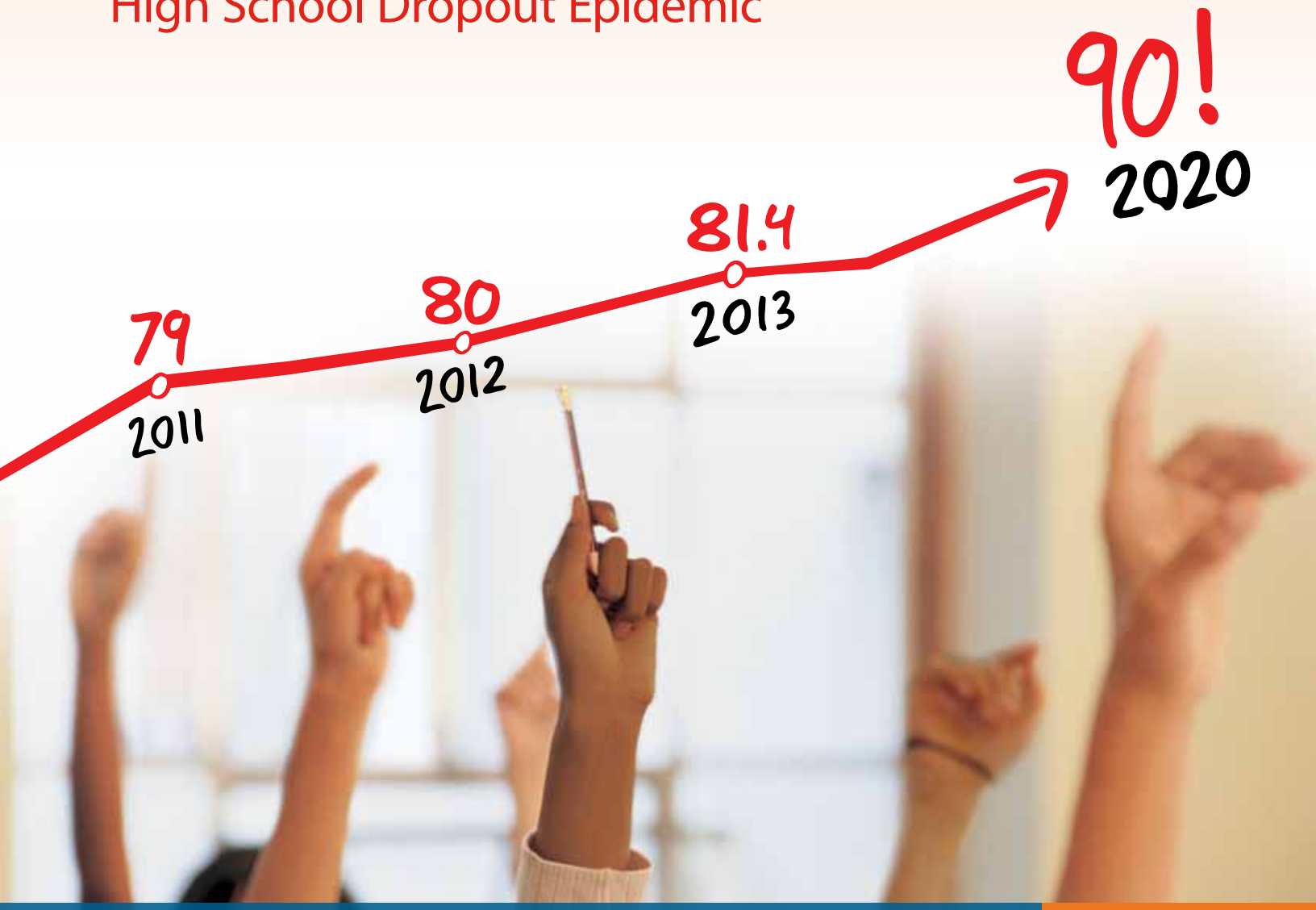
Building a Grad Nation

Progress and Challenge in Ending the High School Dropout Epidemic



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

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

Lead Sponsor: **AT&T** | Supporting Sponsor: **Target**

ANNUAL UPDATE
2015

Building a Grad Nation

Progress and Challenge in Ending the High School Dropout Epidemic

ANNUAL UPDATE
2015

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

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

Lead Sponsor:
AT&T

Supporting Sponsor:
Target

Written by:
Jennifer L. DePaoli
Joanna Hornig Fox
Erin S. Ingram
Mary Maushard
John M. Bridgeland
Robert Balfanz

Data analysis by:
Mark Pierson
Vaughan Byrnes

Table of Contents

Letter from General and Mrs. Powell 1

Foreword 3

Executive Summary 4

The National Picture 10

Driver 1: Low-Income Students 20

Driver 2: Minority Students 34

Driver 3: Special Education Students 46

Driver 4: Big Cities/Big Districts 54

Driver 5: Big States 64

The Quest to 90: Looking across the Five Drivers 70

A Tale of Two Students 71

Policy Recommendations 74

Acknowledgements 76

Appendices

- **Appendix A:** Number of High Schools by Different Levels of Promoting Power, 2002-2013 77
- **Appendix B:** Change of High Schools with Promoting Power of 60 Percent or Less by Locale, 2002-2013 78
- **Appendix C:** High Schools and Student Enrollment by Race/Ethnicity with an Adjusted Cohort Graduation Rate (ACGR, 2012) below 67 Percent 79
- **Appendix D:** Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13 81
- **Appendix E:** Adjusted Cohort Graduation Rate (ACGR) Gaps, by Subgroup and State, 2012-13 86
- **Appendix F:** Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2012-13 88
- **Appendix G:** Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2013 90
- **Appendix H:** Estimated Additional Graduates Needed by Class of 2020 to Reach 90 Percent, by State and Subgroup 94
- **Appendix I:** Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13 96
- **Appendix J:** Four or More Year Adjusted Cohort Graduation Rate (ACGR) Public Availability, by State, Classes of 2011-2014 114
- **Appendix K:** Four-Year Adjusted Cohort Graduation Rate (ACGR) Data Links, by State 116
- **Appendix L:** Frequently Used Terms and Definitions 118
- **Appendix M:** Graduation Rate FAQ 120
- **Appendix N:** GradNation Campaign Letter on ESEA Reauthorization 124
- **Appendix O:** Civic Marshall Plan Principles 126
- **Appendix P:** Key Programs of the GradNation Campaign 128

Tables

Table 1: ACGR Gap Changes between Groups, 2011-2013 ..... **13**
Table 2: Changes in the Adjusted Cohort Graduation Rate (ACGR) by Subgroup, 2011-2013..... **15**
Table 3: Adjusted Cohort Graduation Rate (ACGR) Change from 2010-11 to 2012-13, by State **17**
Table 4: Equity Path for Graduates Needed by Class of 2020 to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) per Subgroup..... **19**
Table 5: State ACGR Leaders and Laggards, Low-Income Students, 2012-13 ..... **21**
Table 6: 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 2011-2013 ..... **22**
Table 7a: State 2013 ACGR for Non-Low-Income Students **25**
Table 7b: State 2013 ACGR for Low-Income Students **26**
Table 8a: State ACGR Leaders, Hispanic/Latino Students, 2012-13 ..... **35**
Table 8b: State ACGR Laggards, Hispanic/Latino Students, 2012-13 ..... **36**
Table 9: States with Largest Numbers of Hispanic/Latino High School Students, 2012-13 ..... **37**
Table 10a: State ACGR Leaders, Black Students, 2012-13..... **37**
Table 10b: State ACGR Laggards, Black Students, 2012-13..... **37**
Table 11: States with Largest Numbers of Black High School Students, 2012-13..... **38**
Table 12: Adjusted Cohort Graduation Rate 2012-13 for Students with Disabilities (SWD) versus Non-SWD Students **49**
Table 13: Summary of the Top-500 School Districts in Terms of Total K-12 Enrollment, Average Adjusted Cohort Graduation Rate (ACGR) between 2011 and 2013 and Percent of Low-Income Students, 2011-2013 ..... **56**
Table 14: Largest School Districts with at Least 15,000 Students (i.e., Roughly 500), Adjusted Cohort Graduation Rate (ACGR) Gap Averages from 2011-2013, and Percent of Hispanic, Black, White, and Low-Income Students **58**
Table 15: Large Districts (greater than 15,000 K-12 enrollment) on the Move, and How They Will Influence State Rates **59**
Table 16: Top-10 States in Terms of High School Student Enrollment, 2012-13 ..... **65**

Figures

Figure 1: Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2002-2013 ..... **11**
Figure 2: ACGR Ranges by State, 2012-13..... **12**
Figure 3: Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010-11 to 2012-13..... **12**
Figure 4: Total Number of High Schools with a Promoting Power of 60 Percent or Less, 2002-2013 ..... **13**
Figure 5: Percentage of the Nation's Black, Hispanic, and White Student Populations in Schools with a Promoting Power of 60 Percent of Less, 2002-2013 ..... **14**
Figure 6: Change in Number of Students Enrolled in High Schools with a Promoting Power of 60 Percent or Less, 2002-2013..... **14**
Figure 7: Adjusted Cohort Graduation Rate (ACGR) Change from 2010-11 to 2012-13, by State **16**
Figure 8: Black, White, and All Students, Juvenile Crime Rates, 1980-2012 ..... **39**
Figure 9: Secondary School Suspension Rates by Ethnicity, 1972-73 to 2009-10..... **40**
Figure 10: IDEA Part B Child Count 2013, Ages 6-21 ..... **47**

Letter from General and Mrs. Powell

High school graduation rates are rising across America. The number of young people who graduate each year has increased significantly over the last decade, boosting their opportunities to go on to college, get a decent job, and be engaged members of their communities.

This year's report to the nation shows that for the third year in a row America is on track to achieve the critical goal of 90 percent on-time high school graduation by the Class of 2020. The greatest gains in graduation rates have come among African American and Hispanic students. Some states and school districts with large numbers of low-income students have made good progress, showing that others can too. The focused and sustained effort by the GradNation campaign's broad coalition of nonprofit groups, businesses, civic leaders, educators, and public officials is paying off.

But this year, we need to sound a stronger alarm. We are running out of time to close large and lingering gaps in graduation rates among different student populations. While progress is substantial in many areas of the country, the number of non-graduates remains disturbingly high for students of color, students from low-income families, and young people with disabilities. Even among those young people who graduate, too many are poorly prepared for college and an increasingly demanding workforce.

We must renew our efforts, with increasing zeal and urgency. As Robert D. Putnam documents in his recent book, *Our Kids: The American Dream in Crisis*, the widening opportunity gap between children from low-income families and their higher-income peers imperils equal access to the American dream. A quality education and strong supports from families and communities are essential to give every child a chance to climb the ladders of opportunity. Ability and effort, not the circumstances of birth, should determine whether and how young people in America realize their dreams.

America's Promise Alliance has long recognized that while educational excellence is essential, schools alone cannot meet the many needs of children. What happens before young people reach the schoolhouse door – and in the hours after school, on weekends and over the summer – is as important as what happens in the classroom. Our Alliance partners and leaders from all sectors are working together on the many challenges that children face – including poverty, food insecurity, unstable housing, trauma, violence, bullying and stress of all kinds – that interfere with their ability to develop the academic, social, and emotional skills they will need to succeed in life.

We must stay the course in the coming years so that more students graduate from high school on time, and so that those who graduate are well prepared for further education and for a competitive economy and workplace. As we do, let us be guided by the best evidence of what works. Let us be open to innovating to meet old and new challenges. And let us be accountable as individuals, institutions, and a nation to create the conditions under which all children have a real chance for a bright future.

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

Alma J. Powell
Chair, America's Promise Alliance

Foreword

Rising high school graduation rates are a hope spot in America and a critical first step out of poverty for millions of young people. For three decades since the 1970s, those rates flat-lined as millions of students left both high school and their dreams behind them. Millions of young people became disconnected from school, employment, and communities, with grim consequences to them, families, the economy, and our nation.

We are frequently asked, "What helped to turn the tide? What is working to keep more students on track to finish high school, prepared for college and the challenges of work? And what are the most serious challenges that remain?" America got truly serious about the high school dropout epidemic at the turn of the new century when schools, districts, states, and the nation started to focus attention on where the problem was most severe. This work built on years of efforts from the civil rights movement to national education reform legislation to a suite of southern governors who saw education as the path to opportunity in their states.

Awareness grew about the staggering dimensions of the problem – from researchers who marshaled better data showing graduating was at best a 50-50 proposition in many areas of the country to governors who created a compact to ensure each state had a common measure of graduation rates that tracked the progress of every student in public schools. The voices of young people who dropped out of high school showed that most could have graduated and what would have helped them. Research uncovered that 50 percent of dropouts were found in just 15 percent of the nation's schools, and further demonstrated the individual, social, and economic consequences of dropping out. These and other efforts awakened the nation to its dropout challenge.

Multi-sector efforts at all levels emerged to provide the school and community-based supports that students need to stay on track. Investments in evidence-based strategies – school reforms; turnarounds and closures; high-quality teaching; parent engagement; mentoring and tutoring; early warning systems that monitor attendance, behavior and course performance; college and work-oriented programming; alternative schools; and national service all played critical roles. We believe schools and districts that created an "every student counts" culture did much better. The evidence also shows that states, districts, and communities that put focused and sustained effort into improving graduation rates saw them rise, while those that have not, did not.

In concert with these efforts, the GradNation campaign emerged to set the common goal of a 90 percent high school graduation rate by 2020, a civic marshall plan of action to meet it, and regular reports to remain accountable for both progress and challenge, so efforts could be strengthened over time. During this same period, federal law required, for the first time, that schools, districts, and states keep more students on pace to graduate and show real progress each year in meeting goals.

Still, too many students are failing to graduate or graduating unprepared for college and the demands of employment. Too many students are trapped in failing schools or in communities of intergenerational poverty with too few ways out.

This sixth annual report to the nation highlights the significant progress that has been made, but also the serious challenges that remain – closing gaping graduation gaps between various student populations; tackling the challenge in key states and school districts; and keeping the nation's focus on ensuring that all students – whom Robert Putnam calls "our kids" – have an equal chance at the American Dream.

Executive Summary

In 2013, the national high school graduation rate hit a record high of 81.4 percent, and for the third year in a row, the nation remained on pace to meet the 90 percent goal by the Class of 2020. This sixth annual update on America's high school dropout challenge shows that these gains have been made possible by raising graduation rates for students who have traditionally struggled to earn a high school diploma, and focuses on the student subgroups and geographic areas that both contribute to this progress and are key to driving toward the 90 percent goal.

Continuing a pattern seen in earlier years, rates of improvement among states and large districts varied considerably between 2011 and 2013. Some districts, including those with a majority of low-income and minority students, made big improvements, while others lost ground. This is significant because it indicates that high school graduation rates are not increasing because of broad national economic, demographic, and social trends. Rather, the constellation of leadership, reforms, and multi-sector efforts at state, district, and school levels drove this progress, and shows that with focus, graduation rates can be increased for all students in every part of the country.

The National Picture

The nation's quest to achieve a 90 percent high school graduation rate by 2020 can be broken down into four quarters, with each five-year segment from 2001 to 2020 representing one quarter. During the current third-quarter (2011-2015), the Adjusted Cohort Graduation Rate (ACGR) became available for nearly all states, and it has been instrumental in showing where progress is being made and where challenges still exist.

- The latest state level 2012-13 Adjusted Cohort Graduation Rate data revealed that 29 of 50 states equaled or exceeded the national average of 81.4 percent, and six states were within two percentage points of reaching the 90 percent goal. Fourteen states, with graduation rates between 69 and 78 percent, still have much further to go.
- Hispanic/Latino and African American students are starting to close the graduation rate gap with their White student peers. Hispanic/Latino students – the fastest growing population of students – have made the greatest gains in the ACGR reporting era, improving 4.2 percentage points from 2011 to 2013. African American students also experienced significant improvement, rising 3.7 percentage points, from 67 percent in 2011 to 70.7 percent in 2013.
- One reason for the continuing improvement in graduation rates among Hispanic/Latino and African American students is the decline in the number of high schools with low graduation rates, often referred to as "dropout factories." There are now fewer than 1,200 of these schools nationwide and 1.5 million fewer students attending them, and the number of African American and Hispanic/Latino students in these schools has dropped below 20 and 15 percent, respectively.
- Despite improvements, unacceptably low levels of minority, low-income, English Language Learners, and special education students are graduating from high school.
- Ten states increased their graduation rates by four percentage points or more from 2011-2013, while another 22 states made gains of 2 to 3.9 points. Unfortunately, 10 other states gained less than one percentage point or lost ground over the past three years.

Though the challenge may seem large, to get to a 90 percent graduation rate for all students, the nation will need just 310,000 more graduates in the Class of 2020 than in the Class of 2013, which based on third-quarter progress, is attainable.

Though the challenge may seem large, to get to a 90 percent graduation rate for all students, the nation will need just 310,000 more graduates in the Class of 2020 than in the Class of 2013, which based on third-quarter progress, is attainable. As the third quarter comes to a close and the fourth and final quarter begins, the nation will need to double down on its efforts to increase graduation rate outcomes for low-income, minority, and special education students, and continue driving progress in big states and large school districts, where the majority of the country's student population resides.

Driver 1: Low-Income Students

Though graduation rates have increased for low-income students over the past three years, this student subgroup still lags well behind their more affluent peers.

- The 2012-13 ACGR for low-income students reached 73.3 percent, up 3.3 percentage points from 2010-11 but still more than eight points behind the national overall rate.
- The national graduation rate for middle- and high-income students is estimated at 88.2 percent, almost 15 percentage points higher than the rate for low-income students.
- Graduation rates for low-income students range from 85.4 percent in Kentucky to 59.5 percent in Alaska.
- Graduating on time is the norm for middle- and high-income students, but not for their low-income peers. In 38 states, 85 percent or more of middle- and high-income students graduate high school in four years, but only two states graduate 85 percent or more of their low-income students on time.
- The graduation rate gap between low-income and non-low-income students ranges from 1.4 percentage points in Kentucky to 24.1 points in Minnesota.

With low-income students now a majority in America's public schools and income inequality and concentrated poverty on the rise in our neighborhoods and schools, the nation must redouble efforts to close the opportunity gap and ensure these students have the resources and supports they need to stay on track to graduation.

Graduating on time is the norm for middle- and high-income students, but not for their low-income peers.

Driver 2: Minority Students

Graduation rates for students of color have significantly improved since 2006, with a 15-percentage-point gain for Hispanic/Latino students, and a 9-percentage-point gain for African American students (as measured by the Averaged Freshman Graduation Rate). Yet even with this progress, Hispanic/Latino and African American graduation rates (75.2 percent and 70.7 percent, respectively)

are still lower than rates for White (86.6 percent) and Asian (88.7) students.

Enrollment of students of color is growing rapidly across the country, and it is essential that states focus on improving graduation rates for these increasingly majority populations.

- Six states collectively educate more than 70 percent of the nation's Hispanic/Latino high school students, and only one of these (Texas) has Hispanic/Latino graduation rates above the national average for all students of 81.4 percent.
- Five states collectively educate more than one-third of the nation's African American high school students. However, four out of these five still have graduation rates for Black students in the 60s.

Minority students continue to face barriers to their academic success, including discipline disparities that push them off track for graduation, language barriers, and lack of access to rigorous coursework that will enable them to be successful in college and career.

Enrollment of students of color is growing rapidly across the country, and it is essential that states focus on improving graduation rates for these subgroups.

Driver 3: Students with Disabilities

The graduation rate for students with disabilities hit 61.9 percent in 2012-13, an increase of 2.9 percentage points since 2010-11, but still nearly 20 points behind the national average.

- Estimates show that the graduation rate gap between students with disabilities and students in the general population ranges across states from 3.3 percentage points to 58.8 points.
- These estimates also show that the majority of states consistently graduate 85 percent or more of their general population students, but most states are struggling to graduate even 70 percent of students with disabilities.

Though the ACGR data on students with disabilities are useful for examining these wide graduation rate disparities, this section also examines state variations that make ACGR data problematic for making broad assumptions and cross-state comparisons. In addition, this section describes some of the greatest challenges students with disabilities currently face in school, including chronic negative misperceptions and disciplinary disproportionalities, which add to the challenge of keeping these students in school and on track to graduate.

The graduation rate gap between students with disabilities and students in the general population ranges from 3.3 percentage points to 58.8 points.

Driver 4: Big Cities/Big Districts

In the United States, there are 500 public school districts with K-12 enrollments of 15,000 or more that collectively educate 40 percent of all public school students, 58 percent of the nation's African American and Hispanic/Latino students, and 47 percent of its low-income students. Nationally and in most states, these larger school districts are the inflection points in raising high school graduation rates as well as those of low-income and minority students.

- **The Top 10** school districts each serve from 185,000 to more than 1 million K-12 students, and vary from highly urbanized and high poverty to more suburban than urban. Many are key to driving their state's graduation rate.
- **The Top 200** each serve more than 31,000 K-12 students, and include large suburban districts, most with growing numbers of high-poverty and minority students, as well as more typical "urban needs" – high-poverty and high-minority – districts, such as Atlanta, Boston, Milwaukee, Nashville, Newark, San Francisco, St. Louis, and Seattle. Many of these districts are the largest in their state and will help drive overall state graduation rates, while others are key to driving graduation rate improvements for minority and low-income students.
- **The Top 500** include the Top 200, plus districts with enrollments of at least 15,000 K-12 students (the latter found in all but seven states). This group includes the Ohio 8 districts, which collectively have profound effects on the graduation rates of a large state. It also includes large districts in small states, like Providence, RI, that will similarly impact state rates.

Of whatever size, the largest 500 districts are in many cases leaders in productive innovation. Some have accomplished exemplary results to date, and serve as a magnet for organizing community resources and ideas.

- One-quarter (124/500) of these districts had graduation rate gains of more than six percentage points from 2011 to 2013 (averaging 8.4 percentage points, more than triple the national average). These districts are 61 percent low-income and educate 10 percent of the nation's public high school students.
- One-sixth (88/500) of these districts had graduation rate gains of four percentage points (nearly two percentage points over the national average).
- On the other end of the spectrum, there are a combined 169 districts (one-third) that made little to no improvement or lost ground. Some of these are high-poverty, high-minority districts. Others, with relatively lower poverty rates and minority student populations, had high initial graduation rates but have recently stagnated.

What is evident is that while the nation's larger districts navigate enormous complexities, from student composition and population shifts to state regulations and funding, substantial progress is being made and continued improvement in these districts is possible.

In the United States, there are 500 public school districts with K-12 enrollments of 15,000 or more that collectively educate 40 percent of all public school students.

Driver 5: Big States

Fifty-five percent of America's public high school students live in just 10 states – California, Texas, New York, Florida, Illinois, Pennsylvania, Ohio, Michigan, Georgia and North Carolina. These Big States are home to nearly 8.5 million of the nation's 14.7 million public high school students.

- The 2013 ACGR for these states ranges from 71.7 percent in Georgia to 88 percent in Texas, with six states already above the national average of 81.4 percent.
- The rate of increase for these states also varies widely. Florida and North Carolina, for instance, show nearly five percentage point increases from 2011 to 2013, while Illinois and New York posted decreases.
- California and Texas account for more than half of the growing Hispanic/Latino high school student population, and one-fifth of all students in the nation's public schools.
- California increased its graduation rate by 4.4 percentage points from 2011 to 2013, and has become a key driver of national improvement in Hispanic/Latino graduation rates.
- Although Texas is nearing the 90 percent goal, its growth stagnated over the past two years at 88 percent.
- North Carolina, a feature in this report, showed an increase in its cohort graduation rate from 68.3 percent in 2006 to 82.5 percent in 2013.

As these Big States seek to raise graduation rates for their students, many are putting innovative policies and programs in place: the use of data to identify and provide supports to struggling students, remodeling of school funding streams to allocate more resources to high-needs communities, and a focus on rigorous academics through early college programs and investment in professional development for teachers and staff.

Fifty-five percent of America's public high school students live in just 10 states. These Big States are home to nearly 8.5 million of the nation's 14.7 million public high school students.

We also provide **policy recommendations** at the end of each section, and have compiled a list of further federal and state policy recommendations at the end of the report.

The National Picture

Overview of National Progress in Improving High School Graduation Rates

Over the past dozen years, growing numbers of schools, districts, and states have focused increased attention on boosting high school graduation rates. During this time, the nation has seen more evidence-based educational reforms in low-performing schools, more support for struggling students, and better data and stronger accountability to chart progress and challenge. In 2006, an emerging group of leaders and institutions that would become the *GradNation* campaign set an ambitious goal: to raise the national high school graduation rate to 90 percent by the Class of 2020, and to take that goal seriously by fostering the awareness, reforms, interventions, and accountability that could ensure more students stay on track to graduate.

