schools that have ACGR>=84.1% and Promoting Power>60%, are not Virtual and have >=100 Students			Alternative Schools that are not Virtual and have >=100 Students		
		# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	91.7%	17	687	16%	333	3,328	77%	1	3	0%
Alaska	80.4%	35	340	19%	38	417	23%	6	208	12%
Arizona	77.8%	46	2,343	13%	227	4,053	22%	10	738	4%
Arkansas	87.6%	35	1,120	25%	183	1,692	38%	1	29	1%
California	84.5%	82	4,330	6%	948	20,603	29%	353	17,223	24%
Colorado	81.1%	65	2,290	19%	205	3,005	25%	58	3,978	32%
Connecticut	88.5%	17	711	26%	178	1,721	62%	0	0	0%
Delaware	89.0%	7	307	29%	29	477	46%	1	16	2%
District of Columbia	68.9%	7	186	19%	10	68	7%	5	69	7%
Florida	87.2%	55	3,551	14%	451	10,878	43%	114	8,475	33%
Georgia	82.0%	73	5,147	24%	274	7,417	34%	8	751	3%
Hawaii	85.2%	14	704	38%	32	829	45%	0	0	0%
Idaho	80.8%	31	777	17%	102	1,213	27%	23	1,081	24%
Illinois	86.2%									
Indiana	87.2%	28	1,266	13%	315	4,404	45%	1	6	0%
Iowa	91.6%	9	423	14%	287	1,894	62%	7	357	12%
Kansas	87.2%	34	1,395	30%	222	2,016	44%	0	0	0%
Kentucky	90.6%	8	364	8%	210	2,218	49%	14	449	10%
Louisiana	80.1%	67	2,747	31%	181	1,995	23%	2	75	1%
Maine	87.4%	30	755	43%	75	801	46%	0	0	0%
Maryland	86.9%	42	2,776	33%	144	2,938	35%	8	704	8%
Massachusetts	88.0%	44	2,345	31%	272	2,985	40%	9	263	4%
Michigan	81.4%	82	1,666	11%	502	5,301	35%	97	2,628	18%
Minnesota	83.7%	36	1,204	12%	327	3,594	36%	30	1,392	14%
Mississippi	85.0%	69	2,157	44%	142	2,116	43%	0	0	0%
Missouri	89.7%	27	1,017	18%	410	3,631	63%	1	21	0%
Montana	86.6%	11	424	29%	60	717	49%	0	0	0%
Nebraska	88.4%	23	1,444	48%	171	1,258	42%	0	0	0%
Nevada	84.1%	10	202	3%	82	2,140	37%	9	652	11%
New Hampshire	88.4%	10	353	22%	55	680	43%	0	0	0%
New Jersey	90.6%	40	2,789	30%	343	5,193	55%	0	0	0%
New Mexico	75.1%	54	2,566	43%	43	834	14%	10	188	3%
New York	82.8%	203	8,570	30%	781	8,900	31%	5	10	0%
North Carolina	86.5%	103	5,240	30%	321	7,505	44%	17	1,266	7%
North Dakota	88.3%	12	208	20%	63	354	35%	0	0	0%
Ohio	82.0%	119	4,384	20%	504	7,149	33%	0	0	0%
Oklahoma	84.9%	55	1,543	21%	231	2,641	35%	0	0	0%
Oregon	80.0%	77	2,822	35%	143	2,424	30%	12	866	11%
Pennsylvania	86.5%	67	3,146	19%	531	6,633	40%	0	0	0%
Rhode Island	83.9%	8	374	26%	42	674	46%	0	0	0%
South Carolina	81.1%	68	3,491	36%	112	3,144	33%	1	531	6%
South Dakota	84.1%	6	262	19%	59	475	35%	1	74	5%
Tennessee	90.5%	28	1,362	20%	284	3,782	57%	0	0	0%
Texas	90.0%	119	4,093	12%	1,214	17,990	52%	152	6,998	20%
Utah	87.4%	19	1,199	21%	116	2,355	42%	18	1,315	24%
Vermont	84.5%	10	289	40%	21	185	25%	0	0	0%
Virginia	87.5%	57	3,977	33%	248	6,561	54%	5	585	5%
Washington	81.1%	60	2,217	15%	234	4,884	33%	84	3,725	25%
West Virginia	91.3%	9	355	21%	102	1,254	75%	0	0	0%
Wisconsin	90.1%	18	669	10%	378	3,263	49%	14	568	9%
Wyoming	82.1%	12	307	25%	36	370	30%	0	0	0%
US Totals	**85.8%**	**2,158**	**92,894**	**19%**	**12,271**	**180,959**	**38%**	**1,077**	**55,244**	**12%**

Appendix L. Low-Graduation Rate High Schools, by Type and State, 2018-19 *(continued)*

		Schools with <100 students			Special Education Schools that are not Virtual and have >=100 Students			Schools with <100 students		
State	2019 ACGR	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates	# of Schools	# of Non-Graduates	% of Non-Graduates
Alabama	91.7%	5	42	1%	4	22	1%	9	46	1%
Alaska	80.4%	16	217	12%	1	0	0%	114	240	13%
Arizona	77.8%	18	3,722	20%	3	6	0%	323	1837	10%
Arkansas	87.6%	2	77	2%	0	0	0%	19	100	2%
California	84.5%	93	3,859	5%	50	849	1%	620	5096	7%
Colorado	81.1%	30	1,263	10%	2	24	0%	86	526	4%
Connecticut	88.5%	0	0	0%	0	0	0%	6	32	1%
Delaware	89.0%	0	0	0%	8	44	4%	4	16	2%
District of Columbia	68.9%	0	0	0%	0	0	0%	0	0	0%
Florida	87.2%	23	250	1%	52	288	1%	297	1423	6%
Georgia	82.0%	3	1,060	5%	1	10	0%	49	416	2%
Hawaii	85.2%	1	2	0%	0	0	0%	6	54	3%
Idaho	80.8%	12	889	20%	0	0	0%	32	258	6%
Illinois	86.2%									
Indiana	87.2%	8	1,877	19%	1	0	0%	8	64	1%
Iowa	91.6%	2	42	1%	1	10	0%	21	96	3%
Kansas	87.2%	8	442	10%	0	0	0%	83	303	7%
Kentucky	90.6%	4	373	8%	2	8	0%	98	523	12%
Louisiana	80.1%	4	253	3%	3	10	0%	39	508	6%
Maine	87.4%	2	84	5%	0	0	0%	10	30	2%
Maryland	86.9%	0	0	0%	10	47	1%	38	306	4%
Massachusetts	88.0%	2	348	5%	0	0	0%	40	364	5%
Michigan	81.4%	52	1,932	13%	41	365	2%	274	1637	11%
Minnesota	83.7%	11	690	7%	7	62	1%	290	2114	21%
Mississippi	85.0%	0	0	0%	0	0	0%	7	25	1%
Missouri	89.7%	0	0	0%	0	0	0%	136	237	4%
Montana	86.6%	0	0	0%	0	0	0%	89	162	11%
Nebraska	88.4%	0	0	0%	0	0	0%	72	305	10%
Nevada	84.1%	4	361	6%	4	38	1%	47	2319	40%
New Hampshire	88.4%	1	40	3%	0	0	0%	13	80	5%
New Jersey	90.6%	0	0	0%	0	0	0%	10	98	1%
New Mexico	75.1%	4	275	5%	1	2	0%	56	271	5%
New York	82.8%	0	0	0%	5	38	0%	23	176	1%
North Carolina	86.5%	6	278	2%	9	115	1%	50	1118	6%
North Dakota	88.3%	0	0	0%	0	0	0%	82	265	26%
Ohio	82.0%	13	2,764	13%	15	193	1%	44	563	3%
Oklahoma	84.9%	4	1,378	18%	0	0	0%	142	421	6%
Oregon	80.0%	18	965	12%	0	0	0%	61	644	8%
Pennsylvania	86.5%	13	2,861	17%	2	21	0%	13	86	1%
Rhode Island	83.9%	1	2	0%	0	0	0%	5	38	3%
South Carolina	81.1%	5	832	9%	1	19	0%	14	240	2%
South Dakota	84.1%	1	0	0%	0	0	0%	103	438	32%
Tennessee	90.5%	3	47	1%	5	10	0%	28	326	5%
Texas	90.0%	4	744	2%	1	19	0%	200	1368	4%
Utah	87.4%	9	274	5%	0	0	0%	18	229	4%
Vermont	84.5%	0	0	0%	0	0	0%	0	0	0%
Virginia	87.5%	0	0	0%	0	0	0%	7	19	0%
Washington	81.1%	12	1,145	8%	9	6	0%	209	2136	14%
West Virginia	91.3%	0	0	0%	0	0	0%	2	3	0%
Wisconsin	90.1%	16	357	5%	0	0	0%	125	631	10%
Wyoming	82.1%	0	0	0%	0	0	0%	30	158	13%
US Totals	**85.8%**	**410**	**29,745**	**6%**	**238**	**2,206**	**0%**	**4,052**	**28,345**	**6%**