Nation Remains on Pace to Reach 90 Percent Graduation Rate

In 2012, the nation took an important step forward by crossing the 80 percent high school graduation rate threshold for the first time ever, up about 10 percentage points from the beginning of the decade. The upward trajectory of high school graduation rates continued in 2013, as the national graduation rate hit a record high of 81.4 percent. For the third year in a row, the nation remained on pace to meet the 90 percent goal. This progress means that over the last decade, 1.8 million more students graduated rather than dropping out.

Adjusted Cohort Graduation Rate (ACGR or cohort rate): A method for tracking a group (or cohort) of students who enter high school together, as first-time ninth-graders (or 10th graders, in schools that begin in 10th grade) and graduate "on-time" (i.e., within three or four years) with a regular diploma. The ACGR accounts (or adjusts) for students who transfer into a school, transfer to another school in the state, or die.

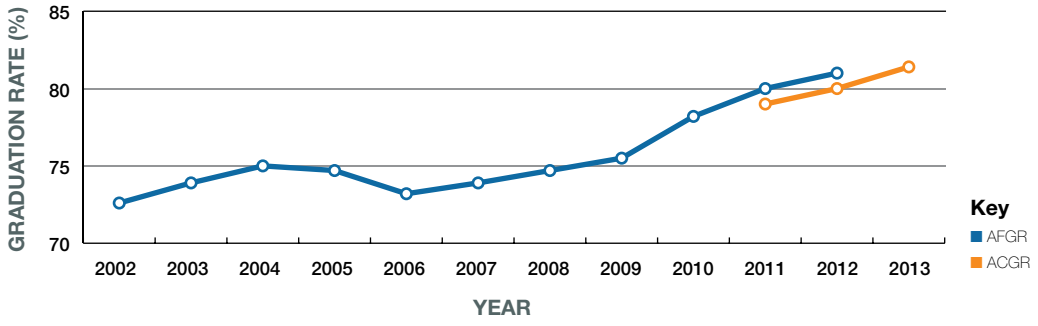
Averaged Freshman Graduation Rate (AFGR): A method developed by the National Center for Education Statistics (NCES) after convening panels of experts to make recommendations about the most effective strategy to calculate graduation rates in the absence of data systems based on individual student identifiers. The AFGR does not account for transfers in or out.

Dropout Factories: A school in which the reported 12th grade enrollment is 60 percent or less than the 9th grade enrollment three years earlier.

* For a full list of frequently used terms and definitions, as well as an in-depth discussion of the graduation rates referenced in this report, please see appendices L and M.

FIGURE 1

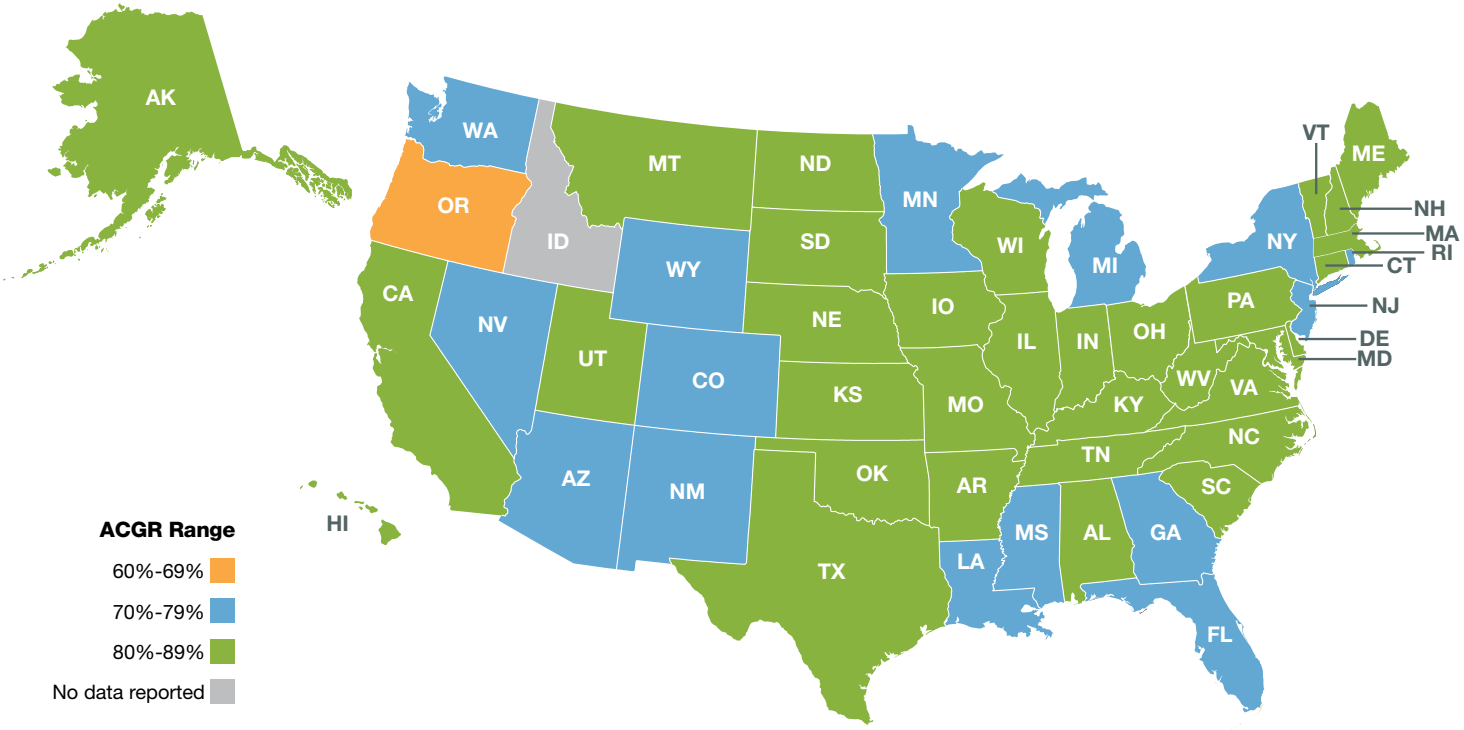
Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), 2002-2013



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

ACGR Ranges by State, 2012-13



The 2012-13 Cohort Graduation Rate data revealed that more states than ever were primed to reach a 90 percent high school graduation rate by the Class of 2020.

- Twenty-nine of the 50 states equaled or exceeded the national average of 81.4 percent, and six of those 29 states were within two percentage points of reaching the 90 percent goal.
- Five additional states were at 80 percent, almost reaching the national average.

This good news is tempered by the fact that 14 states, with graduation rates between 69 and 78 percent are not on pace to reach 90 percent by 2020 and must accelerate their efforts significantly (see Appendix G).

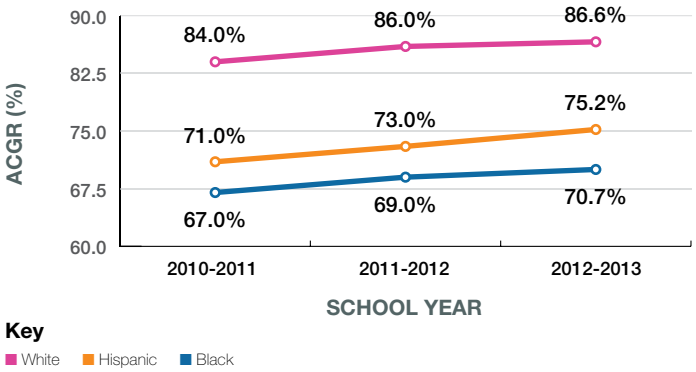
Hispanic/Latino and African American Students Starting to Close Graduation Gap

Evidence reported in the 2014 *Building a Grad Nation* annual report showed that Hispanic/Latino and African American students made the greatest gains in graduation rates (as measured by the Averaged Freshman Graduation Rate) – 15 and 9 percentage points, respectively, from 2006 to 2012. The latest national ACGR data show similar trends over the last three years.

Hispanic/Latino students – the fastest growing population of students – have made the greatest gains in the ACGR reporting era, improving 4.2 percentage points from 71 percent in 2011 to 75.2 percent in 2013. With an average rate of improvement of 2.1 percentage points, Hispanic/Latino students nationally are on-pace to reach the 90 percent goal by 2020.

FIGURE 3

Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic, and White Students from 2010-11 to 2012-13



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

African American students also experienced significant improvement, rising 3.7 percentage points, from 67 percent in 2011 to 70.7 percent in 2013. African American students will have to increase their average annual rate of progress by approximately one percentage point to ensure at least nine out of 10 are graduating by 2020.

White students have an 86.6 percent graduation rate for 2013. Though graduating at traditionally high rates, White students have recorded only modest gains in recent years, increasing 2.6 percentage points since 2011. This pace of progress would still ensure that White students across the United States would well exceed the 90 percent goal by 2020.

As a result of the rates of progress among these student populations, the graduation gap between White students and Hispanic/Latino and African American students continued to close from 2011 to 2013, but much more progress needs to be made to advance an equal opportunity society.

Accelerating Decline of Dropout Factories and Students Attending Them

The 2013 data show an accelerated decline in the number of high schools with low graduation rates (often referred to as "dropout factories") and the number of students attending them. Between 2012 and 2013, the number of these high schools declined by more than 200, and the number of students attending them fell by almost 300,000 students. Whereas in 2002 there were 2,000 of these high schools, now there are fewer than 1,200, representing a more than 40 percent decline. In 2002, nearly half of all African American students and more than one-third of Hispanic/Latino students attended high schools where graduation was not the norm. By 2013, these numbers were more than cut in half, dropping to under 20 percent of African American students and 15 percent of Hispanic/Latino students.

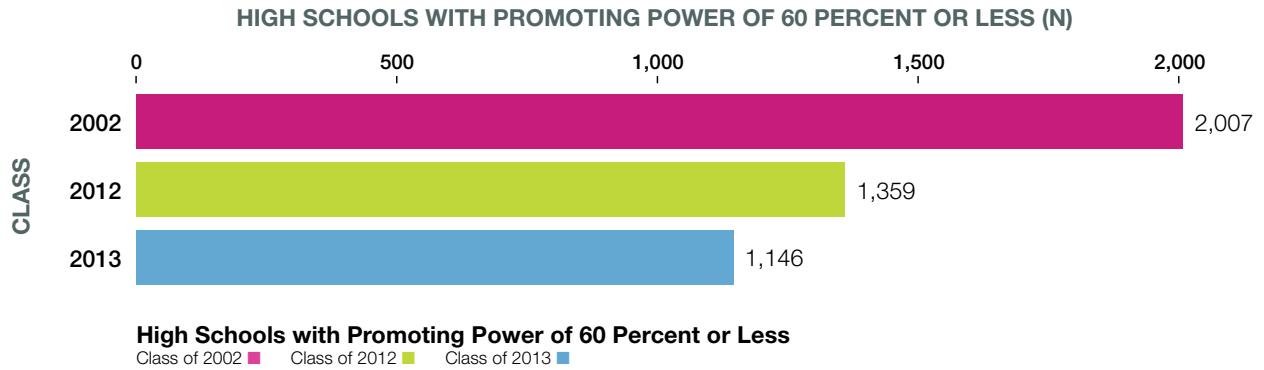
Overall, there are more than 1.5 million fewer students attending dropout factory high schools in 2013 than in 2002. Given that historically these high schools were attended almost exclusively by low-income and minority students, their continued decline is a clear driver of improvements in graduation rates for these important subgroups.

TABLE 1
ACGR Gap Changes between Groups, 2011 to 2013

	ACGR Gap by School Year (%)			Percentage Point Decrease
Gap Groups	2010-11	2011-12	2012-13	2011-13
Black-White Gap	17.0%	17.0%	15.9%	1.1
Hispanic-White Gap	13.0%	13.0%	11.4%	1.6
All-SPED Gap	20.0%	19.0%	19.5%	0.5
All-LEP Gap	22.0%	21.0%	20.3%	1.7
All-Low-Income Gap	9.0%	8.0%	8.1%	0.9

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

FIGURE 4
Total Number of High Schools with a Promoting Power of 60 Percent or Less, 2002-2013

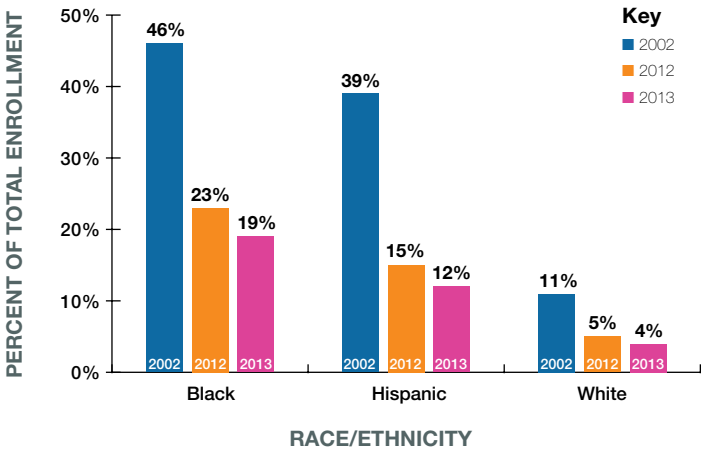


Note: The 2012 through 2013 numbers include the District of Columbia, all regular and vocational schools with 300 or more students.

Source: U.S. Department of Education, National Center for Educational Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys.

FIGURE 5

Percentage of the Nation's Black, Hispanic, and White Student Populations in Schools with a Promoting Power of 60 Percent or Less, 2002-2013



Note: Figures include regular and vocational schools with 300 or more students.

Source: U.S. Department of Education, National Center for Education Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys.

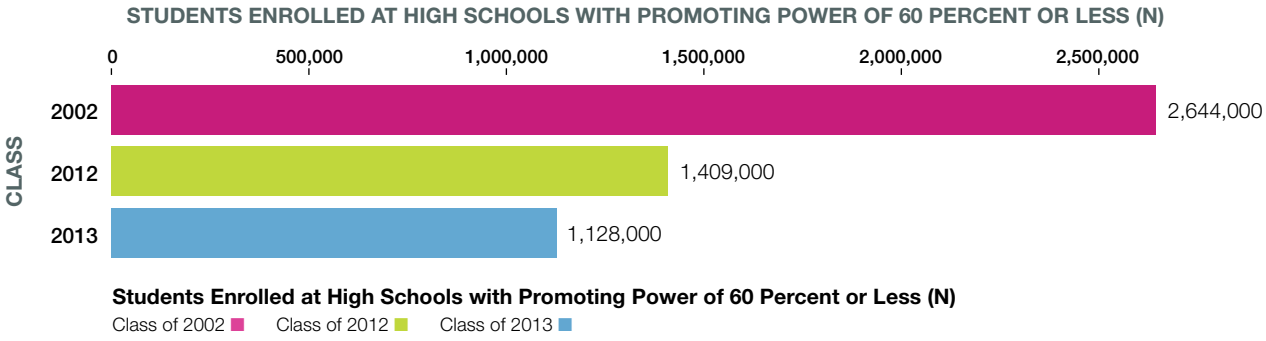
In this year's *Building A Grad Nation* report, we are making a transition to using the Adjusted Cohort Graduation Rate rather than Promoting Power to identify low graduation rate high schools, though we will continue to measure progress using both metrics to examine long-term trends. In Appendix C, there are data on the number of high schools with cohort graduation rates below 67 percent by state; in other words, those schools in which at least one-third of the students are still not graduating with their peers. Currently, whether Promoting Power or the cohort rate is used, there remain about 1,200 high schools, primarily attended by low-income and minority students, that continue to drive the dropout crisis and where graduating is not the norm.

All Subgroups Improving, but Many Still Have Far to Go

All subgroups of students have made gains in graduation rates since 2011. American Indian, Hispanic/Latino, Limited English Proficiency, and African American students are leading the way in graduating at higher levels. The most recent data show, however, that despite these improvements, unacceptably low levels of minority, low-income, ELLs, and special education students are graduating from high school. Graduation rates for special education and ELL students remain in the very low 60s, and in the low 70s for low-income, African-American, and Hispanic/Latino students.

FIGURE 6

Change in the Number of Students Enrolled in High Schools with a Promoting Power of 60 Percent or Less, 2002-2013



Note: All numbers are rounded to the nearest thousand.

Source: U.S. Department of Education, National Center for Educational Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys.

TABLE 2

Changes in the National Adjusted Cohort Graduation Rates (ACGR) by Subgroup, 2011 to 2013

	ACGR by School Year (%)			Percentage Point Increase
Race/Ethnicity	**2010-11**	**2011-12**	**2012-13**	**2011-2013**
American Indian	65.0%	67.0%	69.7%	4.7
Asian/Pacific Islander	87.0%	88.0%	88.7%	1.7
Hispanic	71.0%	73.0%	75.2%	4.2
Black	67.0%	69.0%	70.7%	3.7
White	84.0%	86.0%	86.6%	2.6
Low-Income	70.0%	72.0%	73.3%	3.3
Limited English Proficiency	57.0%	59.0%	61.1%	4.1
Students with Disabilities	59.0%	61.0%	61.9%	2.9
Average	**79.0%**	**80.0%**	**81.4%**	**2.4**

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

The Path to a 90 Percent Graduation Rate

The nation's quest to achieve a 90 percent high school graduation rate by 2020 can be broken down into four quarters, with each five-year segment from 2001 to 2020 representing one quarter. It was during the third-quarter, 2011 to 2015, that the Adjusted Cohort Graduation Rate data became available for nearly all states. An analysis of state-level changes in ACGR between 2011 and 2013 gives us insight into who had a good third-quarter and who struggled in our nation's quest to graduate at least 90 percent of its high school students. We can also forecast how much improvement is needed, where, and with which students. Forecasting these numbers and regions will tell us what it will take from the current third-quarter and into the fourth-quarter (2016 to 2020), for the nation to reach 90 percent. This will enable us to better target our efforts.

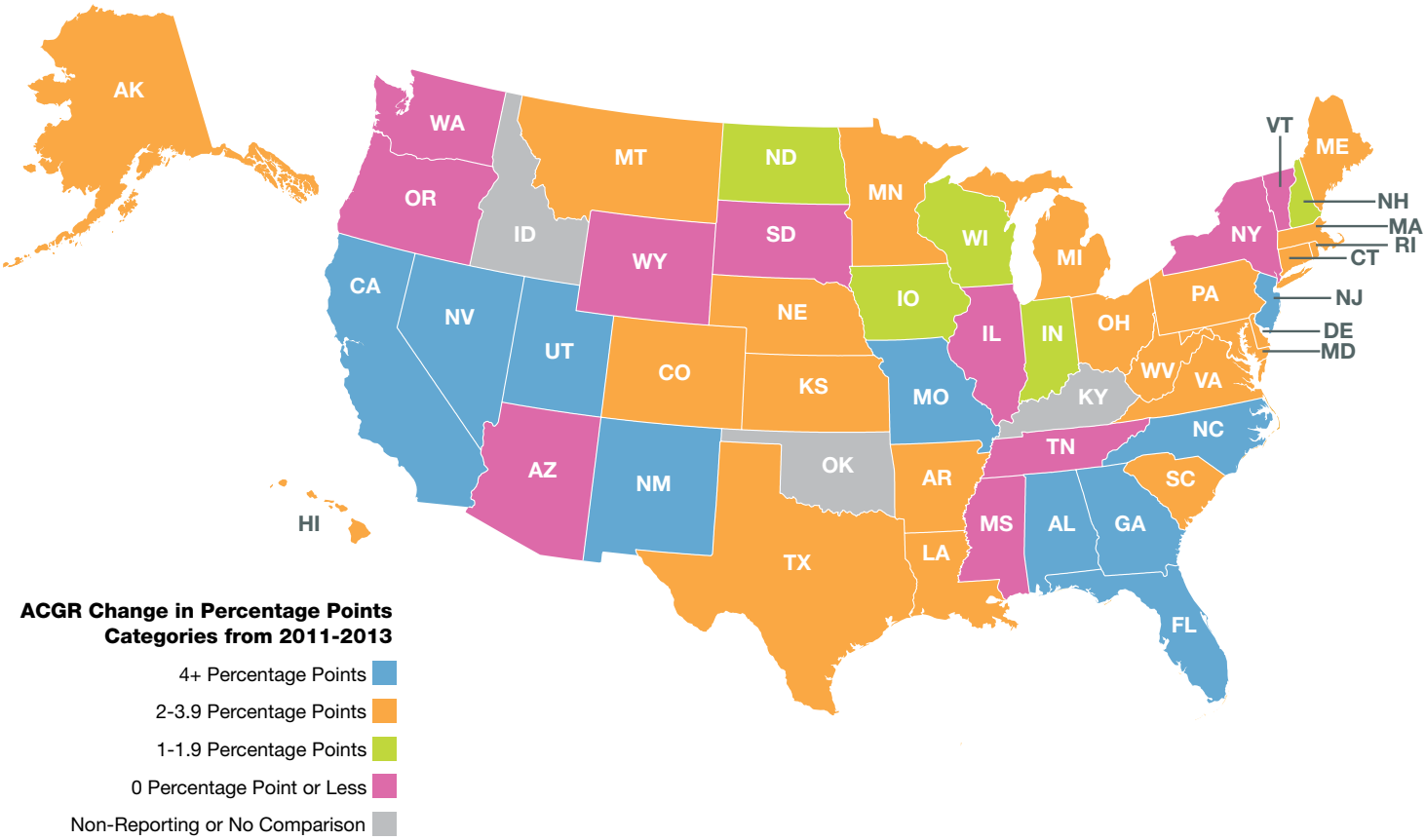
Which States Had Good and Bad Third-Quarters?

Continuing a pattern seen in earlier years, rates of improvement among states varied considerably between 2011 and 2013. This is significant because it indicates that high school graduation rates are not increasing because of broad economic, demographic, and social trends. Rather, as the third-quarter data clearly show, some states improved far more than others, and while most states saw at least some improvement, others lost ground.

- Ten states in their order of most significant gains – Nevada, Alabama, New Mexico, Utah, Florida, Georgia, Missouri, North Carolina, New Jersey, and California – increased their graduation rates by four percentage points or more from 2011 to 2013. Four of these states – California, Florida, Georgia, and North Carolina – are among those with the largest enrollments in the country, meaning that they help drive the nation's gain.
- More than half of the 22 states making gains of 2 to 3.9 percentage points outpaced the national average of 81.4 percent, including Texas, Pennsylvania, and Ohio, also in the top seven of high enrollment states that significantly drive the national average.
- Within the group of 10 states registering the greatest gains, four (Nevada, New Mexico, Georgia, and Florida) still have relatively low graduation rates (70 to 78 percent), and have to accelerate their pace of progress to reach 90 percent.

FIGURE 7

Adjusted Cohort Graduation Rate (ACGR) Change from 2010-11 to 2012-13, by State



Unfortunately, 10 states gained less than one percentage point or lost ground over the past three years. Many of the states that are closest to reaching the 90 percent goal have recently made little progress, suggesting that as states approach this threshold, the challenge becomes more difficult.

Among individual states, it is notable that three states that consistently had some of the lowest graduation rates in the nation (in the low 60s) through the first decade of the 21st century – Nevada, New Mexico, and Georgia – had a strong third-quarter and broke the 70 percent threshold for the first time. By contrast, Oregon did not experience significant improvements and became the state with the lowest graduation rate in the nation and the last remaining state with an ACGR in the 60s. In 2003, 10 states had graduation rates in the 60s.

In terms of driving national improvement, the most significant development in the third-quarter was that California, which educates 13 percent of the nation's high school students, after a significant period of stagnating rates in earlier quarters, turned it around and saw a 4.4 percentage point increase between 2011 and 2013. As a result, California crossed the 80 percent threshold for the first time.

It was also notable that both Alabama and North Carolina capped off multiple years of improvement with substantial gains, putting both on pace to reach 90 percent. Finally, Kentucky (86 percent) and Oklahoma (85 percent) came off the bench, as two of the final three states to release cohort data. Both had strong starts, posting graduation rates above the national average. Only Idaho, whose cohort data are due next year, has yet to get into the game.

Worrisome for the nation is the third-quarter performance of New York, Illinois, Washington, and Arizona, which, combined, educate about 15 percent of the nation's high school students. After considerable growth during the first decade, New York saw its graduation rate stall

TABLE 3

Adjusted Cohort Graduation Rate Change from 2010-11 to 2012-13, by State

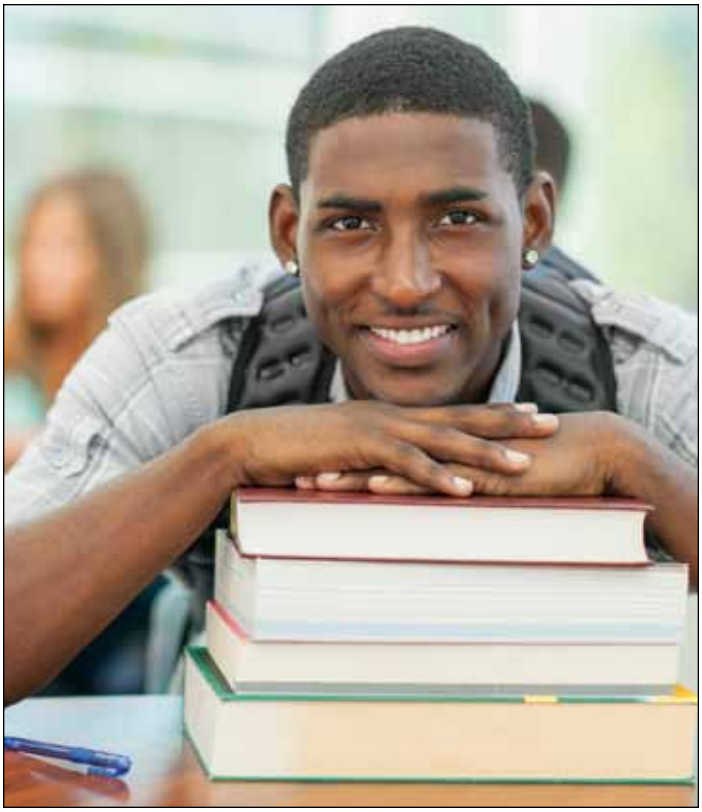
State	ACGR, 2013	ACGR Percentage Point Change from 2011-2013	Percent of High School Students in the Nation
Nevada	70.7%	8.7	0.9%
Alabama	80.0%	8.0	1.7%
New Mexico	70.3%	7.3	0.6%
Utah	83.0%	7.0	0.9%
Georgia	71.7%	4.7	3.1%
Missouri	85.7%	4.7	1.8%
Florida	75.6%	4.6	5.4%
North Carolina	82.5%	4.5	3.0%
New Jersey	87.5%	4.5	2.7%
California	80.4%	4.4	13.3%
Arkansas	84.9%	3.9	0.9%
Alaska	71.8%	3.8	0.4%
South Carolina	77.6%	3.6	1.4%
West Virginia	81.4%	3.4	0.6%
Michigan	77.0%	3.0	3.4%
Pennsylvania	86.0%	3.0	3.9%
Colorado	76.9%	2.9	1.8%
Minnesota	79.8%	2.8	1.8%
Rhode Island	79.7%	2.7	0.3%
Kansas	85.7%	2.7	1.0%
Louisiana	73.5%	2.5	1.4%
Virginia	84.5%	2.5	2.5%
Connecticut	85.5%	2.5	1.1%
Nebraska	88.5%	2.5	0.6%
Delaware	80.4%	2.4	0.3%
Hawaii	82.4%	2.4	0.4%
Montana	84.4%	2.4	0.3%
Maine	86.4%	2.4	0.4%
Ohio	82.2%	2.2	3.7%
Maryland	85.0%	2.0	1.7%
Massachusetts	85.0%	2.0	2.0%
Texas	88.0%	2.0	9.1%
Iowa	89.7%	1.7	1.0%
North Dakota	87.5%	1.5	0.2%
New Hampshire	87.3%	1.3	0.4%
Indiana	87.0%	1.0	2.2%
Wisconsin	88.0%	1.0	1.8%
Oregon	68.7%	0.7	1.2%
Mississippi	75.5%	0.5	1.0%
Washington	76.4%	0.4	2.2%
Tennessee	86.3%	0.3	1.9%
New York	76.8%	-0.2	5.9%
South Dakota	82.7%	-0.3	0.2%
Vermont	86.6%	-0.4	0.2%
Illinois	83.2%	-0.8	4.1%
Arizona	75.1%	-2.9	2.2%
Wyoming	77.0%	-3.0	0.2%
Oklahoma	84.8%		1.1%
Kentucky	86.1%		1.3%
Idaho			0.6%

ACGR Change in Percentage Points Categories from 2011-2013

4+ Percentage Points
2-3.9 Percentage Points
1-1.9 Percentage Points
0 Percentage Point or Less
Non-Reporting or No Comparison

Note. Washington, DC is not included in this table. ACGR Percentage Point Change from 2011-2013 = the 2012-13 ACGR minus the 2010-11 ACGR; therefore, positive values indicate an increase in graduation rate. Percent of High School Students in the Nations (%) = the total number of high school students in each state, divided by the total number of high school students in the U.S. (Not including Washington, DC). As long as the high schools had students enrolled in 9th, 10th, 11th, and 12 grade [or 10th, 11th, and 12 grade for high schools that begin in 10th grade], they were included to calculate the percent of high school students in this table; however, some schools may have had students enrolled in grades below 9th grade (e.g., 8th grade) as well.

Sources: Reproduced from the United States Department of Education (2015). Provisional Data Files: SY2010-11 and SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.



between 2011 and 2013 in the mid 70s. Illinois' rate stagnated in the low 80s, and both states, countering the national trend, reported widening gaps between minority and low-income students and their White and higher income peers. Arizona saw its graduation rate decline by almost three percentage points to the mid-70s, while Washington State experienced no improvement. The gap widened in both states for graduation rates between low-income and middle- and high-income students.

The most heartening finding is clear evidence that sustained and systematic efforts to improve educational outcomes in states can lead to large and rapid improvements. The states that have worked the problem the hardest and the longest have seen real improvement.

Kentucky, which arguably has had the longest sustained state effort to improve its schools and their outcomes, has almost no graduation gap between its low-income and middle- and high-income students, and both groups graduate at rates above the national average. With a decade-long effort to improve reading skills and graduation rates, and a recent effort to institute better reporting related to school transfers, Alabama not only improved its overall graduation rates significantly, but also narrowed its Black-White graduation gap by five percentage points from 2011 to 2013. Connecticut launched a concerted effort to improve its lowest-performing schools, and from 2011 to 2013 led the nation in reducing the graduation gap between its low-income and middle- and high-income students.

The Fourth-Quarter Challenge: What Will it Take to Get to 90 Percent?

There are multiple paths the nation could take to reach a 90 percent high school graduation rate by 2020. It could aim to graduate nearly 100 percent of its middle- and high-income students. Or choose not to focus on the outcomes of smaller subgroups of students, such as English Language Learners. That would, however, be against America's creed of equality of opportunity for all. This section focuses on the ideal path, where the nation and all its students reach a 90 percent high school graduation rate by 2020.

We have examined what it would take for the nation to reach this goal by having 90 percent of its students, regardless of race, ethnicity, income, or special education and English language learner status, graduate in each state. On the Everyone Graduates Center website (www.every1graduates.org), the third-quarter report and fourth-quarter forecasts, along with the State Indices (which you can download), lay out the path to 90 percent for each state. Here we will examine the national challenge.

To get to 90 percent for all students (assuming a constant high school population), the nation will need to have about 310,000 more students earn a high school diploma in the Class of 2020 than in the Class of 2013. For the nation to achieve a 90 percent graduation rate among its low-income students (current ACGR is 73 percent), about 275,000 (or 80 percent) of the additional graduates will need to be from this subgroup. For students with disabilities to achieve a 90 percent graduation rate, about 122,000 of the additional graduates (40 percent) in the Class of 2020 will need to be special education students and 20 percent (or about 62,000) would need to be English Language Learners. For African American and Hispanic/Latino students to achieve a 90 percent high school graduation rate by 2020, they each

would need to equal about one-third of the additional graduates (or around 110,000 students each).[i]

This analysis makes clear why we have identified low-income, minority, and special education students, as well as the big states and larger districts, as the key drivers of a 90 percent high school graduation rate. In the sections that follow, we will provide more detailed analyses of each of these drivers, as well as the challenges and opportunities ahead. This will help further sharpen our focus on efforts to end the dropout crisis. While the national numbers can seem large, when broken down to the state level the challenge is to graduate a few thousand, or in some cases just several hundred, more students in each subgroup in the class of 2020 than the class of 2013 (See Appendix H).

The analysis of third-quarter progress shows that this rate of growth is obtainable. The challenge then is to spread what has worked in the states and districts that have improved to those that have not, and to work with improving districts to figure out the second act of their graduation rate improvement strategy, based on a clear understanding of the challenges they face.

i Because these groups are overlapping and a student can be, and many times is, in more than one subgroup, estimates sum to more than 310,000 and percentages sum to greater than 100 percent.

TABLE 4

Equity Path for Graduates Needed to Reach a 90 Percent Graduation Rate Per Subgroup

Estimated Additional Graduates Needed to Reach 90 Percent Graduation Rate by Class of 2020, by Subgroup

Cohort Year 2012-13	
All Students (N)	309,461
American Indian/Alaska Native (N)	8,021
Asian/Pacific Islander (N)	4,739
Black (N)	112,936
Hispanic (N)	111,903
White (N)	72,988
Two or More Identities (N)	5,824
Students with Disabilities (N)	122,646
Low-Income (N)	274,495
Limited English Proficiency (N)	62,450

Note: The projected number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup by the Class of 2020 was calculated using the aggregated 2012-13 district-level ACGR file (i.e., for the state-level cohort sizes) and the 2012-13 state graduation rates.

Sources: U.S. Department of Education (2014). Provisional data file: SY2012-13 District Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR). Provisional data file: SY2012-13 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

Driver 1 Low-Income Students

To live up to our nation's standard of providing opportunity to all, there will need to be significant investments made to raise the graduation rate for low-income students. In 2012-13, the Adjusted Cohort Graduation Rate (ACGR) for low-income students reached 73.3 percent – up 3.3 percentage points from 2010-11 – but still far short of the national average of 81.4 percent.

This gap holds major significance given that our nation's public schools became majority low-income (as defined by the number of students eligible for free and reduced-price lunch) in 2013. The percentage of reported low-income students now varies from a high of 71 percent in Mississippi to a low of 27 percent in New Hampshire. Additional data show that in a majority of states at least 20 percent of children live in high-poverty neighborhoods (20%+ poverty), but in states like New Mexico and Mississippi, these rates hover around 50 percent.

Free and Reduced-Price Lunch: Students qualify for free and reduced-price lunches if their household's income is no greater than 130 percent of the federal poverty guidelines. Additionally, a child can receive free or reduced-price meals if the family is already receiving SNAP food stamps. Students who qualify for free and reduced-price lunch are considered "low-income" in school enrollment counts.

Poverty definition: The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. If a family's total income is less than the family's threshold, that family and every individual in it is considered in poverty. In 2013, the poverty threshold for a family of four was $23,834.

Looking closely at the states with the highest and lowest graduation rates for low-income students, it becomes clear that there is no direct link between the percentage of low-income students in a state *or* the percentage of children living in high poverty neighborhoods and the cohort graduation rate for either all students or low-income students. Texas, Arkansas, and Oklahoma all have low-income student populations greater than 60 percent and more than 30 percent of children living in high-poverty neighborhoods, yet these states are among the states with the highest overall and low-income graduation rates. Conversely, Alaska, Minnesota, and Wyoming have low-income student populations below 40 percent and fewer than 15 percent of children living in high-poverty neighborhoods, but both fall into the bottom 10 for low-income student graduation rates.

TABLE 5

State ACGR Leaders and Laggards, Low-Income Students, 2012-13

	2012-13 Low-Income ACGR (%)	2012-13 All Students ACGR (%)	2013 % Low-Income Students	Children ages 5-17 living in High Poverty Neighborhoods (20%+ poverty)
State Leaders				
Kentucky	85.4	86.1	55	40.7
Texas	85.2	88.0	60	36.9
Indiana	82.7	87.0	49	24.3
Nebraska	80.9	88.5	44	18.5
Tennessee	80.7	86.3	58	33.7
Iowa	80.4	89.7	40	14.5
Arkansas	80.3	84.9	61	39.4
Oklahoma	79.7	84.8	61	32.2
Hawaii	78.2	82.4	51	14.4
Missouri	78.0	85.7	45	27.8
State Laggards				
Alaska	59.5	71.8	40	10.4
Oregon	60.4	68.7	49	28.5
Colorado	63.7	76.9	42	20.1
Minnesota	63.8	79.8	38	12.6
Georgia	63.8	71.7	60	36.5
Michigan	63.9	77.0	47	28.6
Nevada	64.0	70.7	51	27.0
Wyoming	64.0	77.0	38	9.9
New Mexico	64.7	70.3	68	49.3
Washington	65.0	76.4	45	20.2

Sources: U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates; U.S. Census Bureau, American Community Survey: 2009-13

Fifty-one percent of the nation's public school students were considered low-income in 2013.

This shows that while poverty poses a significant challenge to schools across the country, some states and communities face much greater tests. However, with even the lowest state reporting more than a quarter of its student population as low-income, it is evident that driving improvements in graduation rates will not be possible without addressing the challenges of educating our highest-need students. When the size of the low-income gap is combined with the growing numbers of low-income students in the public school system, the magnitude of the challenge becomes clear. For the nation to reach an overall graduation rate of 90 percent, and for 90 percent of low-income students to graduate, four out of five of the students who need to be turned from dropouts to graduates will be low-income students.

In order for the nation to reach an overall graduation rate of 90 percent, and for 90 percent of low-income students to graduate, four out of five of the students who need to be turned from dropouts to graduates will be low-income students.

TABLE 6

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 to 2013

	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2013 ACGR (%)	Percent of Low-Income Students in the Cohort, 2013 (%)	Estimated Non-Low-Income 2013 ACGR (%)	Low-Income 2013 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2013	Gap Closure between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-2013
Connecticut	27.4	85.5%	36.8%	93.3%	72.1%	21.2	6.2
New Hampshire	20.7	87.3%	29.6%	92.2%	75.7%	16.5	4.2
Indiana	10.6	87.0%	35.5%	89.4%	82.7%	6.7	3.9
Minnesota	27.8	79.8%	33.6%	87.9%	63.8%	24.1	3.7
Pennsylvania	17.7	86.0%	35.7%	91.0%	77.0%	14.0	3.7
Nevada	17.2	70.7%	50.4%	77.5%	64.0%	13.5	3.7
Arkansas	12.1	84.9%	49.8%	89.5%	80.3%	9.2	3.0
Ohio	23.4	82.2%	38.5%	90.1%	69.6%	20.5	2.9
Alabama	19.7	80.0%	51.4%	88.7%	71.8%	16.9	2.8
New Mexico	16.4	70.3%	59.0%	78.3%	64.7%	13.6	2.7
West Virginia	19.9	81.4%	56.3%	91.3%	73.7%	17.6	2.2
Massachusetts	21.5	85.0%	41.6%	93.1%	73.6%	19.5	2.0
Louisiana	14.1	73.5%	52.3%	79.9%	67.7%	12.2	2.0
Kansas	19.6	85.7%	48.4%	94.2%	76.6%	17.6	2.0
Florida	17.9	75.6%	46.3%	83.0%	67.0%	16.0	1.9
Virginia	17.1	84.5%	31.5%	89.3%	74.0%	15.3	1.7
Wisconsin	18.0	88.0%	30.9%	93.1%	76.6%	16.5	1.5
New Jersey	15.9	87.5%	28.8%	91.7%	77.1%	14.6	1.3
Mississippi	12.5	75.5%	53.1%	81.5%	70.2%	11.3	1.2
Montana	18.7	84.4%	43.8%	92.1%	74.5%	17.6	1.1

TABLE 6 (CONTINUED)

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 2011-2013

	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011	Overall 2013 ACGR (%)	Percent of Low-Income Students in the Cohort, 2013 (%)	Estimated Non-Low-Income 2013 ACGR (%)	Low-Income 2013 ACGR (%)	Gap between Non-Low-Income and Low-Income ACGR (Percentage Points), 2013	Gap Closure between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-2013
Utah	15.5	83.0%	30.3%	87.4%	72.9%	14.5	1.0
Hawaii	8.4	82.4%	44.7%	85.8%	78.2%	7.6	0.8
Wyoming	21.7	77.0%	38.5%	85.1%	64.0%	21.1	0.5
Iowa	15.5	89.7%	38.0%	95.4%	80.4%	15.0	0.5
North Carolina	11.7	82.5%	43.3%	87.4%	76.1%	11.3	0.4
Tennessee	14.0	86.3%	58.9%	94.3%	80.7%	13.6	0.4
Delaware	12.4	80.4%	49.2%	86.4%	74.2%	12.2	0.2
California	15.5	80.4%	63.6%	90.2%	74.8%	15.4	0.1
Nebraska	11.9	88.5%	36.1%	92.8%	80.9%	11.9	-0.0
Rhode Island	22.1	79.7%	53.6%	91.7%	69.3%	22.4	-0.3
South Dakota	22.2	82.7%	30.6%	89.6%	67.0%	22.6	-0.4
South Carolina	13.3	77.6%	49.4%	84.5%	70.5%	14.0	-0.8
Georgia	15.0	71.7%	50.7%	79.8%	63.8%	16.0	-1.0
Maryland	12.6	85.0%	33.3%	89.6%	75.8%	13.8	-1.2
Arizona	7.9	75.1%	40.6%	79.0%	69.4%	9.6	-1.6
Texas	3.7	88.0%	49.4%	90.7%	85.2%	5.5	-1.8
Alaska	18.3	71.8%	38.9%	79.6%	59.5%	20.1	-1.9
Missouri	9.8	85.7%	39.6%	90.7%	78.0%	12.7	-2.9
Illinois	14.7	83.2%	42.1%	90.6%	73.0%	17.6	-3.0
New York	13.2	76.8%	43.8%	84.0%	67.5%	16.5	-3.3
Vermont	16.3	86.6%	41.7%	94.9%	75.0%	19.9	-3.6
Oregon	13.7	68.7%	53.4%	78.2%	60.4%	17.8	-4.2
Colorado	19.1	76.9%	43.4%	87.0%	63.7%	23.3	-4.2
Michigan	18.7	77.0%	43.3%	87.0%	63.9%	23.1	-4.5
Washington	17.4	76.4%	48.2%	87.0%	65.0%	22.0	-4.6
Maine	13.4	86.4%	47.9%	95.1%	76.9%	18.2	-4.8
North Dakota	13.4	87.5%	26.1%	93.0%	72.0%	21.0	-7.6
Kentucky	†	86.1%	48.3%	86.8%	85.4%	1.4	†
Oklahoma	†	84.8%	43.6%	88.7%	79.7%	9.0	†
Idaho	†	†	†	†	†	†	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2011-12 or SY2012-13. This table is sorted by the total number of K-12 enrollment at the district level for schools with any locale code in the sources below. Percent of Low-Income Students in the Cohort, 2013 (%) = 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), 2011-13 = the gap between the estimated non-low-income and low-income ACGRs from 2010-11 to 2012-13. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

In Most States the Opportunity Gap Remains Large

Low-income students continue to graduate at a far lower rate than their middle- and high-income peers in an overwhelming majority of states. The graduation rate gap between low-income and non-low-income students ranges from a high of 24.1 percentage points in Minnesota to a low of 1.4 percentage points in Kentucky. In all but seven states reporting ACGR in 2012-13, the gap between low- and non-low-income students is greater than 10 percentage points. More than half of states reporting had an income gap above 15 percentage points, and in 11 states that gap was over 20 points.

In all but seven states reporting ACGR in 2012-13, the gap between low- and non-low-income students is greater than 10 percentage points. More than half of states reporting had an income gap above 15 percentage points, and in 11 states that gap was over 20 points.

Though several states are nearing a 90 percent high school graduation rate, none have reached this milestone.[i] However, in 2013, 21 states have rates of 90 percent or greater for their middle- and high-income students, and another 17 states have graduation rates for these students above 85 percent. In all, 43 states are at or above the national average for their non-low-income students, but this story looks far different for low-income students. Only three states are graduating low-income students at a rate higher than the national average of 81.4 percent, and just four more reported an ACGR above 80 percent for these students. Meanwhile, 17 states – one in three – recorded low-income graduation rates below 70 percent. As a result, in many states low-income and middle- and high-income students experience two very different realities. For middle- and high-income students graduating from high school is a given, but for low-income students it remains far from certain.

It does not have to stay this way. As noted before, Kentucky has found a way to graduate both its low-income and middle- and high-income students at high rates. Six states, moreover, substantially closed their low-income graduation gap between 2011 and 2013 by three or more percentage points, led by Connecticut, which saw a six point reduction. The bad news is that more states went in the other direction, with nine states seeing their low-income graduation gap increase by three or more points.

National Challenges

The shocking fact that 51 percent of the nation's public school students are low-income becomes even more troublesome when compounded by the fact that so many of those children live in poverty.

- Nearly 15 million children in America lived below the poverty level in 2013, and over 40 percent of these children lived in extreme poverty (less than 50 percent of the poverty level).
- The U.S. ranks second to last among industrialized nations in child poverty, and has a child poverty rate six times higher than Finland, the country with the lowest child poverty rate.
- Fifty percent or more of public school students in 21 states were eligible for free and reduced-price lunch. In 19 other states, low-income students made up between 40 and 49 percent of public school enrollment – meaning in 80 percent of states, low-income students are evident in large numbers.

Fifty-one percent of the nation's public school students are low-income, and nearly 15 million children in America lived below the poverty level in 2013, and over 40 percent of these children lived in extreme poverty

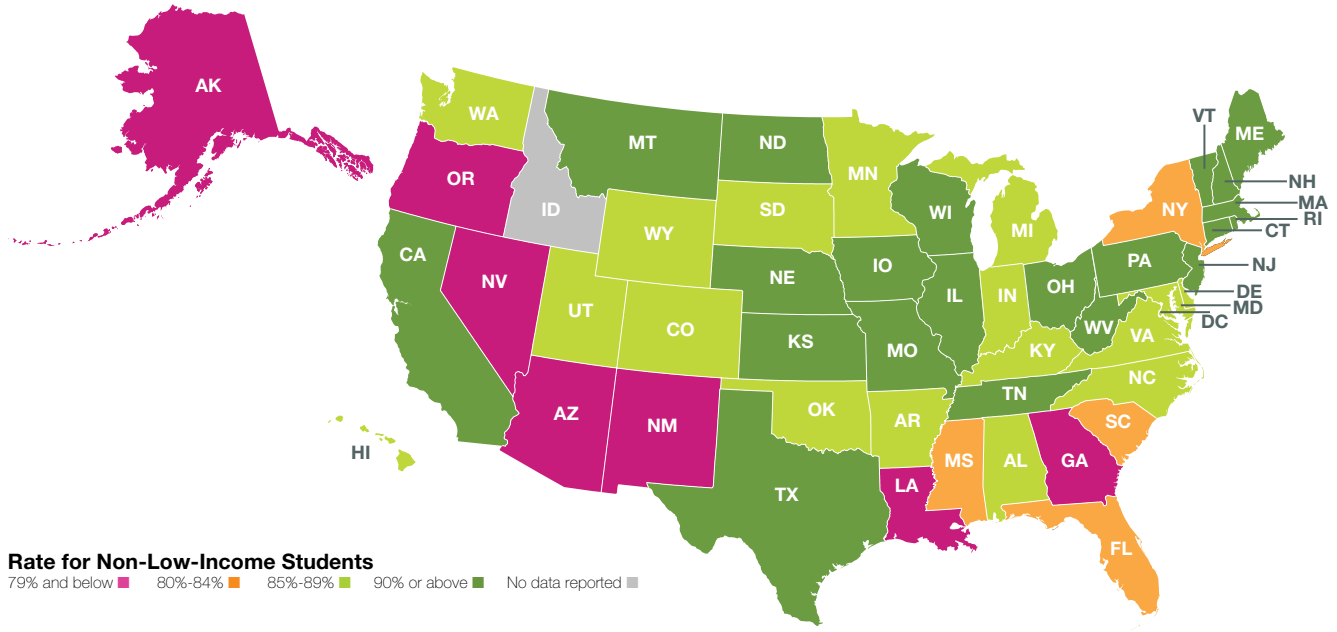
Growth in Concentrated Poverty

In 1966, sociologist James Coleman published the seminal "Equality in Educational Opportunity" report, which found that school-based poverty concentrations were negatively affecting academic achievement for poor and minority students. Nearly five decades later, this problem continues to plague American public schools. In 2000, one in eight public schools was deemed to be high poverty, but by 2011, one in five schools was classified as high poverty – an increase of about 60 percent.[2]

i NCES data released in February 2015 shows a rounded graduation rate for Iowa of 90 percent for 2012-13. However, the precise number for the state is 89.7 percent, so we do not consider them to have reached the 90 percent mark for 2013.