Appendix M. Secondary School Improvement Index

State	Total Gain	Index Score	ACGR growth	AP growth	Read Growth	Math Growth	ACGR, 2010–11	ACGR, 2018–19	ACGR gain, 2011–19
Alabama	25	3.0	1.0	1.0	0.0	1.0	72.0	91.7	19.7
Alaska	1	2.0	1.0	1.0	0.0	0.0	68.0	80.4	12.4
Arizona	5	1.0	0.0	1.0	0.0	0.0	78.0	77.8	-0.2
Arkansas	11	3.0	1.0	1.0	1.0	0.0	81.0	87.6	6.6
California	27	4.0	1.0	1.0	1.0	1.0	76.0	83.0	7.0
Colorado	10	2.0	1.0	1.0	0.0	0.0	74.0	84.5	10.5
Connecticut	11	3.0	1.0	1.0	0.0	1.0	83.0	88.5	5.5
Delaware	11	2.0	1.0	1.0	0.0	0.0	78.0	89.0	11.0
District of Columbia	33	4.0	1.0	1.0	1.0	1.0	59.0	68.9	9.9
Florida	32	4.0	1.0	1.0	1.0	1.0	71.0	87.2	16.2
Georgia	7	4.0	1.0	1.0	1.0	1.0	67.0	82.0	15.0
Hawaii	14	3.0	1.0	1.0	1.0	0.0	80.0	85.2	5.2
Idaho*	8	3.0	1.0	1.0	1.0	0.0	77.3	80.8	3.5
Illinois	15	4.0	1.0	1.0	1.0	1.0	84.0	86.2	2.2
Indiana	16	4.0	1.0	1.0	1.0	1.0	86.0	87.2	1.2
Iowa	6	2.0	1.0	1.0	0.0	0.0	88.0	91.6	3.6
Kansas	-6	2.0	1.0	1.0	0.0	0.0	83.0	87.2	4.2
Kentucky*	5	2.0	1.0	1.0	0.0	0.0	86.1	90.6	4.5
Louisiana	20	3.0	1.0	1.0	1.0	0.0	71.0	80.1	9.1
Maine	-1	1.0	1.0	0.0	0.0	0.0	84.0	87.4	3.4
Maryland	-2	2.0	1.0	1.0	0.0	0.0	83.0	86.9	3.9
Massachusetts	10	2.0	1.0	1.0	0.0	0.0	83.0	88.0	5.0
Michigan	12	2.0	1.0	1.0	0.0	0.0	74.0	81.4	7.4
Minnesota	3	2.0	1.0	1.0	0.0	0.0	77.0	83.7	6.7
Mississippi	22	4.0	1.0	1.0	1.0	1.0	75.0	85.0	10.0
Missouri	12	2.0	1.0	1.0	0.0	0.0	81.0	89.7	8.7
Montana	-11	1.0	1.0	0.0	0.0	0.0	82.0	86.6	4.6
National Average	12	2.0	1.0	1.0	0.0	0.0	79.0	85.8	6.8
Nebraska	10	3.0	1.0	1.0	0.0	1.0	86.0	88.4	2.4
Nevada	32	3.0	1.0	1.0	1.0	0.0	62.0	84.1	22.1
New Hampshire	-2	2.0	1.0	1.0	0.0	0.0	86.0	88.4	2.4
New Jersey	12	2.0	1.0	1.0	0.0	0.0	83.0	90.6	7.6
New Mexico	14	3.0	1.0	1.0	1.0	0.0	63.0	75.1	12.1
New York	13	3.0	1.0	1.0	0.0	1.0	77.0	82.8	5.8
North Carolina	15	3.0	1.0	1.0	1.0	0.0	78.0	86.5	8.5
North Dakota	-1	2.0	1.0	1.0	0.0	0.0	86.0	88.3	2.3
Ohio	8	3.0	1.0	1.0	1.0	0.0	80.0	82.0	2.0
Oklahoma*	0	1.0	0.0	1.0	0.0	0.0	84.8	84.9	0.1
Oregon	17	3.0	1.0	1.0	1.0	0.0	68.0	80.0	12.0
Pennsylvania	7	2.0	1.0	1.0	0.0	0.0	83.0	86.5	3.5
Rhode Island	14	3.0	1.0	1.0	1.0	0.0	77.0	83.9	6.9
South Carolina	13	3.0	1.0	1.0	1.0	0.0	74.0	81.1	7.1
South Dakota	-4	2.0	1.0	1.0	0.0	0.0	83.0	84.1	1.1
Tennessee	22	4.0	1.0	1.0	1.0	1.0	86.0	90.5	4.5
Texas	-1	2.0	1.0	1.0	0.0	0.0	86.0	90.0	4.0
Utah	19	4.0	1.0	1.0	1.0	1.0	76.0	87.4	11.4
Vermont	-9	1.0	0.0	1.0	0.0	0.0	87.0	84.5	-2.5
Virginia	5	2.0	1.0	1.0	0.0	0.0	82.0	87.5	5.5
Washington	12	3.0	1.0	1.0	1.0	0.0	76.0	81.1	5.1
West Virginia	20	4.0	1.0	1.0	1.0	1.0	78.0	91.3	13.3
Wisconsin	15	3.0	1.0	1.0	1.0	0.0	87.0	90.1	3.1
Wyoming	1	2.0	1.0	1.0	0.0	0.0	80.0	82.1	2.1

Appendix M. Secondary School Improvement Index (continued)

State	Percent of Students Receiving a 3 or Higher on an AP Exam, 2010-11	Percent of Students Receiving a 3 or Higher on an AP Exam, 2018-19	AP Gain, 2011-19	Percent of Students Proficient or Advanced on 8th Grade Reading NAEP, 2010-11	Percent of Students Proficient or Advanced on 8th Grade Reading NAEP, 2019	Reading NAEP Growth, 2011-18
Alabama	8.4	14.4	6.0	25.6	24.0	-1.6
Alaska	12.5	14.8	2.3	31.0	23.0	-8.0
Arizona	11.9	17.8	5.9	28.2	28.0	-0.2
Arkansas	13.6	18.0	4.4	27.8	30.0	2.2
California	22.0	32.1	10.1	23.7	30.0	6.3
Colorado	21.3	29.2	7.9	40.3	38.0	-2.3
Connecticut	23.9	32.5	8.6	44.7	41.0	-3.7
Delaware	14.6	19.4	4.8	32.7	31.0	-1.7
District of Columbia	9.3	19.7	10.4	16.1	23.0	6.9
Florida	23.6	32.3	8.7	29.8	34.0	4.2
Georgia	17.8	2.2	-15.6	27.6	32.0	4.4
Hawaii	9.9	17.9	8.0	26.0	29.0	3.0
Idaho*	11.9	12.9	1.0	33.9	37.0	3.1
Illinois	18.1	28.4	10.3	33.9	35.0	1.1
Indiana	13.3	20.0	6.7	31.8	37.0	5.2
Iowa	10.0	13.2	3.2	32.7	33.0	0.3
Kansas	9.4	10.5	1.1	35.5	32.0	-3.5
Kentucky*	12.5	18.1	5.6	36.3	33.0	-3.3
Louisiana	4.1	9.4	5.3	22.2	27.0	4.8
Maine	20.2	23.5	3.3	38.5	36.0	-2.5
Maryland	26.5	31.5	5.0	39.9	36.0	-3.9
Massachusetts	23.4	33.8	10.4	46.1	45.0	-1.1
Michigan	15.7	21.3	5.6	32.1	31.0	-1.1
Minnesota	17.7	23.1	5.4	39.3	34.0	-5.3
Mississippi	4.2	7.4	3.2	21.0	25.0	4.0
Missouri	7.9	12.6	4.7	35.2	33.0	-2.2
Montana	12.3	13.8	1.5	41.5	34.0	-7.5
National Average	17.1	23.9	6.8	31.6	32.0	0.4
Nebraska	7.9	12.0	4.1	34.8	34.0	-0.8
Nevada	16.3	25.8	9.5	26.3	29.0	2.7
New Hampshire	16.9	20.7	3.8	39.6	38.0	-1.6
New Jersey	20.5	29.6	9.1	44.7	43.0	-1.7
New Mexico	10.1	13.4	3.3	22.1	23.0	0.9
New York	22.7	29.0	6.3	35.1	32.0	-3.1
North Carolina	17.3	21.4	4.1	31.1	33.0	1.9
North Dakota	7.8	12.6	4.8	34.1	32.0	-2.1
Ohio	12.4	18.3	5.9	36.9	38.0	1.1
Oklahoma*	10.3	11.9	1.6	26.7	26.0	-0.7
Oregon	13.6	19.4	5.8	32.7	34.0	1.3
Pennsylvania	13.5	19.8	6.3	38.0	35.0	-3.0
Rhode Island	12.0	22.3	10.3	33.4	35.0	1.6
South Carolina	14.4	20.3	5.9	26.6	29.0	2.4
South Dakota	11.8	12.9	1.1	35.3	32.0	-3.3
Tennessee	8.5	13.9	5.4	27.0	32.0	5.0
Texas	15.9	22.5	6.6	26.5	25.0	-1.5
Utah	22.2	25.5	3.3	35.4	38.0	2.6
Vermont	19.6	25.7	6.1	44.4	40.0	-4.4
Virginia	24.8	28.8	4.0	35.8	33.0	-2.8
Washington	17.9	24.1	6.2	37.0	38.0	1.0
West Virginia	8.6	12.0	3.4	24.1	25.0	0.9
Wisconsin	18.8	26.2	7.4	34.9	39.0	4.1
Wyoming	9.0	12.5	3.5	37.7	34.0	-3.7

Appendix M. Secondary School Improvement Index (continued)