TABLE 7A

State 2013 ACGR for Non-Low-Income Students



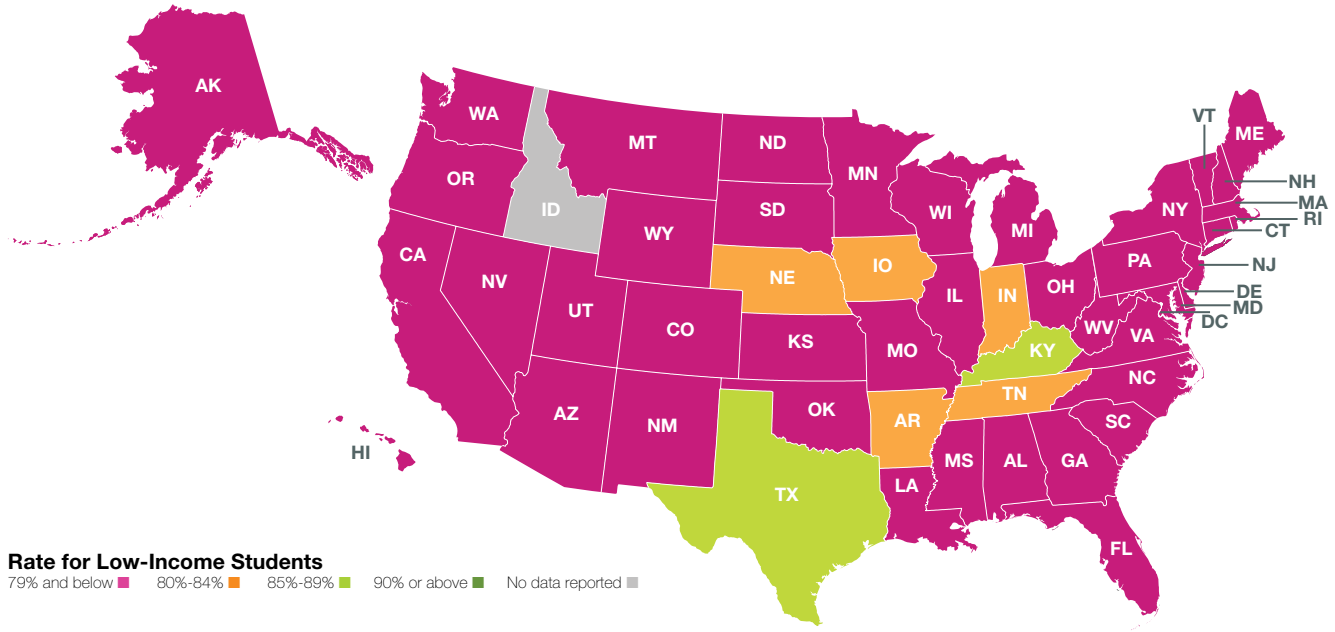
STATE ABBREVIATION	STATE	Non-Low-Income ACGR
NV	Nevada	77.5%
OR	Oregon	78.2%
NM	New Mexico	78.3%
AZ	Arizona	79.0%
AK	Alaska	79.6%
GA	Georgia	79.8%
LA	Louisiana	79.9%
MS	Mississippi	81.5%
FL	Florida	83.0%
NY	New York	84.0%
SC	South Carolina	84.5%
WY	Wyoming	85.1%
HI	Hawaii	85.8%
DE	Delaware	86.4%
KY	Kentucky	86.8%
WAS	Washington	87.0%
MI	Michigan	87.0%
CO	Colorado	87.0%
UT	Utah	87.4%
NC	North Carolina	87.4%
MI	Minnesota	87.9%
AL	Alabama	88.7%
OK	Oklahoma	88.7%
VA	Virginia	89.3%
IN	Indiana	89.4%
AR	Arkansas	89.5%
MD	Maryland	89.6%
SD	South Dakota	89.6%
OH	Ohio	90.1%
CA	California	90.2%
IL	Illinois	90.6%
TX	Texas	90.7%
MO	Missouri	90.7%
PA	Pennsylvania	91.0%
WV	West Virginia	91.3%
RI	Rhode Island	91.7%
NJ	New Jersey	91.7%
MT	Montana	92.1%
NH	New Hampshire	92.2%
NE	Nebraska	92.8%
ND	North Dakota	93.0%
WI	Wisconsin	93.1%
MA	Massachusetts	93.1%
CT	Connecticut	93.3%
KS	Kansas	94.2%
TN	Tennessee	94.3%
VT	Vermont	94.9%
ME	Maine	95.1%
IO	Iowa	95.4%
ID	Idaho	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2011-12 or SY2012-13. This table is sorted by the total number of K-12 enrollment at the district level for schools with any locale code in the sources below. Percent of Low-Income Students in the Cohort, 2013 (%) = 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), 2011-13 = the gap between the estimated non-low-income and low-income ACGRs from 2010-11 to 2012-13. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

TABLE 7B

State 2013 ACGR for Low-Income Students



STATE ABBREVIATION	STATE	Low-Income ACGR
AK	Alaska	59.5%
OR	Oregon	60.4%
CO	Colorado	63.7%
MN	Minnesota	63.8%
GA	Georgia	63.8%
MI	Michigan	63.9%
WY	Wyoming	64.0%
NV	Nevada	64.0%
NM	New Mexico	64.7%
WA	Washington	65.0%
SD	South Dakota	67.0%
FL	Florida	67.0%
NY	New York	67.5%
LA	Louisiana	67.7%
RI	Rhode Island	69.3%
AZ	Arizona	69.4%
OH	Ohio	69.6%
MS	Mississippi	70.2%

STATE ABBREVIATION	STATE	Low-Income ACGR
SC	South Carolina	70.5%
AL	Alabama	71.8%
ND	North Dakota	72.0%
CT	Connecticut	72.1%
UT	Utah	72.9%
IL	Illinois	73.0%
MA	Massachusetts	73.6%
WV	West Virginia	73.7%
VA	Virginia	74.0%
DE	Delaware	74.2%
MT	Montana	74.5%
CA	California	74.8%
VT	Vermont	75.0%
NH	New Hampshire	75.7%
MD	Maryland	75.8%
NC	North Carolina	76.1%
KS	Kansas	76.6%

STATE ABBREVIATION	STATE	Low-Income ACGR
WI	Wisconsin	76.6%
ME	Maine	76.9%
PA	Pennsylvania	77.0%
NJ	New Jersey	77.1%
MS	Missouri	78.0%
HI	Hawaii	78.2%
OK	Oklahoma	79.7%
AR	Arkansas	80.3%
IO	Iowa	80.4%
TN	Tennessee	80.7%
NE	Nebraska	80.9%
IN	Indiana	82.7%
TX	Texas	85.2%
KY	Kentucky	85.4%
ID	Idaho	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2011-12 or SY2012-13. This table is sorted by the total number of K-12 enrollment at the district level for schools with any locale code in the sources below. Percent of Low-Income Students in the Cohort, 2013 (%) = 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), 2011-13 = the gap between the estimated non-low-income and low-income ACGRs from 2010-11 to 2012-13. Therefore, positive values indicate gap closure and negative values indicate gap widening.

Sources: U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

The growth in concentrated poverty in our schools is reflective of the changing demographics of our nation. Data collected from 2008-2012 shows the concentrated poverty rate – measured by the share of poor residents living in "distressed tracts" (census areas with poverty rates of 40 percent or more) reached 12.1 percent, up more than three percentage points from 2000.[2] The majority of these high poverty tracts remain in the nation's largest metropolitan areas, but while the concentrated poverty rate remains highest in big cities, suburban communities have experienced the fastest pace of growth in the number of poor residents living in concentrated poverty between 2000 and 2008-2012.[2]

In 2000, one in eight public schools was deemed to be high poverty, but by 2011, one in five schools was classified as high poverty – an increase of about 60 percent.

The growth and spread of concentrated poverty in our schools and neighborhoods has enormous consequences for the nation's most disadvantaged children. U.S. Census data from 2009-2013 shows that in a majority of states, more than 20 percent of children live in high poverty neighborhoods (20%+ poverty), and in more than half of those states, that number rises to greater than 30 percent.[3] Research shows poor children achieve at higher levels when they attend low-poverty schools, but the increasing levels of concentrated poverty mean that more poor students are isolated from higher-income peers and the social and economic resources that come along with greater wealth. The outgrowth of concentrated poverty into suburban neighborhoods also poses an additional challenge to districts that are not prepared to deal with the burdens of educating large populations of students in poverty. The rise in concentrated poverty in our neighborhoods and schools, and its emergence in suburban communities, presents a further challenge to educating our nation's highest needs children.

Opportunity Gap

Various factors associated with income level – parents' educational attainment, quality of early care and education, and access to physical and mental health services – can greatly impact a child's ability to learn. All together, these factors contribute to the achievement gap that persists between low-income students and their middle- and high-income peers. In the past decade, this achievement gap has been redefined by researchers and educators as an "opportunity gap" – a term that better encapsulates the large disparities in access to the resources, services, and experiences for low-income children. Several of these disparities are described below.

Poor children score far below children from higher-income households in early vocabulary and literacy development, early math, and on key social skill measures.

- Children from poor families tend to arrive at school less academically prepared to succeed than their higher-income peers. By age 4, high-income children hear nearly 30 million more words than poor children.[4] Poor children also score far below children from higher-income households in early vocabulary and literacy development, early math, and on key social skill measures.[5,6] To add to the readiness disparities, only about 50 percent of four-year-old children in families in the lowest socioeconomic quintile are enrolled in preschool, compared to 76 percent of children in families from the top income quintile.
- A 2011 study found that the income achievement gap (defined as the average achievement difference between a child from a family at the 90th percentile of the family income distribution and a child from a family at the 10th percentile) is roughly 30 to 40 percent larger among children born in 2001 than among those born 25 years earlier. In fact, the income achievement gap is now almost twice as large as the Black-White achievement gap.[7]
- Quality mentoring has been linked to positive social, behavioral, and academic outcomes. Both higher and lower income youth report having a mentor within their extended family; however, youth in the top quartile of socio-economic status are more likely to have more and higher quality informal mentoring from someone outside their family (i.e., teachers, coaches, religious and youth group leaders, family friends) than those in the bottom socioeconomic quartile.[8]

Through stories of *American Graduate Champions*, public media is inspiring communities to help every child become an American graduate

When it comes to graduation rates, low-income students are lagging behind their more affluent peers in some communities at less than 60 percent and up to only 73 percent as a national average. Most low-income students also do not have access to consistent high quality mentoring relationships.

Research affirms that when students have adult support, they experience increases in academic achievement, social competence, and civic engagement, regardless of race or family income,[i] yet one in three young people reach the age of 19 without having a mentoring relationship of any kind.[ii] An at-risk student who has access to a positive mentoring relationship, formal or informal, is more likely to enroll in and graduate from college, hold a school leadership position, and regularly volunteer in their community, compared to those without a mentor.[iii]

Public media is an important partner in local communities helping to raise awareness about dropout prevention through the *American Graduate: Let's Make it Happen* national initiative. Working with local leaders from business, industry, government, community, faith-based and non-profit organizations, public media stations through *American Graduate* are telling the stories of champions for young people and inspiring others to make a difference in one child's life as an American Graduate Champion.

From preschool through high school and beyond, an American Graduate Champion is a committed, caring adult helping a student overcome challenges in and out of the classroom. American Graduate Champions include a school resource officer in St. Louis, Missouri who helps students who have dropped out return to school and graduate; a YMCA staffer who started a college scholarship fund to encourage Latino students in Nashville, Tennessee to finish high school and go on to college; a millworker in Eureka, California who teaches job skills to help students achieve after graduation in the work force; a college student in Cleveland, Ohio who is mentoring 8th graders about overcoming difficult obstacles on the path to graduation; and a mayor in Kansas City, Missouri who reads to elementary school students every week and shares with them the value of learning.

American Graduate Champion stories are featured on-air, online, and in the community through forums, events and partnerships to help all community members find a clear path for participation. With more citizens stepping up as champions for the nation's youth, we can increase access to relationships with committed adults, and ensure that all children are ready to learn and on the path to become an American graduate.

i http://new.every1graduates.org/wp-content/uploads/2012/03/preventing_student_disengagement.pdf

ii http://www.mentoring.org/mentoringeffect/fact_sheet

iii http://www.mentoring.org/mentoringeffect/infographic/

Poor children are also more likely to experience the immediate and long-term health effects of poverty.

- Children born to mothers in poverty are more likely to be born at a low birth weight, putting them at risk for long-term motor and social developmental delays.[9]
- In 2013, more than 45 percent of children in poverty lived in food-insecure households, in which not everyone in the home had access to enough food at all times.[10]
  - Child hunger has been linked to lower academic achievement, social and behavioral problems, increased hospitalization, and physical and intellectual developmental impairments.[11]
  - Though in-school breakfast and lunch programs can help reduce some food insecurity issues, many poor children still don't have nutritious meals during evenings, weekends, and school breaks.
  - In households where parents go without food to ensure their children have enough, even the experience of having food insecure parents can add to a child's stress, despite their parents' good intentions.
- Low-income children are at higher risk for developing asthma – one of the leading causes of chronic school absenteeism – and experience more emergency department visits, hospitalizations, and deaths due to the disease than the general population.[12]
- Children in poverty are less likely to have health insurance than children not in poverty.[13] Additionally, the American Public Health Association reports that more than 8.3 million children and teens – about 16 percent of the K-12 enrollment in this country – do not have access to quality health care.[14]

In 2013, more than 45 percent of children in poverty lived in food-insecure households, in which not everyone in the home had access to enough food at all times.

The outward negative health effects of poverty are widely recognized, but recent studies have shown that the "toxic stress" associated with poverty, especially early in life, can have a major impact on children that is not obvious to the naked eye. In fact, researchers are now discovering that exposure to "toxic stress," especially in

early childhood, can disrupt brain development and lead to lifelong problems in learning, behavior, and physical and mental health.[15,16] Fortunately, because of the plasticity of the brain and its elongated development period through adolescence and into early adulthood, relationships with caring adults can help mitigate the impacts of the stress and trauma of poverty. This means that schools and adults can be organized to enable students who live in poverty and experience its negative effects to thrive and succeed in school. However, if we leave the health, wellness, stress, and trauma impacts of poverty unacknowledged or unmet, then they will exert a high and unyielding tax on our ability to graduate all of our students.

Funding Inequities

Inequitable spending in education has long been a problem, especially in states that rely on local property taxes to fund their public schools. Although increased school funding cannot solve all of the educational issues associated with poverty, it has been shown to have positive benefits for poor children. A 2015 National Bureau of Economic Research study found that for poor children, a 20 percent increase in per-pupil funding each year for all 12 years of public schooling, is associated with nearly a full additional year of completed education, 25 percent higher earnings, and a 20 percentage-point reduction in the annual incidence of poverty in adulthood.[17]

The Title I provision of the Elementary and Secondary Schools Act of 1965 provides financial assistance to local educational agencies and schools with high percentages of low-income students. However, recent studies have shown that funding gaps still exist that are seriously shortchanging the most economically disadvantaged schools.

- Recent data from the National Center for Education Statistics shows that in 23 states, districts serving the highest percentage of students from low-income families have fewer state and local dollars to spend per pupil than districts with fewer students in poverty.[18]
- Nationwide, the wealthiest 25 percent of school districts receive 15.6 percent more funds from state and local governments then the poorest 25 percent of school districts. This gap, equal to approximately $1,500 per student, has increased by 44 percent since 2001-02.

Nationwide, the wealthiest 25 percent of school districts receive 15.6 percent more funds from state and local governments then the poorest 25 percent of school districts. This gap, equal to approximately $1,500 per student, has increased by 44 percent since 2001-02.

Though Title I funds may help eliminate these disparities, it should be noted that these funds were intended to supplement state and local dollars and provide poor students with the extra resources they need to catch up with their higher-income peers – not to offset inequalities in the distribution of state and local funds. When high poverty schools are forced to use federal funds to "make ends meet," those dollars can no longer be used for the additional resources – school counselors, nurses and health programs, more and experienced teachers, specialists, mentors, tutors, and up-to-date curricular materials – that are available to students in affluent schools but are a luxury for poor students.

Policy Recommendations

Fund and support programs that help bridge the opportunity gap for poor children.

- Politicians and policymakers alike have long called for expanding early education. With the income achievement gap on the rise, now is the time to commit to making high-quality, evidence-based early education accessible for low-income students.
- Census data show SNAP (Supplemental Nutrition Assistance Program) kept 4.8 million people out of poverty in 2013, including 2.1 million children. The program has also been proven as one of the two most effective programs at raising children out of "deep poverty" (living below half of the poverty line). The long-term effects for children receiving SNAP food stamps include better health in adulthood, higher earnings and lower rates of welfare for women, and an 18 percentage point higher high school graduation rate than children who did not receive food stamps.[19] Congress should continue to fully fund this program and increase benefits to high poverty families with children.
- It is critical that federal and state policymakers make limiting food insecurity for poor children on weekends and during school holidays and summer a priority. Right now, this responsibility largely falls on privately-funded organizations like Feeding America and Share Our Strength's *No Kid Hungry* initiative, and the many community and faith-based institutions with which they work, but with the rising numbers of low-income students in America, greater government resources should be allocated to this cause.

Make health and wellness initiatives an integral part of education reform for high poverty schools.

- For too long, health and education have been treated as separate silos, but it is impossible to cure the ills of one sector without addressing the other. Aligning and coordinating health and wellness programs and services within school environments is key to ensuring students' basic needs are being met and they are prepared to learn. The "Whole School, Whole Community, Whole Child" model developed by ASCD and the U.S. Centers for Disease Control and Prevention (CDC) provides a framework for aligning and coordinated school health approach with the structure and objectives of education,[20] and this model should be used to better address the health and wellness needs of children within the school environment.
- Evidence increasingly suggests that student success is affected by a wider set of factors, including social and emotional competence.[21] Social and emotional development gives students crucial skills, helps them handle stress, persist in the face of tough challenges, and build positive relationships with adults and peers.[22] Social and emotional learning not only improves academic performance, but also has the potential to reshape children's brain plasticity and promotes adaptive emotional and cognitive functioning in ways that have a positive lifelong impact.[23] This is especially important for many children living in poverty, who suffer great stress and trauma that negatively affects the way they learn and perform academically. Therefore, it is important that states move social and emotional learning from the periphery of education policy into the center of the conversation.

Level the playing field of state and local funding for high poverty schools and districts.

- Designate funding, beyond state foundation funding, and with accountability for outcomes, to districts and schools that educate high percentages of low-income students, and in particular students who live in high poverty neighborhoods, to ensure access to the critical resources these students need.
- Provide supports and assistance to low-performing schools in high poverty neighborhoods to enable them to combine evidence-based whole school reform efforts with enhanced student supports guided by early warning systems.
- Blend and leverage funding from federal and state agencies, which support high needs students, to support prevention activities, early warning systems, integrated student supports, and a sufficient supply of adults to provide mentoring, tutoring, and social emotional supports at the scale required in high poverty schools.

CASE STUDY

Reconnecting McDowell

When we talk about improving education for underprivileged students, we often forget about rural schools and districts, and the separate – but equally difficult – challenges they face. For decades, children growing up in rural McDowell County, West Virginia, faced a bleak reality – poverty, economic decline, understaffed and underperforming schools, limited medical services, and a culture of rampant drug and alcohol abuse. The poorest county in the state, McDowell ranks highest in teenage pregnancy, heart disease, suicide, drug overdose, unemployment, and high school dropouts, and more than half of its students live with someone other than a biological parent, due to circumstances such as the imprisonment or hospitalization of their parents. In the county's schools, students often face being "warehoused" – dispersed to other classrooms, the gym, or cafeteria – because of the district's severe teacher shortage. Inadequate transportation and technology have often meant no after-school programs, extracurricular activities, or Internet access. This landscape is particularly challenging, especially given the increasing evidence that demonstrates how important active parents, extracurricular activities, access to technology, and community-based networks are to the school, employment, and life outcomes of children.

After years of state intervention in the district's operation, current State Board of Education president Gayle Manchin pushed for a comprehensive, long-term effort to fix McDowell's schools. In 2011, with Manchin, the American Federation of Teachers (AFT) and Governor Earl Ray Tomblin leading the way, the Reconnecting McDowell initiative, an unprecedented public-private partnership, was born.

When we talk about improving education for poor students, we often forget about rural schools and districts, and the separate – but equally difficult – challenges they face.

Because improving educational outcomes for McDowell's children will take more than fixing the district's schools, Reconnecting McDowell seeks sustainable solutions to the community-wide challenges that impede student learning. Now with more than 120 partners comprising business, foundations, government, nonprofits, and labor, the Reconnecting McDowell initiative directs valuable services, funding, and expertise into education; services for students and their families; transportation; technology; housing; and jobs and economic development.

Working with local and state stakeholders, Reconnecting McDowell has established high priority areas, including making every school in the county a community school, with wraparound physical and mental health services for students and families. This vision moved forward in May 2013 when the community schools plan was approved by the West Virginia Board of Education. The plan will bring community organizations and agencies into schools to provide academic interventions, extended learning, health and social services, family and early childhood supports, and parent and community engagement programs tailored specifically to the needs of each school and the families they serve.

One of the most significant challenges rural school districts face is attracting and retaining highly qualified teachers, especially those trained in special education. A 2013 state audit of McDowell County schools cited high employee turnover to be a significant issue for the district.

CASE STUDY (CONTINUED)

To help remedy the teacher shortage and counter teacher turnover in McDowell County, the collaborative is buttressing district efforts to better train and mentor teachers and principals by building a "teacher village" that will help address the lack of available housing in the county. The project will resemble a college dormitory with collaborative workspaces, which Reconnecting McDowell leaders hope will create a collegiate environment for new teachers that will encourage them to stay in the county long term.

One of the most significant challenges rural school districts face is attracting and retaining highly qualified teachers, especially those trained in special education.

The collaborative also plans to provide access to college-prep, career, and technical education programs, and recently handed out personal laptops to all middle school students in the county to use in school and at home – giving children and families the internet access that many Americans take for granted. Other major accomplishments include:

- A three-year, $300,000 AT&T Aspire contribution will provide mentoring, internship, and job-shadowing opportunities to McDowell County high school students each year through the Broader Horizons program, including student visits to Washington, DC.
- Save the Children is operating after-school programs emphasizing literacy skills for students at three elementary schools.
- Frontier Communications wired every county school with fiber optics to ensure students have consistent internet access; SHENTEL (Shenandoah Telecommunications Co) is now working to wire 10,000 homes in the county and offering reduced internet rates to families.
- IBM provided 10 Little Tykes Young Explorer computer kiosks for county early childhood development programs.
- First Book has given away 4,500 books and will give away 18 more books per child over the span of the initiative.
- Verizon donated $50,000 to First Book to open 10 Family Literacy Centers
- VH1 Save the Music Foundation provided $30,000 worth of new band instruments to one district high school.
- To tackle truancy issues, the West Virginia Supreme Court opened a juvenile drug court to provide students found to be abusing drugs with treatment and support programs – keeping them out of the juvenile detention system and in school.

Although the initiative is still in its early phases, it recognizes the importance of providing supports to students and their families in boosting school outcomes. Progress in raising academic achievement is already being seen. In its first full year in operation, four-year graduation rates increased from 72 percent in 2011-12 to 79.3 percent in 2012-13. This improvement comes following years of sustained improvement efforts by district leaders and staff, including hiring "graduation coaches" to work with at-risk high school students and using Reconnecting McDowell resources to re-engage students in their education.

Lauded by educators and policymakers around the country, Reconnecting McDowell is an example of the power of collaboration in holistically addressing the needs of the child, school, and community.

Driver 2 Minority Students

American public schools are undergoing a significant demographic shift, driven in large part by rising Hispanic/Latino enrollment and concurrent declines in White enrollment.

- From 2001 to 2011, Hispanic/Latino enrollment grew from 8.2 million to 11.8 million students, an increase from 17 to 24 percent.[24] White enrollment fell during this period from 28.7 million to 25.6 million (a decrease from 60 percent to 52 percent), while African American enrollment held fairly steady, moving from 17 percent to 16 percent.
- The National Center for Education Statistics (NCES) predicts that by 2023, Hispanic/Latino enrollment will account for 30 percent of public school students.
- In five states (New Mexico, California, Texas, Arizona, and Nevada), Hispanic/Latino enrollment is already greater than 30 percent.
- In the South, a Black-White region at the turn of the last century, Hispanic/Latino enrollment has begun to climb, surpassing Black enrollment in Florida and Texas, and rising above 10 percent of enrollment in Georgia and North Carolina.
- The 2014-15 school year was projected to be the first year that total enrollment of minority students would surpass enrollment of White students in American public schools.[25]

This changing distribution means that schools must focus intensely on closing the gaps between White and minority student graduation rates to drive the national average. And while gains have been made, there is a still a long way to go.

The 2014-15 school year was projected to be the first year that total enrollment of minority students would surpass enrollment of White students in American public schools.

Data Analysis

The rising national graduation rate has been driven since 2006 by a 15-percentage-point increase for Hispanic/Latino students and a 9-percentage-point gain for African American students, as measured by AFGR. That trend has continued over the last three years, as measured by ACGR.

- Hispanic/Latino students – the fastest growing student population – made the greatest gains in the ACGR reporting era, rising from 71 percent in 2011 to 75.2 percent in 2013, a gain of 4.2 percentage points.
- African American students, a subgroup with historically low graduation rates, continue to improve, rising 3.7 percentage points from 67 percent in 2011 to 70.7 percent in 2013 (as measured by ACGR).

Hispanic/Latino and African American graduation rates remain lower than the rates of White (86.6 percent) and Asian (88.7) students. To reach the 90 percent goal by 2020, many schools, districts and states will need to redouble their efforts to narrow graduation gaps while accelerating gains for all students.

State Leaders and Laggards – Hispanic/Latino Students

TABLE 8A

State ACGR Leaders, Hispanic/Latino Students, 2012-13

	Hispanic/Latino ACGR	Largest Percentage Point Gains – Hispanic/Latino Students	ACGR Percentage Point Change, 2011-2013
Texas	85.1	Utah	+ 13.4
Vermont	83.0	Nevada	+11.4
Indiana	82.5	Arkansas	+11.0
Arkansas	82.0	New Mexico	+9.0
West Virginia	82.0	Alabama	+8.0
Tennessee	81.3	Minnesota	+8.0
Maine	81.0	Connecticut	+7.0
Missouri	81.0	Delaware	+7.0
Iowa	80.0	Kansas	+6.9

Sources: Reproduced from the United States Department of Education (2015). Provisional Data Files: SY2010-11 and SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

- Nine states lead the nation with graduation rates of 80 percent or higher for Hispanic/Latino students.
- As the state with the second largest student enrollment in the country, rising rates for Texas' Hispanic/Latino students strongly impacts not only that state's graduation rate improvement, but also boosts the national Hispanic/Latino graduation rate.
- However, the majority of leading states (See Table 8a) have low rates of Hispanic/Latino enrollment (this includes Vermont, Arkansas, West Virginia, Tennessee, Maine, Missouri, and Iowa). This group of students neither drives their state rates nor that of the nation.

A subset of states significantly raised Hispanic/Latino graduation rates.

- Utah has led the way, increasing graduation rates for Hispanic/Latino students by 13.4 percentage points from 2011 to 2013, followed by Nevada with a gain of 11.4 percentage points.
- New Mexico's gain of nine percentage points is also notable given that Hispanic/Latino students account for 57 percent of public school enrollment in the state; though its graduation rate still remains low even with these improvements.
- Minnesota, Connecticut, Delaware, and Kansas also show that significant improvements (+7 to +8 percentage points) occurred in some states where Hispanics/Latinos represent only a modest fraction of all students in the state.

A subset of states still has rates well below 70 percent for this subgroup, and another subset saw its numbers fall from 2011 to 2013.

- Colorado and New York are of particular concern as they educate large numbers of Hispanic/Latino students. When combined with Washington and Oregon, which also have rates in the 60s, these four states educate about 10 percent of the Hispanic/Latino students in the nation and their lagging rates will hold back continued national progress towards a 90 percent high school graduation rate.
- Arizona, a state with high rates of Hispanic/Latino enrollment, lost three percentage points between 2011 and 2013. This is concerning as Arizona has both high numbers of Hispanic/Latino students, and a graduation rate for these students now in the 60s. Arizona must carefully consider how to regain the ground it has lost in order to raise graduation rates for this subgroup, and in turn, its graduation rate for all students.

TABLE 8B

State ACGR Laggards, Hispanic/Latino Students, 2012-13

	Hispanic/Latino 2012-13 ACGR	Largest Percentage Point Losses – Hispanic/Latino Students	ACGR Percentage Point Change, 2011-2013
Minnesota	59.0	Maine	- 6.0
Oregon	60.8	Arizona	- 3.1
New York	62.3	Wyoming	- 3.0
Georgia	62.6	Hawaii	- 2.0
Nevada	64.4	Vermont	- 1.0
Colorado	65.4	Illinois	- 0.7
Washington	65.9	New York	- 0.7

Sources: Reproduced from the United States Department of Education (2015). Provisional Data Files: SY2010-11 and SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

States Driving the National Rate – Hispanic/Latino Students

Six states collectively educate over 70 percent of the nation's Hispanic/Latino high school students.

As seen in Table 9, six states collectively educate more than 70 percent of the nation's Hispanic/Latino high school students. Outcomes vary widely across these states, indicating that different state and local policies may contribute to better and worse graduation outcomes for Hispanic/Latino students.

- Of the six states with the highest numbers of Hispanic/Latino enrollment, only three have graduation rates above the national subgroup average of 75.2 percent. In New York, the graduation rate for Hispanic/Latino students is nearly twenty points below the national average for all students.

TABLE 9

States with Largest Numbers of Hispanic/Latino High School Students, 2012-13

	Total Number of Hispanic/Latino High School Students Within the State (N)	Percent of Hispanic/Latino High School Students in the U.S. (%)	Hispanic/Latino ACGR
California	1,018,454	30.3	75.7
Texas	674,204	20.0	85.1
Florida	225,113	6.7	74.9
New York	192,621	5.7	62.3
Arizona	140,011	4.2	68.9
Illinois	138,432	4.1	76.3
Totals	**Total Number of Students = 2,388,835**	**Cumulative Percent = 71.0**	

Source: U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

- Arizona and Illinois, educating over eight percent of the nation's Hispanic/Latino high school students, reported decreases in graduation rates for these students between 2010-11 and 2012-13.

Leaders and Laggards – Black Students

- Maryland, North Carolina, and Tennessee have Black graduation rates of 78 percent and collectively educate about 10 percent of the nation's Black students, contributing towards national progress.
- Alabama and Mississippi, both states with high percentages of Black student enrollment, have made substantial percentage point gains for this subgroup between 2011 and 2013. These statistics demonstrate great progress is possible in states that not only have struggled historically to serve this subgroup, but also have significant numbers of Black students.

Looking at the states with the lowest Black high school graduation rates, as well as those whose rates have declined between 2011 and 2013, highlights three states of concern.

TABLE 10A

State ACGR Leaders, Black Students, 2012-13

	Black 2012-13 ACGR		ACGR Percentage Point Change, 2011-2013
Texas	84.1	Nevada	+ 14.0
New Hampshire	82.0	Alabama	+ 11.0
North Dakota	80.0	New Hampshire	+ 9.0
Maryland	78.3	New Mexico	+ 9.0
Arkansas	78.0	Utah	+ 9.0
Kentucky	78.0	Mississippi	+ 8.8
North Carolina	78.0	Pennsylvania	+ 8.0
Tennessee	78.0	Wyoming	+ 8.0

Sources: Reproduced from the United States Department of Education (2015). Provisional Data Files: SY2010-11 and SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

TABLE 10B

State ACGR Laggards, Black Students, 2012-13

	Black 2012-13 ACGR		ACGR Percentage Point Change, 2011-2013
Oregon	57.0	Vermont	- 11
Minnesota	57.8	Arizona	- 4.0
Michigan	60.5	Montana	- 4.0
New York	62.9	Illinois	- 3.1
Ohio	63.0	Maine	- 2.0
Georgia	64.4		
Florida	64.6		

Sources: Reproduced from the United States Department of Education (2015). Provisional Data Files: SY2010-11 and SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

- Ohio and Michigan both have Black graduation rates in the low 60s and together educate over seven percent of the nation's Black students. Illinois, which has a higher overall Black graduation rate at 70.9 percent, saw a significant decline in recent years.

States Driving National Progress – Black Students

TABLE 11

States with the Largest Numbers of Black High School Students, 2012-13

	Total Number of Black High School Students within the State (N)	Percent of Black High School Students in the US (%)	Black ACGR
Florida	189,515	7.9	64.4
Georgia	181,940	7.5	64.4
Texas	179,619	7.4	84.1
New York	166,598	6.9	62.9
California	137,417	5.7	68.1
North Carolina	122,302	5.1	77.5
Illinois	117,618	4.9	70.9
Maryland	94,519	3.9	78.3
Ohio	93,125	3.8	63.4
Michigan	92,431	3.8	60.5
Virginia	89,382	3.7	76.8
Pennsylvania	89,019	3.7	72.6
Louisiana	88,264	3.7	66.0
Alabama	82,240	3.4	73.9
Totals	**Total Number of Students = 1,723,989**	**Cumulative Percent = 71.4**	

Source: U.S. Department of Education, National Center for Education Statistics (2013). Public Elementary/Secondary School Universe Surveys.

Finally, a sub-set of states will drive the national rate given that they educate large numbers of African American students. A review of this groups shows that these states have considerable work to do.

Combined, Michigan, New York, Ohio, Georgia, Florida, California, and Illinois collectively educate more than 40 percent of the nation's Black students. All seven of these states either have graduation rates in the 60s, or have recently experienced significant declines. Unless, these states start to experience significant improvements, the recent progress made in raising Black graduation rates will stall. Consequently, these states must refocus energy and attention on helping more of their African American students complete their high school education.

National Challenges

There are many roadblocks facing states and schools as they seek to provide all of their students with a strong education, and a clear path to high school graduation. While there are different challenges for every state and school district, there are several national trends that influence the ability of schools to provide a high-quality education to every student, regardless of race or ethnicity.

Discipline Disparities

The number of secondary school students suspended or expelled has increased by 40 percent, rising from one in 13 in 1972-73 to one in nine in 2009-10. The vast majority of these suspensions are for non-violent crimes such as truancy, dress code violations, or acting out in class.

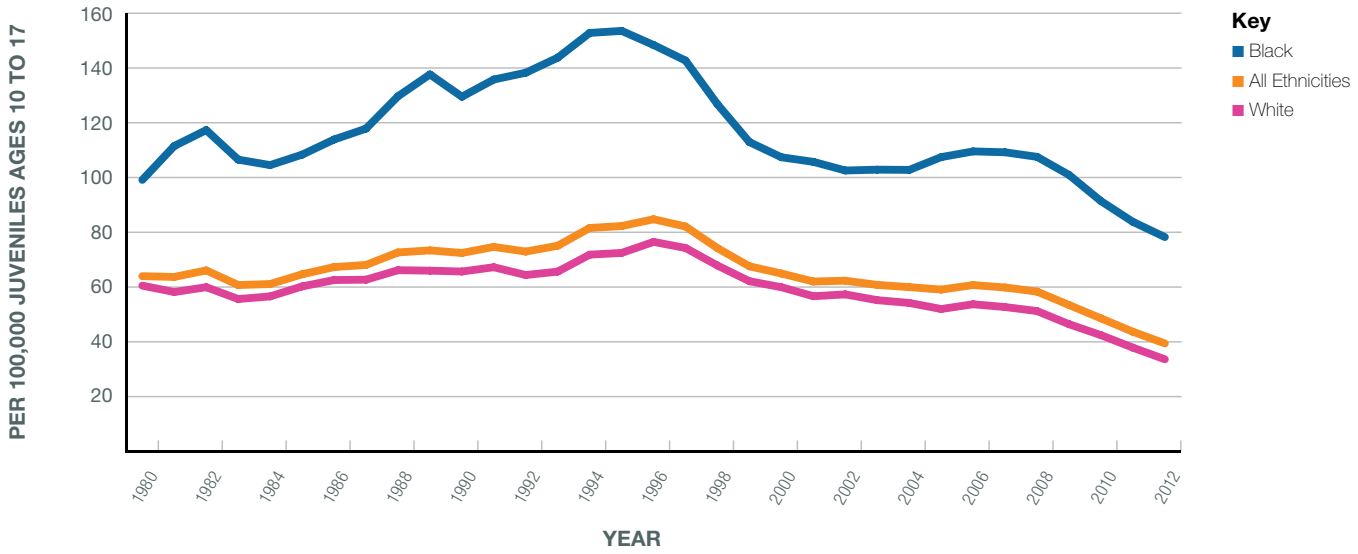
Over the last four decades, American public schools gravitated towards "zero tolerance" discipline policies that mandate the removal of students from school for a wide variety of offenses, ranging from bringing a weapon to school to tardiness or dress code violations.

The influence of zero tolerance policies can be seen in the sharp rise of law enforcement presence in schools, and large increases in out-of-school suspension rates across the country.

- In 1996-97, only 19 percent of public high schools had officers stationed in school full time, and more than half had no law enforcement presence at all.[26] By 2007-08, two out of every three public high schools had full-time security guards or law enforcement officers.[27]

FIGURE 8

Black, White, and All Students Juvenile Crime Rates (Per 100,000 Juveniles ages 10 to 17), 1980-2012



Note: Measure of "All crimes" excludes suspicion. Effective in 2010, the FBI no longer reported arrests for running away. As a result, this offense group is not included in the "All crimes" category.

Source: National Center for Juvenile Justice (December 16, 2014). Juvenile Arrest Rates by Offense, Sex, and Race. Online. Available: http://www.ojjdp.gov/ojstatbb/crime/excel/JAR_2012.xls

- The number of secondary school students suspended or expelled has increased by 40 percent, rising from one in 13 in 1972-73 to one in nine in 2009-10.
- It is estimated that some two million secondary school students are suspended annually. As a point of comparison, only a little more than three million students graduated from high school in 2013.[28]
- The vast majority of these suspensions are for non-violent crimes such as truancy, dress code violations, or acting out in class.

The roots of zero tolerance policies can be traced back to the rise in juvenile crime rates that began in the 1980s, the subsequent fear that young people were becoming more dangerous, and the need for harsher school discipline policies to prevent harm to other students or school personnel. In 1994, Congress passed the Gun-Free-Schools Act, requiring states that received federal education funds to mandate that local school districts had to expel, for at least one year, any student who brought a weapon to school. Violent incidents on school grounds like the Columbine massacre in 1999 caused many schools to mandate zero tolerance policies that went beyond the federal law, and to increase the presence of law enforcement and security guards in schools.

These policies continued to grow and encompass more school discipline issues, even as juvenile crime rates continued to fall, reaching the lowest levels seen since the 1980s in 2012.

Zero tolerance policies continued to grow and encompass more school discipline issues, even as juvenile crime rates continued to fall, reaching the lowest levels seen since the 1980s in 2012.

Many of the effects of zero tolerance policies have fallen disproportionately on minority students, who are disciplined more frequently and more severely than their White peers.

- In the 1970s only six percent of Black K-12 students were suspended (compared with 3 percent of their White peers). With the advent of zero-tolerance policies, suspension rates for Black students rose by nine percentage points to 15 percent by 2006, while White suspension rates gained less than 2 percentage points.[30]

These disparities are even starker when considered in light of the population of minority students within school districts with high suspension rates.

- For example, Black students make up 21 percent of youth in Florida, but accounted for 46 percent of all 2011 school-related referrals to law enforcement. In West Hartford, Connecticut, Black and Latino students made up 24 percent of the population, but experienced 63 percent of school-related arrests.[31]
- Black students with disabilities fair even more poorly. During the 2009-10 school year, 36 percent of all Black male students with disabilities enrolled in middle or high school were suspended at least once.

With the advent of zero-tolerance policies, suspension rates for Black students rose by nine percentage points to 15 percent by 2006, while White suspension rates gained less than 2 percentage points.

Contrary to popular belief, suspending students and criminalizing misbehavior in schools has not resulted in schools that are safer, or improved learning for those students who are not suspended.[33]

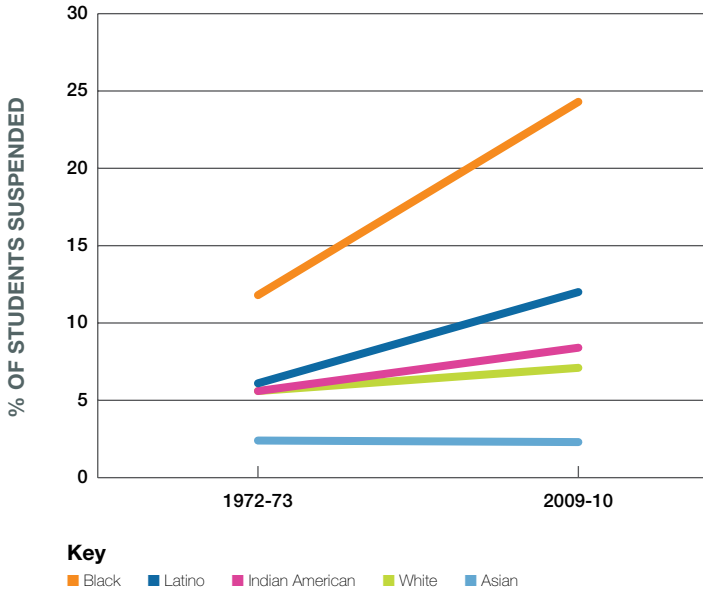
- Students who are expelled become far more likely to drop out of school. Research shows that being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, rising from 16 percent for those not suspended to 32 percent for those who are.[34]

Students who are expelled become far more likely to drop out of school. Research shows that being suspended even once in ninth grade is associated with a twofold increase in the likelihood of dropping out, rising from 16 percent for those not suspended to 32 percent for those who are.

As evidence mounts that zero tolerance policies fail to improve school climate, and endanger the futures of students, some school districts are revising their discipline policies to use suspension and expulsion as a last resort, and focus instead on working with students to resolve underlying issues and keep them in school and on track.

FIGURE 9

Secondary School Suspension Rates by Ethnicity: 1972-73 to 2009-10



Source: The Civil Rights Project at UCLA[32]

- In 2013, Los Angeles Unified School District became the first in California to ban the use of suspensions for "willful defiance," an ill-defined term that can encompass anything from dress code violations to talking on cell phones or disrupting class. Instead, LAUSD began implementing alternative discipline options to hold students accountable for poor behavior, while still keeping them in school and moving forward with their education.[35] In the two years since this change, LAUSD saw graduation rates rise by 12 percent, and suspensions drop by 53 percent.
- In 2013, Broward County Public Schools in Florida created the Broward Agreement on School Discipline. The new discipline policy was created collaboratively by school administrators, law-enforcement, and community partners, and established alternatives to arrest and out-of-school suspensions for misdemeanors such as counseling and mentorship.[36]

- In 2012, Chicago Public Schools created a new code of discipline that named suspension and expulsion as a last resort after counseling and behavioral interventions.
- In 2015, New York City's Department of Education announced a series of discipline reforms including: requiring principals to obtain D.O.E. approval before suspending students for "insubordination;" D.O.E. approval for any suspension involving students in kindergarten to third grade; and eliminating suspension for "minor physical infractions" altogether. The D.O.E will also invest $1.2 million in restorative justice programs in 100 schools, $1.45 million to reduce 911 referrals for disruptive students by properly training school staff, and another $2.3 million to support court-involved students.[37]

Disparities of Academic Opportunity

The U.S. Department of Education found that 25 percent of high schools with the highest percentages of Black and Latino students do not offer Algebra II, and a third of those schools did not offer chemistry. Both of those courses are considered necessary to prepare for college, or a future career.

Schools with large populations of minority students frequently offer their students fewer opportunities to take challenging courses that prepare them for college and career, allow them to apply to more selective colleges, and earn college credits in advance, saving time and money on college tuition. [38]

- The U.S. Department of Education found that 25 percent of high schools with the highest percentages of Black and Latino students do not offer Algebra II, and a third of those schools did not offer chemistry. Both of these courses are considered necessary to prepare for college, or a future career. In contrast, 81 percent of Asian American students and 71 percent of White students had access to a full range of math and science courses (Algebra I, geometry, Algebra II, calculus, biology, chemistry, physics).[39]
- Aside from gaps in access to challenging courses, minority students are often tracked into more basic courses, even when test scores indicate they are capable of performing well in Advanced Placement (AP) courses. A recent study by the College Board found that that 72 percent of Black students and 66 percent of Hispanic students whose PSAT scores indicated that they could succeed in an AP math course were left out of the program.[40]

Closing gaps in participation in rigorous coursework between White and minority students requires a concerted effort to identify students of all ethnicities who can benefit from AP or honors courses, and then to offer the incentives and supports those students need to succeed in those classes. School districts working to close these gaps have implemented a range of reforms that include better identification of academically capable students, improved preparation for rigorous coursework during elementary and middle school, and professional development for teachers to expand their course offerings. Federal funding opportunities such as the Advanced Placement Incentive Program have also helped some districts to increase staff capacity for counseling, teacher development, and exam fees.

Closing gaps in participation in rigorous coursework between White and minority students requires a concerted effort on the part of school districts to identify students of all ethnicities who can benefit from AP or honors courses, and then to offer the incentives and supports those students need to be successful in those classes.

- Montgomery County Public Schools in Maryland, under the leadership of former superintendent Jerry Weast, significantly improved rates of both taking and passing AP exams for its minority students. Beginning in 2005, Weast implemented a strategic, data driven plan that raised academic standards for students beginning in elementary school and continuing into high school. Under this plan, the district utilized a variety of measures to identify students who would benefit

from AP courses. This included a concerted effort to increase rates of PSAT takers through in-school incentives, communications with parents, and one-on-one meetings with students. Montgomery County used PSAT scores in combination with GPA to counsel high-achieving students into upper level and AP coursework.[41] In 2012, MCPS posted record numbers of students taking and earning a three or higher on their AP exams, with rates some 20 percentage points above state and national averages for African American students, and 6.6 and 18.7 percentage points higher than for Hispanic/Latino students in Maryland and the nation, respectively.[42]

- Jefferson County Public Schools in Kentucky changed policies in the 1990s to pay for every sophomore to take the PSAT, and require principals to provide AP classes for all students who qualified based on their PSAT scores. More recently, the district has used federal Race to the Top funds to cover exam fees for students and professional development for teachers, and has put in place a fast-track program that advances participants through their required math courses by the end of sophomore year so that students are free to take AP courses junior and senior year. An analysis of the district by the Broad Foundation found that Black students are improving their AP passing rates quickly enough to gain on their White peers, while still maintaining participation levels.[43]
- San Diego Unified School District used federal Advanced Placement Incentive Program grant dollars to cover exam fees, summer programs, AP tutoring, and professional development for teachers. The district also provided funding for a school counselor who manages student schedules to ensure that all have access to rigorous courses.

Supports for English Language Learners

Providing strong supports for English Language Learners will continue to become more and more important as populations of minority students rise. Without these supports, large populations of public school students will struggle to graduate.

- It is estimated that by 2025, nearly one out of every four public school students will be an English Language Learner.[44]
- In 2009-10, ELL enrollment in 12 states and the District of Columbia was between 7 and 14 percent (Virginia, North Carolina, New York, Kansas, Arizona, Utah, Illinois, Florida, Hawaii, Oregon, Alaska, and Colorado). In four states (Texas, New Mexico, Nevada, and California), ELL enrollment was 14 percent or more of public school students. These students constitute 29 percent of public school enrollment in California.[45]
- While Spanish is the most widely spoken language among ELLs in public schools, Asian Americans also make up a significant proportion of ELL students. Nationwide, two of the top five languages spoken by ELLs from 2009-2012 included Southeast Asian languages.[46]
- Asian American ELL students are numerous in California, but are distributed across the country as well, with high percentages of students in New York, Texas, Minnesota, Washington, New Jersey, Massachusetts, and Illinois.
- Rising populations of ELLs present significant academic challenges for schools. NCES reported a 29-point reading gap between fourth grade non-ELL Hispanic students and ELL Hispanic students, and a 39-point gap between eighth grade non-ELL Hispanic students and ELL Hispanic students.[47]
- A survey of more than 5,000 California ELL teachers found that they experienced many barriers to success. These included: a wide variety of language abilities and levels within an individual classroom, making it difficult to appropriately tailor coursework; lack of appropriate textbooks or other teaching materials that would help ELLs progress; and assessments that did not accurately or fairly measure ELL progress.[48]
- As the number of ELLs in schools continue to rise, districts must ensure that teachers and staff have the proper training and supports to effectively teach these students so that they remain on track academically.

It is estimated that by 2025, nearly one out of every four public school students will be an English Language Learner.

Policy Recommendations

Discipline in schools

- Create transparency around school discipline policies and trends so that parents, community members, and policymakers can readily view suspension and expulsion rates, and monitor for disparities or unnecessary severity. (For example, the online tool created by Georgia Appleseed Center for Law and Justice).
- Move away from zero tolerance policies for ill-defined offenses such as "willful defiance," and use suspension and expulsion as last resorts only after other behavioral interventions have been implemented.

Provide challenging course and supports

- Schools and districts should review course offerings, ensure they include a complete course load that prepares students for college, and make challenging courses available to all students.
- Schools should examine their disparities in participation among White and minority students in challenging coursework and strengthen the supports available to ensure all students have equal opportunity.

Improved access to support systems

- Provide minority students increased access to caring adults in the form of mentors, tutors, coaches, and counselors. Particularly in majority-minority schools, students would benefit from additional guidance from adults as they navigate from elementary through high school, and on to higher education.
- Create opportunities to cover costs of standardized tests, AP, and other exam fees.