State	Percent of Students Proficient or Advanced on 8th Grade Math NAEP, 2010-11	Percent of Students Proficient or Advanced on 8th Grade Math NAEP, 2019	Math NAEP Gain, 2011-18
Alabama	20.1	21.0	0.9
Alaska	35.2	29.0	-6.2
Arizona	31.5	31.0	-0.5
Arkansas	29.3	27.0	-2.3
California	25.3	29.0	3.7
Colorado	43.5	37.0	-6.5
Connecticut	38.1	39.0	0.9
Delaware	31.9	29.0	-2.9
District of Columbia	17.0	23.0	6.0
Florida	27.7	31.0	3.3
Georgia	27.8	31.0	3.2
Hawaii	30.0	28.0	-2.0
Idaho*	36.9	37.0	0.1
Illinois	32.8	34.0	1.2
Indiana	34.1	37.0	2.9
Iowa	33.6	33.0	-0.6
Kansas	40.8	33.0	-7.8
Kentucky*	30.7	29.0	-1.7
Louisiana	22.3	23.0	0.7
Maine	38.8	34.0	-4.8
Maryland	40.4	33.0	-7.4
Massachusetts	51.2	47.0	-4.2
Michigan	30.8	31.0	0.2
Minnesota	47.6	44.0	-3.6
Mississippi	19.3	24.0	4.7
Missouri	31.5	32.0	0.5
Montana	45.6	36.0	-9.6
National Average	35.0	33.0	-2.0
Nebraska	32.8	37.0	4.2
Nevada	28.6	26.0	-2.6
New Hampshire	43.6	37.0	-6.6
New Jersey	46.8	44.0	-2.8
New Mexico	23.8	21.0	-2.8
New York	30.0	34.0	4.0
North Carolina	37.0	37.0	0.0
North Dakota	42.6	37.0	-5.6
Ohio	38.9	38.0	-0.9
Oklahoma*	27.3	26.0	-1.3
Oregon	32.7	31.0	-1.7
Pennsylvania	38.9	39.0	0.1
Rhode Island	33.9	29.0	-4.9
South Carolina	31.8	29.0	-2.8
South Dakota	41.7	39.0	-2.7
Tennessee	23.9	31.0	7.1
Texas	40.0	30.0	-10.0
Utah	34.9	37.0	2.1
Vermont	46.0	38.0	-8.0
Virginia	39.7	38.0	-1.7
Washington	40.4	40.0	-0.4
West Virginia	21.3	24.0	2.7
Wisconsin	41.0	41.0	0.0
Wyoming	37.4	37.0	-0.4

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

Appendix N. State ESSA Plan's Graduation Rate Goals

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

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

State	2011 ACGR	2017 ACGR	ACGR Growth 2011-2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Michigan	74%	80.20%	6.20%	Y	94.44% by 2025	Yes (5- and 6-year rates)	Yes (96.49% 5-year rate by 2025; 97% 6-year rate by 2025)
Minnesota	77%	82.70%	5.70%	Y	90% by 2020	No	No
Mississippi	75%	83.00%	8.00%	Y	90% by 2025	No	No
Missouri	81%	88.30%	7.30%	Y	Cut failure to graduate rate (4-years) by half over 10 years; this translates to an annual improvement rate of one-half of one percentage point gain per year.	No	No
Montana	82%	85.80%	3.80%	Y	89.5% by 2022	No	No
Nebraska	86%	89.10%	3.10%	Y	94.4% by 2026	Yes (7-year rate)	Yes (96% 7-year rate by 2026)
Nevada	62%	80.90%	18.90%	Y	84% by 2022	Yes (5-year rate)	Yes (86% by 2022)
New Hampshire	86%	88.90%	2.90%	Y	93.96% by 2025	Yes (5-year rates)	No (Will use the 5-year rate as part of their graduation rate indicator)
New Jersey	83%	90.50%	7.50%	Y	95% by 2030	Yes (5-year rates)	Yes (96% by 2030)
New Mexico	63%	71.10%	8.10%	Y	84.5% by 2022	Yes (5- and 6-year rates)	Yes (88% 5-year rate by 2021; 90% 6-year rate by 2020)
New York	77%	81.80%	4.80%	Y	83.3% by 2022 (Will re-evaluate annually to reach ultimate end goal of 95%)	Yes (5-year rate)	Yes (85.6% by 2022; will re-evaluate annually to reach ultimate end goal of 96%)
North Carolina	78%	86.60%	8.60%	Y	95% by 2027	No (Reports 5-year rates but is not including them in their accountability plan)	No
North Dakota	86%	87.20%	1.20%	Y	90% by 2024	Yes (5- and 6-year rates)	Yes (92% 5-year rate by 2024; 93% 6-year rate by 2024)
Ohio	80%	84.20%	4.20%	Y	93% by 2026	Yes (5-year rate)	95% by 2026
Oklahoma	†	82.60%	†	Y	90% by 2025	Yes (5- and 6-year rates)	No (Will set goals moving forward)
Oregon	68%	76.70%	8.70%	Y	90% by 2025	Yes (5-year rate)	Yes (93% by 2025)
Pennsylvania	83%	86.60%	3.60%	Y	92.4% by 2030	Yes (5-year rate)	Yes (93.5% by 2030)
Rhode Island	77%	84.10%	7.10%	Y	95% by 2025	Yes (5- and 6-year rates)	No (Using an equally-weighted composite of 4-, 5-, and 6-year rates as grad rate indicator)
South Carolina	74%	83.60%	9.60%	Y	90% by 2035	No	No
South Dakota	83%	83.70%	0.70%	Y	100% by 2031	No	No
Tennessee	86%	89.80%	3.80%	Y	95% by 2025	No (will report ER grad rates publicy but not count towards accountability)	No
Texas	86%	89.70%	3.70%	Y	94% by 2032	Yes (5- and 6-year rates)	Yes (96% 5-year rate by 2031; 97% 6-year rate by 2030)
Utah	76%	86.00%	10.00%	Y	90.1% by 2022	No	No
Vermont	87%	89.10%	2.10%	Y	90% by 2025; 100% of schools will have a 90% graduation rate by 2025; grad rate indicator will be based on average of 4- and 6-year rate	Yes (6-year rate)	Yes (By 2025, 100% of schools will have 100% of students meet graduation proficiences within 6 years)