CASE STUDY

Re-Thinking School Discipline Policies

As noted, zero tolerance discipline policies in our nation's schools have failed to either improve school climate or raise academic achievement, and many schools are seeking new solutions.

Theory of restorative justice

The U.S. justice system focuses on the wrongdoer, asks what crime was committed, and therefore what price the offender must pay. Zero tolerance policies in schools are based around this mindset, with the goal being to punish the student sufficiently so that the offense will not be repeated.

Restorative Justice (RJ) is a discipline system employed by school districts with the goal of improving relationships between students, parents, teachers, and administrators, reducing out-of-school suspensions and expulsions, and creating a positive school climate. Restorative justice programs focus on those who were harmed, asks the offender to take responsibility for the damage done by his or her actions, and then engages all stakeholders to find a way to repair the damage. RJ holds students accountable for their actions, but also offers them the opportunity to make amends and be welcomed back in to the school community, rather than simply removing them through out-of-school suspension or expulsion.

The U.S. justice system focuses on the wrongdoer, asks what crime was committed, and therefore what price the offender must pay. Restorative justice programs focus on those who were harmed, asks the offender to take responsibility for the damage done by his or her actions, and engages all stakeholders to find a way to repair the damage.

CASE STUDY (CONTINUED)

Schools implementing RJ practices have seen decreases in suspensions and expulsions, improved relationships between students and teachers, improved student behavior, and increases in positive school climates. For example:

- In 2008-09, Denver Public Schools saw a 68 percent reduction in police tickets given in schools, and a 40 percent drop in out of school suspensions.[49]
- Evaluations of Minnesota public schools showed a 30 to 50 percent reduction in suspensions from 1998 – 2001.[50]
- West Philadelphia High School saw a 52 percent drop in violent acts and serious incidents from school year 2006-07 to 2007-08, and an additional 40 percent reduction in violent acts and serious incidents in 2008-09.[51]

Implementation of Restorative Justice at Oakland Unified School District

Oakland Unified School District (OUSD) serves more than 45,000 students, one-third African American, and more than 70 percent low-income.[52] In 2012-13, OUSD reported a high school graduation rate of just 62.6 percent.[53] A 2012 Urban Strategies Council report showed vast discipline disparities between White and African American students reported in OUSD.[54]

- Black boys comprised 17 percent of the OUSD student population, but accounted for 42 percent of suspensions.
- One in 10 Black boys in elementary schools, one in three in middle schools, and one in five in high schools were suspended annually.
- Forty-four percent of Black males were suspended solely for defying authority.
- Black males were significantly off track academically compared to their peers, and more than half of Black males in middle schools were at risk for dropping out, with suspension being a significant factor for 73 percent of those off course.

The U.S. Department of Education Office of Civil Rights (OCR) conducted a compliance review of the school district in response to these disparities, and in 2012, the district voluntarily entered into an agreement with OCR to reduce the discipline disproportionalities for Black students. The district-wide implementation of restorative justice practices is part of a large-scale effort to improve school climate, and ensure that all students are able to thrive and learn.

Implementation of RJ programs at OUSD has expanded from one school in 2005 to 24 schools during the 2013-14 school year. During this time, OUSD saw significant improvements in discipline practices and outcomes for its students.[55]

- Suspensions declined significantly at OUSD over the last three years, with the most significant decreases being for African American students suspended for disruption or willful defiance. In just one year, that number fell from 1,050 to 630 – a decrease of 40 percent.
- Middle schools with a RJ program have seen the greatest cumulative change, with chronic absenteeism at those schools with a RJ program dropping by 24 percent, as compared to non-RJ schools, which saw chronic absenteeism *rise* by 62.3 percent.
- Between 2010 and 2013, RJ high schools saw a 56 percent decline in high school dropout rates, compared to just 17 percent for non-RJ high schools.
- The Black-White discipline gap has decreased from 25 in 2011-12 to 19 in 2012-13. This represents significant progress, but the district acknowledges that while they may be on the right track, there is still far to go.

CASE STUDY (CONTINUED)

Student and staff experiences

In 2014, OUSD surveyed over 200 teachers and staff about their experiences with restorative justice policies, and 80 percent of those surveyed agreed/strongly agreed that their school should continue using RJ practices. Teachers and staff surveyed noted that RJ allowed them to build caring relationships with students, gave them a new set of tools to handle difficult students, and helped them connect with the larger school community. Similarly, students appreciated the communication and dialogue piece of RJ. Those surveyed noted that they felt actively engaged by the process, and appreciated the chance to have both sides of the story told and heard. The surveys also revealed a number of challenges to successfully using RJ as a school discipline method, including: limited time to engage students in restorative practices, and provide needed follow-up; limited training and capacity; and difficulty in shifting school culture to embrace restorative rather than punitive practices. These challenges echo those of other school districts testing RJ practices.[56, 57]

RJ offers a promising alternative to zero tolerance policies. In many implementing districts, behavior is improving, violence is decreasing, and students are given the opportunity to stay in school and on track for graduation. However, RJ requires consistent implementation, buy-in from staff and administrators, and takes time to implement fully and effectively. Schools seeking to move away from zero tolerance policies must be willing to expend the time and effort that is needed to shift the school culture and build a new mindset around what constitutes effective discipline policies.

Driver 3 Students with Disabilities

Students with disabilities, specifically those students receiving special education services under the Individuals with Disabilities Education Act (IDEA), make up approximately 13 percent of all public school students nationwide. The percentage of students identified for special education varies greatly from state to state, ranging from less than nine percent of public school students in Texas to more than 17 percent of the students in Massachusetts and Rhode Island. Students with disabilities constitute significant portions of K-12 public school enrollment, so driving improvements will rest heavily on raising their graduation rates.

It is estimated that 85 to 90 percent of special education students can meet regular diploma requirements with the right supports.

It is estimated that 85 to 90 percent of special education students can meet regular diploma requirements with the right supports, but putting this concept into practice will not come without significant challenges.[58] Students with disabilities encounter chronic misperceptions about their abilities that greatly impede their success. The special education population as a whole in our country is also plagued with incredible disproportionalities – from the over-identification of male and minority students to overwhelming disparities in the disciplinary actions they face. On top of all this, there are considerable issues with state requirements and definitions for students with disabilities that leave gaping holes in our understanding of the steps states are taking to graduate special education students, and whether these steps are holding these students to appropriate standards that prepare them for college and career. Resolving these issues will be critical to ensuring students with disabilities receive a quality education and can earn a meaningful high school diploma.

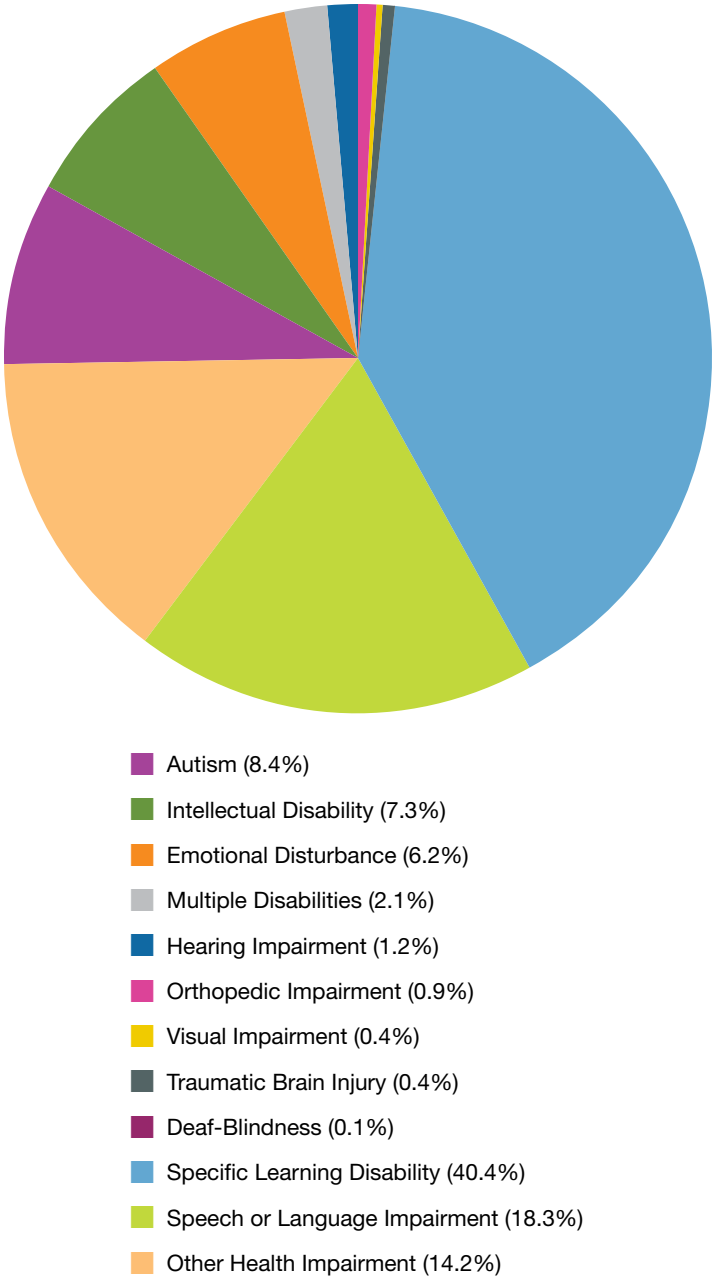
Basic Facts

According to the 2013 IDEA Child Count, 5.7 million children and youth ages 6-21 received services under IDEA.

- Of these students, nearly three-quarters of students were identified with a specific learning disability (40.4 percent), a speech or language impairment (18.3 percent), or other health impairments (14.2 percent).
- Together, students with autism (8.4 percent), intellectual disabilities (7.3 percent), and emotional disturbances (6.2 percent) comprise just over one-fifth of students served under IDEA.
- Students with multiple disabilities, hearing impairments, orthopedic impairments, visual impairments, traumatic brain injuries, and deaf-blindness each make up 2 percent or less of those served under IDEA.

FIGURE 10

IDEA Part B Child Count 2013, Ages 6-21



Issues with the Adjusted Cohort Graduation Rate for Students with Disabilities

Most states set requirements for students to graduate with a standard diploma through policies on course requirements, available alternative diploma options, and the use of exit or end-of-course exams. It is important to note, however, that there are significant variations across states in the allowances made for special education students to receive a standard diploma. Allowances include:

- Reduced credit requirements
- Substitute courses
- Lower performance criteria
- Extensions
- Passing different tests, or completing performance-based assessments in lieu of exit or end-of-course exams

The variation in state allowances for students with disabilities to receive a standard diploma makes cross-state comparison of graduation rates for students with disabilities challenging. This is further complicated by federal guidelines that allow states to set their own definitions for which students get counted as students with disabilities in ACGR. Some states define students with disabilities in their ACGR count as those beginning high school with an Individualized Education Program (IEP), while others count only those exiting with an IEP or only those who had an IEP throughout their four years of high school.

As long as states are allowed to set their own definitions and provide a wide variety of allowances and exit documents for students with disabilities, there will be significant issues with using the four-year ACGR as either a comparison measure or an indicator of how well states are doing at graduating special education students prepared to meet the same standards as all students. Although rigid cross-state comparisons have their limits, national and state data are extremely valuable in understanding graduation gaps, progress that is being made in some states, and challenges that remain in others.

2012-13 Students with Disabilities Four-Year Adjusted Cohort Graduation Rate

In 2013, the national average graduation rate for students with disabilities hit 61.9 percent – nearly 20 points lower than the average graduation rate for all students. Of all student subgroups measured by the National Center for Education Statistics, students with disabilities have the second lowest graduation rate, with only students with Limited English Proficiency graduating at a lower rate. The graduation rate for students with disabilities varies across states by nearly 58 percentage points, ranging from a high of 80.4 percent in Arkansas to a low of 22.5 percent in Mississippi. Since 2010-11, the Adjusted Cohort Graduation Rate for students with disabilities has risen just 2.9 percentage points, making it one of the student subgroups showing the least amount of growth over the first three years of the ACGR.

In 2013, the national average graduation rate for students with disabilities hit 61.9 percent – nearly 20 points lower than the average graduation rate for all students.

Despite the inadequacy of using ACGR as a measure of graduation rates for students with disabilities, it can be used to make some useful observations.

The wide variation in graduation rates between students in the general population and students with disabilities is evident across all states.

- Estimates by the Everyone Graduates Center show that the ACGR gap between students with disabilities and students in the general population range from a low of 3.3 percentage points to a high of 58.8 points.
- These estimates also show that the majority of states are consistently graduating 85 percent or more of their general populations students, but in so many of these states students with disabilities graduate at rates 15 to 30 points behind their peers.

In addition:

- There are a handful of states reporting graduation rates for students with disabilities that are within range of the national average for all students; however, without knowing more about how these states are determining the allowances made for their special education students to receive a standard diploma,

TABLE 12

Adjusted Cohort Graduation Rate (ACGR, 2012-13) for Students with Disabilities (SWD) versus Non-SWD Students

	Percent of Students with Disabilities within the 2013 Cohort (%)	2013 ACGR for all Students (%)	Estimated Non-SWD 2013 ACGR (%)	SWD 2013 ACGR (%)	Gap between Non-SWD and SWD 2013 ACGR (Percentage Points)
Alabama	7.2%	80.0%	80.2%	76.9%	3.3
Arkansas	9.9%	84.9%	85.4%	80.4%	5.0
Oklahoma	12.9%	84.8%	85.7%	78.5%	7.2
Kansas	12.7%	85.7%	86.8%	77.8%	9.0
Montana	10.7%	84.4%	85.4%	76.0%	9.4
Texas	9.4%	88.0%	89.1%	77.8%	11.3
New Mexico	13.0%	70.3%	71.8%	60.1%	11.7
Arizona	9.7%	75.1%	76.4%	63.3%	13.1
New Jersey	15.7%	87.5%	89.7%	75.9%	13.8
Missouri	11.5%	85.7%	87.3%	73.4%	13.9
Pennsylvania	16.4%	86.0%	88.3%	74.0%	14.3
Ohio	14.6%	82.2%	84.4%	69.2%	15.2
Illinois	14.1%	83.2%	85.3%	70.1%	15.2
Utah	9.1%	83.0%	84.6%	67.4%	17.2
Iowa	13.5%	89.7%	92.4%	72.7%	19.7
North Dakota	11.0%	87.5%	89.7%	70.0%	19.7
Nebraska	11.6%	88.5%	90.8%	71.0%	19.8
New Hampshire	18.2%	87.3%	90.9%	71.0%	19.9
Maine	18.2%	86.4%	90.1%	70.0%	20.1
Indiana	12.1%	87.0%	89.4%	69.3%	20.1
California	10.8%	80.4%	82.6%	61.9%	20.7
Wyoming	13.4%	77.0%	79.8%	59.0%	20.8
Massachusetts	19.6%	85.0%	89.2%	67.8%	21.4
Tennessee	12.0%	86.3%	88.9%	67.3%	21.6
Wisconsin	11.1%	88.0%	90.4%	68.7%	21.7
Vermont	16.4%	86.6%	90.3%	68.0%	22.3
North Carolina	10.1%	82.5%	84.8%	62.3%	22.5
West Virginia	15.0%	81.4%	84.8%	62.1%	22.7
Connecticut	12.9%	85.5%	88.6%	64.7%	23.9
Hawaii	10.5%	82.4%	84.9%	61.0%	23.9
Delaware	15.1%	80.4%	84.0%	60.0%	24.0
Washington	10.9%	76.4%	79.1%	54.6%	24.5
Minnesota	12.9%	79.8%	83.0%	58.2%	24.8
South Dakota	8.7%	82.7%	84.9%	60.0%	24.9
Colorado	9.8%	76.9%	79.4%	53.8%	25.6
Rhode Island	21.7%	79.7%	85.4%	59.0%	26.4
Michigan	11.5%	77.0%	80.0%	53.6%	26.4
Florida	12.3%	75.6%	78.9%	52.3%	26.6
Maryland	9.7%	85.0%	87.7%	60.0%	27.7
Alaska	10.7%	71.8%	75.2%	43.0%	32.2
New York	15.3%	76.8%	82.1%	47.2%	34.9
Oregon	13.6%	68.7%	73.6%	37.2%	36.4
Kentucky	8.4%	86.1%	89.2%	52.0%	37.2
Virginia	11.8%	84.5%	88.9%	51.5%	37.4
South Carolina	10.7%	77.6%	81.7%	43.2%	38.5
Louisiana	9.6%	73.5%	77.4%	36.7%	40.7
Georgia	10.9%	71.7%	76.2%	35.1%	41.1
Nevada	9.2%	70.7%	75.2%	26.4%	48.8
Mississippi	9.8%	75.5%	81.3%	22.5%	58.8
Idaho	†	†	†	†	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2012-13. 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 2012-13. Gap between Non-SPED and SPED 2013 ACGR (Percentage Points) = the estimated non-SPED ACGR minus the SPED ACGR.

Sources: U.S. Department of Education through provisional data file of SY2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

it is impossible to know if these graduation rates meet the high standards set by ACGR requirements. For example, Arkansas reported the highest special education graduation rate in 2012-13, but according to their graduation requirements, the IEP serves as the student's "graduation plan," leaving broad leeway as to what standards the state accepts to award students with disabilities a regular diploma.

- Similarly, several states have made great strides in raising graduation rates for students with disabilities, but it cannot be determined at this time that these rates were raised in a way that is aligned with ACGR requirements *and* that ensure special education students are being held to appropriately high standards.
- Eight states reported graduation rates for students with disabilities below 50 percent, while seven recorded decreases in their special education ACGR between 2010-11 and 2012-13. While these trends are troubling, it is not clear if these low rates and recent decreases are the result of these states maintaining or raising their standards for students with disabilities.

National Challenges

Special education students are at a disadvantage because many face inherent risk factors due simply to their disability. For example, many students with disabilities have increased health-related absences, leading to more course failures and lower grades and putting them at risk for falling off track to graduation.[59] However, many of the challenges these students encounter come at the hands of adults in their life, in the form of low expectations, issues of over-identification, and chronic disciplinary disproportionalities that keep many from achieving at their fullest potential.

Chronic Misperceptions

One of the biggest obstacles many special education students must overcome is a misunderstanding about the nature of certain disabilities.

- In a 2014 survey on the state of learning disabilities, seven out of 10 parents, educators, and members of the general public incorrectly linked learning disabilities with more severe intellectual disabilities and autism, and four out of 10 associated learning disabilities with blindness or deafness.
- That same survey of parents, educators, and members of the general public also found 43 percent incorrectly believe that learning disabilities are correlated with IQ.
- Many students with disabilities must also deal with lowered expectations – often from their own parents. Past surveys have shown that more than 75 percent of students with a disability believe they will continue on from high school to postsecondary school, while only about 60 percent of parents expected their disabled child to do so.[60]
- A 2006 study revealed students who dropped out felt that adults did not expect them to perform well, and that these low expectations contributed to their decision to drop out. As cited above, students with disabilities often encounter lowered expectations from the adults in their lives, which can lead students to lower their own expectations and disengage from school.[61]

Enrollment and Discipline Disproportionalities

While students with disabilities make up just 13 percent of the student population, they comprise 58 percent of those placed in seclusion or involuntary confinement, and 75 percent of those physically restrained at school.

Disproportionality in enrollment and graduation rate outcomes for students with disabilities is equally matched by discipline disparities. This is especially true for Black and Hispanic/Latino students.

- Despite making up just 16 percent of public school enrollment in 2011, Black students made up 19 percent of all students served under IDEA.[62,63]
- Using estimates from the High School Longitudinal Study of 2009, a report by the National Dropout Prevention Center for Students with Disabilities and their partners found that Black males are no more likely to be diagnosed with a disability than Hispanic/Latino or White males, but they are significantly more likely to be assigned to special education classes and have an IEP.[64]
- 2013 "leaver rate" calculations (an estimated "event rate" for how many students with disabilities graduate with a regular diploma vs. leaving school in other ways), which allows for IDEA student data to be broken down by race/ethnicity, shows that nationwide,

African American (54.8 percent) and Hispanic/Latino (57.9 percent) special education students received standard diplomas at far lower rates than their White counterparts (72 percent).

- A 2014 Civil Rights Data Collection snapshot on school discipline showed that while students with disabilities make up just 13 percent of the student population, they comprise 58 percent of those placed in seclusion or involuntary confinement, and 75 percent of those physically restrained at school to immobilize them or reduce their ability to move freely.[65]
- That same report found that students with disabilities are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities.
- A 2015 report by The Center for Civil Rights Remedies found that suspension rates are highest for secondary students with disabilities, and that schools suspend students with disabilities at rates two to three times higher than their non-disabled peers. The report also shows that among students with disabilities, Black males (33.8 percent), Hispanic/Latino males (23.2 percent), and Black females (22.5 percent) are suspended at higher rates than all other racial/gender subgroups.
- A 2011 analysis of school and juvenile justice records in Texas found that nearly three-quarters of students who qualified for special education during the study period were suspended or expelled at least one time. During the study period, 90.2 percent of the students identified as having an emotional disturbance and 76.2 percent of students with a learning disability had at least one disciplinary action during the study period, compared to 55 percent of students with no recorded disability.[66]

Students with disabilities are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities.

To be in compliance with IDEA, schools are required to provide all students with disabilities a free and appropriate education, and they must ensure special education students are not being suspended or expelled due to behavior caused by their disability. However, the data showing significant disparities in disciplinary actions experienced by these students puts into question whether schools are failing to meet this legal obligation.

Policy Recommendations

Ensure consistency and comparability in graduation rate data for students with disabilities at the federal and state levels.

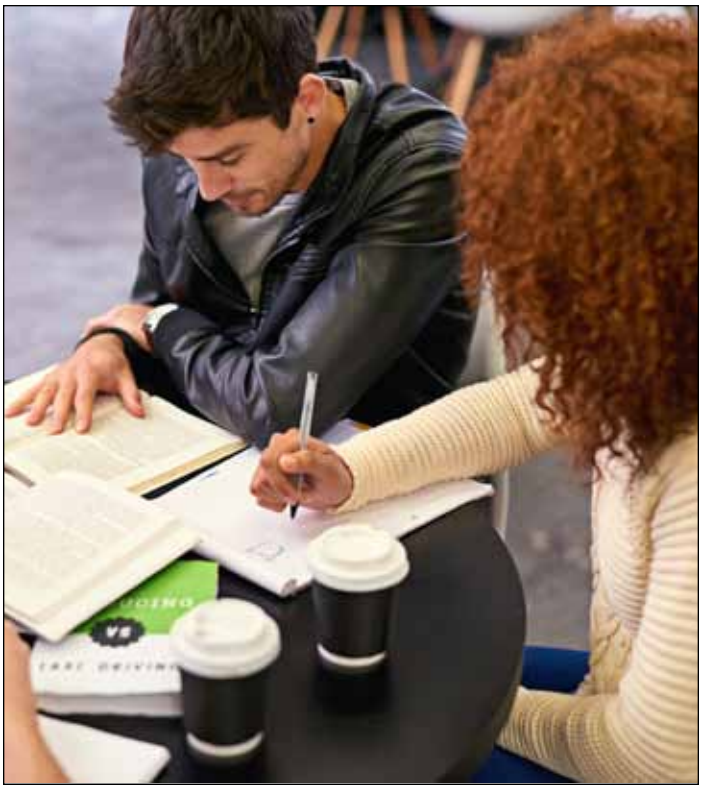
- The U.S. Department of Education should establish a clear definition of the students who are included in the students with disabilities category of the ACGR to be used in all states.
- States, not individual school districts, should set and clarify the allowances they intend to grant to students with disabilities to earn a standard diploma.

Limit exiting options.

- States should establish a standard diploma that is available to *all* students, and limit exiting options that prematurely put students with disabilities off track to graduating with a standard diploma.

Address disproportionality issues.

- States are already required by the federal government to report on discipline data for students with disabilities, and many have already made reporting disaggregated discipline data a requirement under state law or regulation. All states should move to make this data publicly available on their state and district report cards.



Conclusion

By any measure, the graduation rate for students with disabilities lags well behind that of their peers in the general student population, and there is clear evidence that the challenges these students face put them at greater risk for falling off track. However, without changes to the way states define students with disabilities and set allowances for them to earn a standard diploma, the ACGR will not serve as a reliable and comparable graduation rate measure for these students. Resolving these issues would be a significant first step, but it will also need to be accompanied by concerted efforts to address the dramatic disparities that are keeping so many special education students from reaching their fullest potential. Doing so will result in positive academic and life outcomes for these students and help the nation drive toward a 90 percent high school graduation rate by 2020.

CASE STUDY

Exiting Options for Special Education Students

When it comes to establishing graduation requirements for students with disabilities, states are faced with a difficult challenge: setting high expectations, while also ensuring these students have the appropriate accommodations and pathways to succeed. State education agencies have chosen to handle this dilemma in various ways, with some leaning toward singular high standards for all students and others moving toward multiple exiting options for their special education student populations. For example, 12 states have only a standard diploma option for students, while 16 states offer four or more routes to graduation.

Though for many states this includes an honors or advanced diploma, which raises the bar for students, several of the diploma options states provide specifically to students with disabilities may have the unintended consequence of lowering standards for special education students. Multiple diploma options for students with disabilities are also problematic for the following reasons:

Underserving Students with Disabilities

When it comes to establishing graduation requirements for students with disabilities, states are faced with a difficult challenge: setting high expectations, while also ensuring these students have the appropriate accommodations and pathways to succeed.

According to a 2013 report from the National Center on Educational Outcomes, 85 to 90 percent of students with disabilities should be expected to meet the same graduation requirements set for all students. Despite these estimates, most states have established either separate graduation pathways for students with disabilities, allowances for students with disabilities to earn a standard diploma, or both. Alternative exiting pathways for special education students include an IEP/Special Education diploma, Certificates of Attendance, Certificates of Achievement, and some occupational/technical diplomas, while allowances can involve granting extensions, lowering performance criteria, eliminating exit exam requirements, and taking alternative courses.

CASE STUDY (CONTINUED)

For the very small percentage of students whose disabilities may prevent them from meeting standard diploma requirements, alternative exit pathways (such as Certificates of Achievement or Attendance) provide an appropriate option; however, many special education students are being tracked into lesser pathways that unnecessarily lower the bar and fail to equip them with the knowledge and skills they will need to go to college and gain employment.

More "Diploma" Options, More Confusion

Although alternative pathways may seem to offer greater flexibility for students with disabilities, they can also hurt students' postsecondary options.

- Alternative diplomas can lead to early decisions – often based solely on perceived ability – to place students into less rigorous course tracks.
- Alternative diploma options in high school, in many cases, are developed with little stakeholder input, and are confusing to the IEP teams who are expected to carry them out.
- Many higher education institutions do not honor alternative diplomas because they are seen as being substandard. Additionally, most employers are unfamiliar with alternative diplomas and certificates, and thus, unable to determine the skills and abilities measured by them. This is an obvious disadvantage to students applying for jobs with such employers.

Unfortunately, special education students who choose a different path to graduation, and their parents/guardians, are not always made aware that alternative degrees can have these significant, though often unintended, consequences for students after high school.

More Exiting Options = Lower Graduation Rates

By definition, the federal Adjusted Cohort Graduation Rate only allows states to include students graduating with a standard or advanced/honors diploma in their four-year graduation rate counts. This means that states offering students multiple diploma options are, in many ways, effectively lowering both their overall graduation rate and the graduation rate for their special education students. The cohort calculation should act as an incentive to keep students with disabilities on track to graduate with a standard or advanced diploma and provide them with the support they need to achieve that. The data speaks for itself in terms of the consequences:

- Of the 10 states with the lowest overall graduation rates, all offer two or more diploma options, and the majority offers three or more pathways.
- Similarly, of the 10 states with the lowest graduation rates for students with disabilities, only one, South Carolina, offers fewer than three diploma options.
- Even more concerning, six of these low-performing states offer an IEP/Special Education diploma, which allows a student's IEP teams to determine alternative paths to a diploma.
- Conversely, of the states with the highest graduation rates for students with disabilities, half offer two or fewer diploma options.

Although, a direct correlation between diploma options and graduation rates cannot be firmly established, it is evident that as graduation pathways increase, especially those specifically designed for special education students, graduation rates – and students' life outcomes – are affected.

Driver 4 Big Cities/Big Districts

School districts are where the action occurs that causes state graduation rates to rise and fall. Within the 14,000 public school districts and public charter school districts in the United States,[i] there are 500 districts, each educating 15,000 or more students that will prove critical in the nation's quest to achieve its graduation goals. Collectively, these 500 districts educate 40 percent of all public school students in the U.S., among which are 58 percent of the nation's African American and Hispanic/Latino students and 47 percent of its low-income students. These 500 districts include the largest school districts in the nation, all of the major city school districts, and smaller city districts (which are often among the biggest districts in less populous states). Some of these districts are also suburban, or include substantial suburban areas within their boundaries. As such, they capture most of the outer-ring suburbs in major metropolitan areas that have experienced rapid increases in poverty over the past decade.

In the United States, there are 500 public school districts with K-12 enrollments of 15,000 or more that collectively educate 40 percent of all public school students, 58 percent of the nation's African American and Hispanic/Latino students, and 47 percent of its low-income students.

States have only so much control over district decision-making, and philosophies (embodied in legislation, policies, regulations and codes) differ over how much influence should be exerted locally on accountability, graduation credit and course requirements, curriculum and assessment, and data collection and use for improvement. School funding also varies widely across states. Districts are the entities that must navigate this complicated policy and funding terrain while devising and implementing strategies to improve schools and support students. It is these public districts that must also publicly report their graduation rates upon which the national Adjusted Cohort Graduation Rate (ACGR) of 81.4 percent is based.

i The remaining K-12 educational institutions, e.g. home schools, private, parochial and other religious schools, and privately authorized charter schools, are not publicly accountable for their students' outcomes although they educate about 15 percent of the population.

District Considerations

Today's enrollment of nearly 50 million K-12 students is double that of pre-World War II,[ii] yet the number of public districts is but a fraction of the 117,000 districts that existed in 1939-40. As the number of districts has shrunk, the size of schools has grown markedly. Simultaneously, pressure to improve has escalated, and district organization has come to matter more and more. At the same time, superintendent "churn" and frequent administrative reorganizations are almost the hallmark of big districts these days, though less so in successful ones. Much of the district reform activity over the past 15 years has tried to strike a balance between economies and efficiencies of size and the desire to personalize and build relationships in schools.

Increasingly, improvement efforts have also tried to counterbalance what some view as too much central authority over schools by experimenting with school autonomy, local decision-making, local planning teams, and engagement of community partners. Growing numbers of districts, for example, have opted for a "portfolio" approach in which schools are exempted from certain local regulations if they will take on greater accountability; innovative new schools are encouraged; charter and district schools operate within a common accountability and funding system; and students and their parents are given the option to choose which school the students will attend.

Another challenge school districts are navigating to increase graduation rates is how to combine the business-like need to know who is succeeding, who is not, and how struggling students can best be assisted and supported, with an understanding of how their student population is changing. Not since the waves of immigration in the early 20th century have school districts faced such rapid population shifts, including major increases in the number of low-income students, and the growing non-academic needs that are the result of living in poverty. Growing numbers of students from immigrant and minority communities also bring with them cultural traditions that may differ from those of the adults who teach them, while some may also be non-native English speakers.

ii Digest of Education Statistics 1995, Table 38. Retrieved from http://nces.ed.gov/programs/digest/d95/dtab038

Leveraging Improvement and the Larger Public School Districts

In most states, the larger public school districts are the inflection point in raising the national graduation rate by 2020, especially for low-income and minority students, particularly African American and Hispanic/Latino students. Even though nationally these large districts are a small portion of the total number of school districts, they educate a large number of America's students.

- The top 10 districts, representing a tiny fraction of the 14,000 school districts nationally, educate 3.8 million students, a full eight percent of our country's students.
- The top 200 districts, less than two percent of the total number of school districts, educate 14 million students, nearly one-third of America's students.
- The top 500 districts (518), four percent of the total, educate 40 percent of students.

The Top 10 are well-known giants, serving 185,000 to more than 1 million students each (see Appendix I): New York City, Los Angeles Unified, Chicago Public Schools, Miami-Dade County (Fla.), Clark County (Nev.) Broward County (Fla.), Houston Independent, Hillsborough County (Fla.), Hawaii Department of Education and Orange County (Fla.). Several are more suburban than urban. A few others are highly urbanized and high-poverty, meeting the public perception of "big districts." Most are laboratories of innovation, particularly Chicago, in collaboration with the University of Chicago Consortium on Chicago School Research. Likewise, New York, with its networking collaborations, exemplified by New Visions for Public Schools and the NYC Department of Education's leadership. A few, such as Clark County in Nevada, are key to driving their state's graduation rate.

The Top 200 serve between 31,000 and 185,000 students each. Suburban districts of all sizes exist, with large ones most prevalent in California, Texas, and Florida, but also Georgia, North Carolina and Maryland. Almost all have increasing numbers of high-poverty and minority students.[i] Many winners and runners-up to the now-paused Broad Foundation Urban Prize for improvements in minority and low-income student outcomes fall into this category.[ii] So do several districts that are enshrined in public memory as "large urban districts"– for example, Detroit and Philadelphia – although both have lost nearly 100,000 students in the last decade and moved out of the Top 10.

Other districts are emblematic of urban needs, with high-poverty and high-minority populations. Some are not classified as urban based on population density and some are part of greater metropolitan clusters. The "urban needs" districts include: Atlanta, Baltimore City, Birmingham City, Boston, Fresno, Louisville, Memphis, Milwaukee, Minneapolis-St. Paul, Nashville, Newark,

i Currently, according to the National Digest of Education Statistics, http://nces.ed.gov/pubs2013/201344`/tables/table_04_asp, "Selected Statistics for the Common Core of Data: School Year 2011-2012, "The number of City, Suburban, Town and Rural Public Elementary Schools with Membership and Percentage of distribution of Students in Membership by State and Jurisdiction, School Year 2011-2012" the national average is that there are 28.9 percent of students enrolled in city locales, 34 percent in suburban locales, 11.6 in town locales and 25.4 in rural locales.

ii The Broad Prize seeks to reward districts that are improving achievements levels of disadvantaged students, to showcase best practices of successful districts, create competition and provide incentives for districts to improve, and restore public confidence in the nation's public schools. For more information, visit http://www.broadprize.org/

TABLE 13

Summary of the Top-500 School Districts in Terms of Total K-12 Enrollment, Average Adjusted Cohort Graduation Rate (ACGR), 2011 and 2013 and Percent of Low-Income Students, 2011-2013

Districts	Total K-12 Students (N)	Average ACGR in 2010-11 (%)	Average ACGR in 2012-13 (%)	Average ACGR Change between 2011-13 (Percentage Points)	Average Low-Income Students (%)
Top-10	3,789,381	70%	74%	3.5	65%
11-200	10,811,845	77%	81%	3.1	55%
201-500	6,698,839	79%	83%	3.3	52%
All 500	**21,300,065**	**78%**	**82%**	**3.3**	**53%**

Note: The average ACGRs and change between 2011-13 are weighted per districts within each grouping.

Sources: U.S. Department of Education, National Center for Education Statistics. (2012-13). Public Elementary/Secondary School Universe Surveys. U.S. Department of Education through provisional data file of SY2011-12 and SY2012-13 District Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

Oakland, Omaha and Lincoln, NE, Portland, San Francisco, St. Louis, and Seattle and Tacoma in Washington State. In this group are districts that are the largest in their state, and which, particularly in medium and small states and those with low enrollments, may drive state graduation rates. Others are key to driving graduation improvement for minority and low-income students. Among these are the California CORE Districts (a collaboration of 6-10 large districts)[i] that applied for and received, as a group, district rather than state waivers from NCLB in return for specific accountability steps.

The Top 500 include the Top 200, plus districts with enrollments of at least 15,000 students, located in all but seven states (with three states not yet reporting over the time span under consideration).[ii] The Ohio 8, from Akron to Youngstown[iii], fall into this group, and are an example of how a few districts with concentrated high-poverty and minority students can strongly influence progress or decline.

Likewise in this group are most of the districts in the Road Map Project[67], a collective impact educational collaboration of seven King County districts and the southern half of Seattle Public Schools, all with some of the highest numbers of low-income and minority students in Washington State. This group is seeking a common approach to understanding data, college and career readiness, and developing solutions to similar problems, such as students that move from home to home, and district to district, both with and without their families.[iv] A number of districts that influence graduation rates in smaller states, such as Providence, RI, are also in this category. Looking at the panorama of progress across the Top 500 districts, state by state, will reveal state and local needs that can be explored more deeply and solutions arrived at most efficiently.

Driving the Nation Forward: Examining Graduation Rate Improvement in Larger Districts

The Big 10, the Top 200, and the remaining districts in the Top 500 show clearly that district size has not determined progress in high school graduation rates in recent years. Each grouping of these larger districts averaged about a three-point gain in graduation rates over the past two years with student populations that are majority low-income. This exceeds the national average, and in so doing, demonstrates that the 500 largest districts have been a driver of recent graduation rate improvements.

Behind these average rates of improvement, there is a more complex pattern. A significant subgroup of the largest districts experienced large rates of improvement over the past three years. Some 124 of the top 500 largest school districts saw improvements of six or more percentage points, and on average gained 8.4 percentage points, more than three times the national average. In the aggregate, these districts are majority-minority and 61 percent low-income. Collectively, these districts educate about 10 percent of the nation's high school students. Another 88 large districts, also with a majority of minority and low-income students, saw average gains of about four percentage points. Together, these 200-plus large districts were among the main engines

i The 10 collaborating districts include Clovis, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified. For more information on CORE visit http://coredistricts.org/

ii Seven states have no districts enrolling more than 15,000 K-12 students (Maine, Montana, North Dakota, South Dakota, Vermont and Wyoming). Three states (Idaho, Kentucky and Oklahoma) did not report ACGR for the years covered in this report, based on early reporting waivers from the U.S Department of Education.

iii Akron, Canton City, Cincinnati, Cleveland, Columbus, Dayton City, Toledo and Youngstown.

iv For more information on Road Map Project and its regional work, visit http://www.roadmapproject.org/

TABLE 14

Largest School Districts with at Least 15,000 Students (i.e., Roughly 500), Adjusted Cohort Graduation Rate (ACGR) Gap Averages from 2011 to 2013, and Percent of Hispanic, Black, White, and Low-Income Students

ACGR Change Category from 2011-2013	Number of Districts (N)	Total K-12 Enrollment (N)	Average ACGR in 2010-11 (%)	Average ACGR in 2012-13 (%)	ACGR Change between 2011-2013 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Low-Income (%)
Change 6 or More	124	5,439,240	70.0%	78.5%	8.5	30.2%	25.4%	36.0%	61.0%
Change 4-5.9	88	3,411,942	76.8%	81.3%	4.5	34.2%	17.6%	39.6%	56.2%
Change 2-3.9	127	4,771,725	80.4%	82.9%	2.6	29.2%	16.9%	43.7%	50.7%
Change 1-1.9	58	2,038,625	88.0%	89.0%	1.0	27.4%	13.9%	46.9%	42.4%
Change 0	52	2,058,572	82.8%	82.8%	0.0	27.7%	13.6%	46.3%	47.9%
Less then 0	69	2,845,393	79.5%	76.2%	-3.3	32.1%	17.9%	38.2%	53.1%
National Totals		**49,476,346**	**79.0%**	**81.4%**	**2.4**	**24.30%**	**15.70%**	**51.00%**	**50.90%**

Sources: U.S. Department of Education, National Center for Education Statistics. (2012-13). Public Elementary/Secondary School Universe Surveys. U.S. Department of Education through provisional data file of SY2011-12 and SY2012-13 District Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

of recent progress in improving graduation rates among low-income, Black, and Hispanic/Latino students.

Some 124 of the top 500 largest school districts saw improvements of six or more percentage points, and on average gained 8.4 percentage points, more than three times the national average.

At the other end of the spectrum, however, there were 69 districts with a majority of minority and low-income students that lost ground. On average, these districts saw their graduation rates decline by a little more than three percentage points. In the middle were another 100 or so large districts that saw no improvement or very modest gains below the national average. These districts tended to have somewhat higher initial graduation rates, and on average somewhat smaller minority and low-income student populations.

Overall, deeper analyses of the progress made by the largest school districts show a pattern similar to what has been observed among the states: no broad trends based on district size or student composition. Instead, similar districts have quite different outcomes, with some making outsized improvements, and others lagging behind or falling back. This demonstrated that large and rapid progress in improving graduation rates is indeed possible when district leadership, infrastructure, and community supports are aligned over a sustained period of time.

Influence of Districts on State Graduation Rates

Some final insights into the significance of the 500 largest districts can be seen when the rate of improvement among them is examined by state. Here some clear patterns and explanations emerge. For example, the decline in graduation rates in Arizona was experienced by all of its major districts, suggesting in this case, that perhaps some state level variables played a role. By contrast, overall improvement in California resulted from more of its large districts being on the positive than the negative side of the ledger, but with highly variable improvements across its major districts. This likely indicates that its

TABLE 15

Large Districts (greater than 15,000 K-12 enrollment) on the Move, and How They Will Influence State Rates

State	# of Larger Districts > 6 Percentage Points Improvement	# of Larger Districts between 4-5.9	# of Larger Districts between 2-3.9	# of Larger Districts between 1-2.9	# of Larger Districts between 1 and 1.9	# of Larger Districts with Zero Change	# of Larger Districts with Negative Change
Alabama	6	1	1	-	-	-	1
Arizona	-	-	-	-	-	0	10
Arkansas	2	2		1	1	0	1
California	23	18	21	13	13	9	9
Colorado	2	4	6	-	-	1	-
Connecticut	3	1	-	-	-	1	-
D.C.	-	-	1	-	-	-	-
Delaware	-	-	-	-	-	-	1
Florida	13	9	8	2	2	-	1
Georgia	10	8	2	-	-	2	-
Hawaii	-	-	1	-	-	-	-
Illinois	1	-	2	3	3	1	4
Indiana	-	-	2	2	2	2	3
Iowa	-	-	2	-	-	-	1
Kansas	1	-	1	-	-	1	2
Louisiana	4	-	4	-	-	3	2
Maryland	1	2	5	-	5	-	1
Massachusetts	-	-	2	1	1	-	-
Michigan	1	1	4	1	1	-	1
Minnesota	3	2	-	-	-	-	1
Mississippi	-	-	1	1	-	-	-
Missouri	6	1	2	-	1	-	-
Nebraska	-	2		-	1	-	-
Nevada	1	-	1	-	-	-	-
New Hampshire	-	-	-	-	-	1	-
New Jersey	2	1		-	-	1	1
New Mexico	2	-	-	-	-	-	-
New York	-	-	1	-	-	1	4
North Carolina	7	7	8	-	-	-	-
Ohio	2	-	4	2	2	1	-
Oregon	2	1	2	-	-	1	1
Pennsylvania	2	-	-	1	1	1	-
Rhode Island	-	1		-	-	-	-
South Carolina	-	-	4	2	2	1	-
Tennessee	-	1	2	3	3	2	2
Texas	8	14	21	16	16	8	10
Utah	6	1	-	-	-	1	-
Virginia	2	1	-	2	2	4	-
Washington	4	3	5 (4/)	1	1	5	-
West Virginia	-	-	1	-	-	1	
Wisconsin	1	1	2	-	-		

Note: States that do not have districts in the Top 500 are not included in this table.

overall improvement was driven more by the aggregation of district actions than state initiatives. A similar pattern is seen in Texas. There, however, more districts made modest improvements or retreated than demonstrated significant improvement, reflecting the overall slowing of Texas' progress. Finally, the recent backsliding in graduation rates in New York and Illinois is at least in part the result of four large districts in each state that saw their graduation rates decline.

Overall, a deeper dive into graduation rates in the 500 largest districts shows that big district performance – whatever their urban and poverty characteristics – is highly dependent on the district itself, within the boundaries of state regulations and expectations as well as those informally set by the community. There are clear success stories at every level and every size district, particularly in districts that are stressed but not extremely so. Using data to guide the path forward is a common thread in improving districts. A deep understanding of continued improvement and preferred future directions requires state-by-state analysis. What is clear, however, is that the ability of the nation to reach a 90 percent graduation rate overall, and among its minority and low-income students, will depend on continued gains for those large districts that are already improving, renewed energy and attention from those that are leveling off, and a redoubling of efforts and additional support for those that are struggling.

Policy Recommendations

- Write district policies, and enable, organize, and train district administrative infrastructure to formatively and constructively use data to enhance performance of students – individually, in subgroups, and school-wide – for all students.
- Review and rewrite district codes of conduct regarding attendance, behavior and course performance to reflect "best practices." That is, eliminate "double jeopardy" provisions that conflate tardies, attendance, minor discipline referrals, and suspensions.
- Allocate supplemental funding, above the district baseline, to schools that educate large numbers of at-risk students, defined by ABC as well as demographic factor.
- Fund a position, per school, of "data interpreter" who will work side-by-side with the principal to translate ABC data into actionable propositions and intervention strategies, and to monitor and improve effectiveness.
- Expand the job description for "educators" (both teachers and administrators) so that interest, skills, and commitment to data interpretation and use of data to guide interventions is required for hiring.
- Embrace the concept of "distributed counseling." Provide professional development and technical assistance for teams of school-based educators to understand ABC data, to implement intervention strategies, to monitor effectiveness, and to redesign intervention strategies as needed.

Larger Districts Lead the Way on the West Coast

A California leader recently remarked, "Graduation is a solvable problem." Two multi-district collaborations, the CORE Districts in California and the Road Map Project (RMP) in Washington State, are among the solutions. They embody the concept of community collective action transposed into education, driven by shared vision and drawing on contributors' strengths. The CORE Districts and RMP serve low-income, high-minority, diverse student populations. Both have experienced ups and downs, but both hold great promise.

Two districts are also profiled here for their solution-oriented approach: Fresno Unified School District, an original CORE member, and Tacoma Public Schools, just to the south of RMP in Washington State. Inspired by RMP and CORE's collective work, Tacoma has recently formed an informal regional education collective with neighboring Pierce County districts.

Both Fresno and Tacoma are high-poverty and high-minority districts that have been working on school improvement for a considerable time. Both districts have substantially raised graduation rates, particularly for low-income and minority students, which compellingly demonstrates that economically poor children of color learn at high levels when in supportive school environments.

A distinctive characteristic of all these examples is the use of data as a structuring element at all grade and organizational levels to understand children and schools from both non-academic and academic perspectives; to target interventions to needs, often developing new ones, to monitor gains; and to undertake further efforts in a continuous and relentless "cycle of improvement."

CORE Districts

Two years ago, 10 California districts formed a visionary effort for collective, cross-district accountability and networking for greater school success and college readiness. CORE wasn't a new idea – it built on lessons from a partnership established five years before between Fresno and Long Beach Unified.

What was novel was, first, CORE's commitment to pioneer a new way to look at children, the School Quality Improvement Index (SQII). This index gained Waiver districts an exemption from the requirements of No Child Left Behind, and has the potential to engage parents and communities more deeply in school reform. The second important CORE feature is an emphasis on collective learning among low- and high-performing schools – schools that are similar except for performance and which are paired across districts. "High flyers" will teach "low flyers" ("priority" schools as defined by the federal government) the ingredients that combined in the right proportions lead to success, while also deepening their knowledge through peer-mentoring. The imperative underlying CORE is the disproportionate number of youth in poverty and English Language Learners served by participating districts – all of whose success is key to California's future.

LARGER DISTRICTS LEAD THE WAY ON THE WEST COAST (CONTINUED)

CORE is backed by nine of California's leading foundations and a data-based partnership with Stanford's John W. Gardner Center for Youth and Their Communities. In its first year, CORE developed and validated the SQII metrics using indicators tailored to California's children, as well as to the national evidence base. This index is intended to give a picture not only of academics (as measured by academic performance and growth; by the high school readiness rates of middle school students; and by four-, five- and six-year high school graduation rates), but also of school climate and social emotional learning, as measured by: parent, staff and student perceptions; chronic absenteeism; English Learner re-designation rates; and suspension/expulsion rates. In doing so, it acknowledges the importance of giving students the skills required to thrive and motivating them to be engaged in their learning. In the last year, CORE also began the school pairing process – an interesting variant of a strategy for building a professional learning community and sharing school-developed expertise also employed by school improvement efforts such as North Carolina New Schools, and New Visions for Public Schools in New York City.

Early CORE results are promising. Next year's efforts will include releasing SQII results in innovative formats that parents can understand, and that will push schools to increase low-performing students' outcomes through community expectations.

A Glimpse of Fresno

Fresno, an original CORE member whose superintendent now also heads CORE, has increased its graduation rate from 69 percent in 2009-2010 to 79 percent in 2013-14 in a district in which 85 percent of the children are eligible for free and reduced price lunch. Some attribute improvement to the "it takes a village" approach that began nearly four years ago and which has now been shared among CORE districts. Others break it down into components:

- An intensive focus on the whole child and tracking students' trajectory of success with a view toward changing conditions in the present;
- Using data with an Early Warning System that is constantly being refined (now being extended to lower grades and also being folded together with the SQII);
- Carefully attending to students' non-academic and academic needs (identified schools have a social worker and the district supports a catalog of interventions);
- Targeting students in need of credits to graduate, and encouraging more students to graduate college and career ready by meeting California's "A to G" course requirements (minimum requirements for attending four-year public colleges and universities).