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

State	2011 ACGR	2017 ACGR	ACGR Growth 2011-2017	ESSA Plan Approved?	ESSA Long-Term Goal for All Students	Using Extended Year Grad Rates in Accountability Plan?	Set Long-Term Extended Year Grad Rate Goal(s) for All Students?
Virginia	82%	86.90%	4.90%	Y	84% by 2025	Yes (5- and 6-year rates)	Yes (85% 5-year rate by 2025; 86% 6-year rate by 2025)
Washington	76%	79.40%	3.40%	Y	90% by 2027	No	No (Will include upward adjustment for schools graduating relatively high percentages of students in extended timeframe; will report 5-, 6-, and 7-year grad rates on state report card)
West Virginia	78%	89.40%	11.40%	Y	95% by 2030	Yes (5-year rate)	No
Wisconsin	87%	88.60%	1.60%	Y	90.4% by 2023	Yes (7-year rate)	93.5% by 2023
Wyoming	80%	86.20%	6.20%	Y	88% within 15 years	No	No

Appendix O. State ESSA Student Subgroup Graduation Rate Goals

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

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

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

All baseline graduation rates reflect what is reported in the state's approved ESSA plans, as posted by the Department of Education.

DS = Data Suppressed

[1] In 2017, Arizona is changing their methodology for determining EL subgroup graduation from counting only students still considered to be EL in 12th grade to all students who were ever classified as EL during high school. Baseline and interim progress goals will be adjusted accordingly under new methodology.

[2] Florida's graduation rate goal for student subgroups is based on closing defined gaps between White and Hispanic students, White and Black students, White and Asian students, low-income and non-low-income students, students with disabilities and students w/o disabilities, and ELs and non-ELs.

[3] Washington's projected 2017 Graduation Rates are provided in their state plan, which are used here for the baseline subgroup grad rates

[4] California's subgroup goal for white students is based on increasing from the baseline.

[5] While New Hampshire is using the 2016-17 school year as their plans baseline, graduation rates for the 2014-15 and 2015-16 school year are used as graduation rate data are lagged. The 2015-16 baseline numbers from the approved New Hampshire plan are reflected in this appendix.

(6) New York also has an "end goal" of a 95% graduation for all student subgroups but no date by which to reach them.

(7) South Carolina has a goal of reducing the number of students who do not graduate within 4-years by 50 percent by 2026.

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