Superimposed on this is a cycle of school reviews that not only keeps school leaders on their toes but also invites collaboration with district administrators and shares learning among principals.

Road Map Project

Farther north in Washington State, the Road Map Project, serving south King County and the southern, high-poverty area of Seattle Public Schools, set a goal is to double the number of students on track to graduate ready for success in college and career by 2020. Launched in 2010 and aided by a $40-million Race to the Top (RTT) award, RMP has focused on collegial collaboration and networking among districts,

LARGER DISTRICTS LEAD THE WAY ON THE WEST COAST (CONTINUED)

building Early Warning Systems, and raising college and career readiness. Setting a new national model for improvement, the RMP collaboration is led by the Community Center for Education Results (CCER) with the Puget Sound Educational Service District (PSESD), one of nine such districts in the state that deliver a variety of school service, including facilitating and helping lead implementation of the RTT, the Early Warning Systems effort, and early childhood work. RMP brings together school leaders, school board members, community partners, and funders to improve outcomes for this region's 121,000 students, of which 59 percent are low-income, two-thirds of color, and 16 percent English Language Learners.

The road has sometimes been bumpy. After five years, only a few of the superintendents who originally signed up as members of the collaboration remain in office, and the use of different data systems across districts contributes to complexity. Yet, true to original college readiness goals, by the Class of 2013, 58 percent of RMP 11th and 12th grade students had taken one or more advanced courses (AP, IB or Cambridge Curriculum), and African American students increased their AP participation by 9 percentage points. The data systems are advancing, and some districts are extending Early Warning Systems to the early grades to provide a long view of needs and progress. Most importantly, the vision has remained collaborative. Local accomplishments have gained enough notice that four Pierce County districts (including Bethel, Clover Park, Franklin Pierce and Tacoma) have with PSESD facilitation organized around Early Warning Systems work.

A Glimpse of Tacoma

Like Fresno, Tacoma Public Schools (TPS) focuses on the whole child and students' needs, as well as setting high expectations and supporting students in achieving them. Eight years ago, all of Tacoma's comprehensive high schools were named to the dropout factory list developed at Johns Hopkins University's Center for Social Organization of Schools. Today, the graduation rate is 78 percent.

Three years ago, the Washington State superintendent named Tacoma the first district Innovation Zone. Schools adopted different improvement practices, and there is now open enrollment throughout the county. There has been a keen emphasis on motivating and supporting students in going to college. The College Bound Scholars program – a statewide program which has flourished in Tacoma – supports seventh- and eighth-graders eligible for free and reduced price lunch, or in foster care. It promises financial aid for those who graduate. (For the class of 2014, the graduation rate was above 81 percent, compared with 62 percent for low-income students who did not register for College Bound). Likewise, Pathways to Promise, an important recruiting strategy, gives students with a 2.7 or higher GPA, a score of 480 or higher on each section of the SAT or a 21 or higher on the ACT, acceptance to area four-year colleges.

In 2015, 12 Tacoma schools received recognition as some of the highest performing schools in Washington State.

Driver 5 Big States

Fifty-five percent of America's public high school students live in just 10 states – California, Texas, New York, Florida, Illinois, Pennsylvania, Ohio, Michigan, Georgia and North Carolina. These Big States are home to nearly 8.5 million of the nation's 14.7 million public high school students, and without their continued progress the nation will not meet its 2020 goal.

The most recently reported Average Cohort Graduation Rate (ACGR) for these states ranges from 71.7 percent in Georgia to 88 percent in Texas, with six states already above the national average of 81.4 percent. The rate of increase for these states also varies widely, with Florida and North Carolina, for instance, showing nearly five percentage point increases from 2011 to 2013, while New York and Illinois posted decreases of 0.2 and 0.8 percentage points respectively. Illinois remains above the national average with a graduation rate of 83.2 percent, but New York is lagging with a rate of 76.8 percent. Interestingly, Chicago and New York City have seen significant gains in graduation rates over the past decade, but the momentum has not spread into the smaller, urban high-poverty districts in these states.

TABLE 16

Top-Ten States in Terms of High School Student Enrollment, 2012-13

Rank	State	Estimated High School Student Enrollment within the State (N)	Percent of High School Students in the United States (%)
1	California	2,077,291	13%
2	Texas	1,397,282	9%
3	New York	906,805	6%
4	Florida	853,342	6%
5	Illinois	634,355	4%
6	Pennsylvania	598,873	4%
7	Ohio	565,173	4%
8	Michigan	527,351	3%
9	Georgia	480,340	3%
10	North Carolina	453,950	3%
Totals		**8,494,762**	**55%**

Note. Figures include total enrollment for all high schools within the United States and within each state, respectively. These figures do not include the District of Columbia. The percentage of total high school students for each racial/ethnic group as well as students eligible for free- or reduced-priced lunch were calculated by dividing the total number of high school students within each state, divided by the total number in the United States for each student subgroup. This table is sorted in descending order from the largest to smallest percent of high school student enrollment in the United States for the top-ten largest states in terms of high school student enrollment.

Source: U.S. Department of Education, National Center for Education Statistics. (2012-13). Public Elementary/Secondary School Universe Surveys.

Fifty-five percent of America's public high school students live in just 10 states – California, Texas, New York, Florida, Illinois, Pennsylvania, Ohio, Michigan, Georgia and North Carolina.

Pennsylvania, Michigan, and Ohio experienced improvements in their graduation rates ranging from a little above to on average, nationally. All three have districts that made substantial progress, but many of their high-poverty urban districts still have graduation rates well below the national average. The same is true in New York and Illinois. Given the size of these states, it will be difficult for the nation to reach its 90 percent graduation rate goal without more progress in these high-needs districts, many of which were hard hit by the recession and have experienced large increases in concentrated poverty over the past decade.

This challenge is compounded in Pennsylvania by its school funding formula.[68] As one of only three states without a formula that provides more money for lower-income districts and/or those with many high-needs students, the state leaves its poorest, more challenged districts with fewer resources. Severe budget issues in Philadelphia have in the last few years brought the elimination of guidance counselors, librarians, office staff and others who can provide the services high-needs students often require to stay in school and thrive.

At the direction of the state legislature and Pennsylvania Governor Tom Wolf, a revised funding formula is under consideration.

Additional highlights include:

- California and Texas account for more than one-fifth of the nation's public high school students, and more than half of the burgeoning Hispanic/Latino enrollment in public high schools.
- Although Texas is nearing the 90 percent goal, its growth stagnated over the past two years, with an 88 percent cohort rate in both 2012 and 2013.
- California, meanwhile, increased its graduation rate by 4.4 percentage points in the same period, and has become a key driver of national improvements in the graduation rates of Hispanic students.
- Georgia has the lowest graduation rate of the top 10 states, but made the largest percentage-point gain over the last three years – 4.7 percentage points.

What is Driving Progress in the Big 10?

The Big 10 states drive the national graduation rate by their sheer size. Many of these states have committed themselves to raising their graduation rates and making innovation their navigator. They are using policy and programs to move all students, including the subgroups of minority, low-income, and special education students, as well as those for whom English is not their native language, toward graduation and college and career readiness.

In these Big States, and across the country, one innovation that is catching on and improving graduation rates is the effective use of good data to identify and support struggling students and influence programs and policies.

The No Child Left Behind Act, signed into law by President George W. Bush in early 2002, for the first time required all states, districts, and schools to report student performance accurately and by subgroups. Subsequent federal investments in state longitudinal data systems, databases, and warehouses paid off. By 2015, according to the nonprofit Data Quality Campaign, 35 states had streamlined the operations of their data systems.[69] Many districts and schools also had underlying capabilities for "real time" features that empowered educators to know at a glance not only who was in trouble at the end of a grading period, but also who was heading for trouble.

This use of data became known as Early Warning Systems, which enabled educators to identify students not likely to graduate years later by looking at patterns of attendance, behavior, and course performance (ABCs). Analytic dashboards and reports were developed, and getting help to the right person at the right time became a possibility.

Among the Big 10 states, Texas was an early leader in data-driven school improvement. More recently, Georgia adopted an epidemiological approach, applying analytic practices from the public health field to establish patterns and identify causes of student success and challenges.

Pennsylvania has joined the growing number of states that are making early warning indicator data available to all their secondary schools, and increasingly to elementary schools as well. New York City and Chicago have used data to drive school and student improvements, although New York State and Illinois have been less active at the state level.

North Carolina innovates and takes a comprehensive approach

Increased attention to data and the creation of data systems for identifying students in need of additional support have been major contributors to North Carolina's graduation rate growth, said State Superintendent of Public Instruction June Atkinson.

In 2006, North Carolina reported its cohort graduation rate for the first time at 68.3 percent; by 2013, it was up to 82.5 percent. While progress was slow and steady at first, since 2009 the state has seen annual increases in the 2.5 to 4 percentage point range. Over those years, North Carolina has espoused not only effective use of data, but also taken a holistic approach to raising its graduation rate – attacking the problem from many fronts with efforts large and small. Among the major contributors to the rising graduation rate, Atkinson lists:

- Greater focus on ninth grade, where data showed most students drop out, and the implementation of ninth-grade academies in the most-challenged schools;
- Development of a software system that identifies at-risk ninth-graders, based on students' performance in eighth grade;

- Emphasis on career and technical education in comprehensive high schools, as well as highly specialized technical centers;
- Career and College Promise, a program that gives qualifying students an opportunity to earn college credits or technical certifications after 10th grade, helping to provide a seamless transfer from high school to community college;
- Significant reductions in both short- and long-term suspensions through programs such as Response to Interventions (RTI) and Positive Behavior Intervention & Support (PBIS);
- The creation of the North Carolina Virtual Public School, not to supplant traditional brick and mortar schools, but to enhance their offerings with Advanced Placement, elective and credit recovery courses, and sharpen students' technology capabilities; to date more than 500,000 students have enrolled in more than 100 courses, the superintendent said.

North Carolina has seen economic and political shifts over this period that have influenced school funding. In 2010, the new legislature reduced funds to many districts. Atkinson noted that this decrease in funding left many districts without adequate resources to help their highest needs students.

Many pockets of the state have not seen an economic recovery, and teachers' salaries remain about $9,500 below the national average, putting North Carolina 42nd out of 50 states this year. Per pupil spending also dropped slightly in the state in 2014-15.[68] In addition, the North Carolina State Board of Education increased the number of credits required to graduate.

Despite these changes, North Carolina schools continue to post rising graduation rates in many districts. Superintendent Atkinson cited a culture switch from emphasizing dropouts to emphasizing graduates and encouraging others to do likewise. The culture shift is part of a statewide graduation campaign, "The Message: Graduate," which encourages all citizens to do their part in keeping students in school. Atkinson annually recognizes and honors the districts and schools with the highest cohort graduation rates. When this celebration began five years ago, she recalled honoring 10 to 12 schools. In September 2013, she honored 10 districts and 46 of the state's nearly 420 high schools.

Prominent in this group of high achievers are many North Carolina New Schools, an innovation with a 10-year history that is affecting not only graduation rates, but also educational change and growth in North Carolina and beyond. North Carolina New Schools is a network of more than 140 schools that started as early college high schools – small schools that give first generation college-goers the opportunity to earn college credit while completing requirements for their high school diplomas. In North Carolina, students in early college high schools usually graduate with not only a high school diploma, but also an associate's degree, two years of college credit or a professional certificate that prepares them for careers.

With more than four dozen public and private partners, including the federal government, the University of North Carolina, and the North Carolina Community College System, the New Schools program has expanded into comprehensive high schools and spread its best practices across the state, according to Angela Quick, senior vice president of North Carolina New Schools. Through trainings for principals and coaches, and professional development that aligns instructional approaches across schools, the program provides consistent instruction, a college-going culture, and highly-qualified teachers in classrooms in both urban and rural districts in about 80 percent of the state's counties.

New Schools has an impressive record. In 2014, 88 percent of schools in its network had graduation rates above the national average. The graduation rate for Black males was 86.3 percent and 93.4 percent for low-income students in partner schools.[69]

The New Schools graduate no more than five percent of the state's 12th graders every year, Atkinson said. Nevertheless, "the impact is far greater than the number of students who are in our schools," said Quick. When New Schools takes its program into comprehensive high schools, for instance, teachers throughout the school often adopt the program's best practices. In addition, many districts use the early college model.

With two federal Investing in Innovation grants, the New Schools project continues to expand, especially into rural areas of North Carolina, and recently into other states. Principals want to offer the program to more students, and its coaching standards have been taught and re-taught, even reaching schools outside the New Schools network, said Edna Wallace, Senior Director of Policy and Partnerships for New Schools. Through its second grant, the program is moving into whole districts, such as Duplin County, where all the schools, even pre-K, use the New Schools practices. It is also spreading to four other states, including South Carolina and Mississippi.

When she was first elected state superintendant in 2005, Atkinson said she set a graduation goal of 85 percent. Even as that milestone comes into view, she conceded, "I am not satisfied with that goal now."

Policies to Watch

Looking ahead, we profile California and Georgia, two of several states that are implementing new policies to improve school funding and management.

California

California's Local Control Funding Formula is a bold attempt to match money to need, and let districts decide how to best allocate dollars and to involve families and other stakeholders in improving student performance.[72] The formula targets particularly low-income students, foster youth, and English language learners – who make up 63 percent of the state's more than six million students.[73] Districts with high concentrations of these three groups receive supplemental grants for their services. Each district is required to submit a three-year plan detailing how it will use the money to improve student outcomes, and how it will measure progress.

Signed into law in 2013, this formula is just taking hold in many areas, and its first year was not without its challenges. The timeline for submitting the first funding plans was short, the state regulations for the plans were delayed, and the template caused some districts problems. Getting significant community input proved difficult for districts that lacked resources to fully engage communities that knew little about school budgeting or goal-setting.[70] The funding formula, however, has an eight-year rollout so there is time to meet these challenges. And despite early difficulties, California is taking this bold step "to combine a state school funding mechanism aimed at more equitable distribution of resources to students needing the most support with a decision-making process that moves power from the state to local communities. It is, indeed a grand vision, as ambitious and noble an agenda as any state has set."[71]

Georgia

Attempting to give local communities and school systems greater voice, the Georgia legislature passed a law in 2007 requiring every district to choose one of three management systems by June 15, 2015:

- Maintain the status quo, operating within the current regulations and practices of the Georgia Department of Education.
- Become an Investing in Excellence in Education system, with a moderate degree of flexibility.
- Become a charter system, with greater flexibility and freedom in exchange for higher performance goals. (The department explains that a charter system is not a system of charter schools.)[74] If a district chooses this option, it makes a five-year contract with the state, which waives most state regulations (federal laws remain in effect), and together they will set improved performance measures. If these are not met, the charter will be terminated. A key component of this system is widespread community input on the vision for its schools.

The Georgia effort is too new to gauge its impact on schools, students, achievement, and graduation rates. In Fulton County, for instance, the system is being phased in over three years. Other districts are only now making their choices. As of March 2015, 28 districts are approved as charter systems with 20 more submitting letters of intent; another 24 districts have chosen one of the other management options, leaving more than 100 of the state's 180 districts still working toward the June deadline.[72]

Big State Policy Recommendations

As the nation moves toward achieving a 90 percent graduation rate in 2020, one of its major challenges is building district and school infrastructure to translate good data into on-the-ground student supports.

Data challenges

As the nation moves toward achieving a 90 percent graduation rate in 2020, one of its major challenges is building district and school infrastructure to translate good data into on-the-ground student support, instructional improvements, and policy and practice changes in schools. Few, if any, state education funding formulas allot funds for an essential new position of a data-interpreter/school improvement organizer. This new position would analyze school-wide and grade-level trends, and organize the leadership team and other adults to support students within and beyond the classroom, while using data to monitor and continually improve these efforts. Few, if any, accountability plans required from districts and schools demand to know how a school will create an infrastructure to accomplish these tasks.

ABC data manager

With longitudinal data and early warning systems in place, states can go a long way toward increasing high school graduation rates by urging and expecting districts and schools to make provisions for a new fully funded position in schools. At all levels, schools need a person whose full-time responsibilities aim to understand the patterns in past and current ABC data for groups and individuals, and work with school leaders to design, implement, monitor and improve individual, group and whole-school strategic improvement plans.

Concentrate on relevant instruction and college-going culture

Through early college high schools, career academies, themed schools, and technical programs, states can support and embed in their curricula project-based learning with a connection to the real world, one of the hallmarks of the early college high school program. Districts can also infuse a college-going culture into schools from preschool on, so the expectations begin early and continue. Both students and adults need to focus on this culture. Given the clear trends in the economy and that most jobs will require some post-secondary education, it needs to become the norm that everyone is expected to graduate and receive some form of post-secondary schooling and training, and that it is the school's, district's, and community's responsibility to figure out what each student is going to need to achieve this. This will be a major shift from the historical norm of tailoring expectations, opportunities, and school structures and practices to assumptions about different outcomes for different students. High expectations for all students, while preserving individual choice, are critical to more students achieving their dreams.

Create networks for similar states to share innovations and lessons learned

Better mechanisms need to be developed to create learning networks across similar states (which are not always geographically proximate). Each of the Big 10 states, for example, has something to offer the other states, and multiple things it can learn from them. Currently, there are only regional associations or national organizations. As a result, there is no established forum for Ohio to learn from Georgia or Florida from California. Creating state learning networks would provide an important outlet to share innovations and valuable lessons across state and regional borders.

The Quest to 90

Looking Across the Five Drivers

Looking across the five drivers of the nation's high school graduation rate, three conclusions stand out. First, the nation has made remarkable progress in improving its high school graduation rate over the past decade, and most recently between 2011 and 2013. Progress has occurred across all groups of students and in highly challenged states and districts. Some states and districts have made remarkable progress in closing graduation gaps between racial/ethnic groups and low-income and middle- and high-income students. This stands as both proof positive that high graduation outcomes can be achieved for all students, and a challenge to those states and districts that have not seen the same rate of progress, and in some cases have seen graduation rates decline and gaps widen. The diversity across states and districts also shows that progress has occurred in places that have worked the problem, and is not the result of broad social forces.

The second conclusion is that while the nation remains on pace to achieve a 90 percent high school graduation rate by 2020, a number of key states that will be central to achieving that outcome for all students are struggling. Efforts within these states and supports to them need to be redoubled. Reversing the recent declines in New York and Illinois will be central to achieving the overall goal of 90 percent as well as outcomes for African American, Hispanic/Latino, low-income and special education students. California and Florida, while having witnessed significant overall improvements, still have worrisomely low outcomes for their African American and special education students. Colorado, Washington, and Oregon need to do better by their low-income, Hispanic/Latino, and special education students. It will be difficult for the nation to achieve a 90 percent high school graduation rate for African American students without Ohio, Michigan, and Georgia doing a lot better, and the same is true for Arizona with Hispanic/Latino students. Armed with both data on these particular graduation gaps and knowledge of evidence-based reforms and practice, these states and the districts and schools within them can make progress to ensure more students graduate.

Finally, a number of states and districts that have made substantial progress over the first decade and were the early leaders in improving high school graduation rates, appear to have leveled off in their progress, including states like Tennessee and Texas and districts like New York City. This tells us that we will need to find a second or final act for these early leaders, in order for all states and districts to get their students to 90 percent and beyond.

A Tale of Two Students

From the beginning of our work on the dropout challenge, we have made it a priority to listen to the perspectives of young people, both those who dropped out of high school and those who graduated. We want to give them an active voice in efforts to improve schools and communities in our country and to ground our work in the reality of their experiences and lives. We interviewed two students from the same family and asked them to share their perspectives on the challenges presented within the high schools they attended and how they can be improved.

Lashon, 25, and Ryana, 22, grew up in the same single parent household. Growing up in a single-parent home was difficult, and there were times when their family lacked stable housing and struggled to find food. As Ryana described, "growing up, we were kind of homeless." These were just a few of the barriers Lashon and Ryana experienced as they progressed through the public school system.

Lashon's Journey

Lashon showed academic promise in elementary school, but quickly began to feel disconnected from his education. He attended Lewis Middle School in Boston, Massachusetts, but the school did not have the resources necessary to provide him with the guidance and structure that he lacked at home. Lashon started skipping class, and his truancy eventually forced the courts to get involved.

High school was no better for Lashon. He attended East Boston High School – a school with historically low graduation rates – where his only goal was "to look good and cause havoc." After losing two friends to violence in middle school, Lashon stopped feeling safe, so he began bringing a knife with him to school. Again, he skipped classes and would often leave in the middle of the day. Administrators at East Boston High were quick to suspend him, and there were no interventions to try to get Lashon back on track. On the first day of his sophomore year, he was expelled.

Following the expulsion, Lashon began attending Brockton High School, one of the largest high schools in the U.S., with around 4,000 students enrolled in grades 9-12 annually. Though administrators and teachers at the school began restructuring efforts in 2001 and were making impressive improvements, Brockton High School was labeled a "dropout factory" in 2006. Lashon did not last a year at Brockton High before being assigned to an alternative school – a school Lashon said felt "like a prison" – where he aged out without graduating, and was sent on his way with no real direction. Most of his friends suffered the same fate and never made it through high school.

After leaving Brockton High School without a diploma, Lashon became one of the millions of "opportunity youth" who are disconnected from school and work. For nearly three years, he fell into a subculture of the streets, and did not feel any responsibility to the community around him. This disconnection began to change when he was referred to his local YouthBuild program. Here, Lashon finally found the role models and mentoring he needed to turn his life around and understand the value and opportunity that come with higher education. YouthBuild provided Lashon the support he needed to earn his GED, gave him opportunities to build homes for low-income families like his, and taught him valuable life skills. Following YouthBuild, he went on to Massasoit Community College, where he graduated with a 3.8 GPA and received an Associate's degree. His sister, Ryana, says Lashon is her role model "because of the way he turned his life around from a place where he was only going to end up in jail or killed" to where he is today.

Ryana's Story

"The student-counselor ratios were so high it would take weeks to get an appointment," she said. "By that time, I had to figure out my own way to cope."

By the time Ryana became a student at Brockton High School, the school's improvement efforts were well underway, resulting in increased test scores and rising graduation rates, and the school was no longer considered a dropout factory. Her experience at the school, however, wasn't all positive. While at Brockton, Ryana, an honor roll student, remembers students doing drugs in bathrooms and carrying weapons on them in school, and she felt that the teachers there were overwhelmed with the challenges students faced. The student-counselor ratios were so high it would take weeks to get an appointment. "By that time," she said, "I had to figure out my own way to cope." For a time during her senior year, Ryana began to fall off track and she was sent to an alternative school. However, Ryana was motivated by her family's struggles growing up and wanted a better life for her kids. "Once you have your education, nobody can take it from you," she said. Ryana made it through Brockton High and graduated with honors.

Ryana followed in her brother's footsteps and attended Massasoit Community College, where she graduated with an Associate's degree. Today, she is enrolled at Long Island University and expects to graduate on time with a Bachelor's degree in Nursing, with a specialty in diagnostic sonography. Out of all of her friends, she is the only one that went on to college.

Learning from their experiences

Because of their experiences, Lashon and Ryana have a unique perspective on why many schools – even those like Brockton that have made enormous strides toward becoming exemplary – fall short of meeting the diverse needs of all their students. The two shared many recommendations for how Brockton High School or other high schools can better engage students in school and keep more students from falling through the cracks.

Though they grew up in the same disadvantaged household, Lashon fell off track in middle school, making it that much harder to get back on track in high school. His early disengagement from school led to chronic truancy, causing further disconnection, and the frequent suspensions handed down from school administrators ensured Lashon missed even more class time. Research shows that the more days a student is out of school, the less likely they are to graduate, and using out-of-school suspension exacerbates this problem for students who are already disengaged. The discipline system at Brockton High made it easy to rack up demerits and get suspended from school. Ryana recommends a different kind of system – one that would help students learn rather than just send them home. By creating a system that gives students who get in trouble some form of extra work or gets them involved in constructive activities in school, students would be engaged to learn rather than become further disconnected from education through suspensions. Being out of school is the last thing a student in trouble needs.

Lashon also recommends creating a more relevant curriculum that allows students to see the connection between their education and possible career pathways, and incorporate more project and experience-based learning, including service-learning. This would have helped students like Lashon, but it would also have been beneficial for many of Ryana's friends, who graduated from high school but didn't go on to college. A more engaging curriculum could help all students remain connected to their education and be prepared for life after high school.

While the challenges that schools like East Boston and Brockton High School – and the students in them – face are daunting, much can be done to ensure educators are providing our kids with the education and support they need to receive their diploma and lead successful lives in society. Lashon recommends training teachers and staff to be more culturally competent and understand the trauma and issues that youth face today and how to help them get the supports they need. He would also like to see the creation of teacher evaluations that give students the opportunity to offer constructive criticism and have a dialogue with their instructors. This

would allow teachers to learn what students need from them, and improve trust and relationships between students and teachers – a key factor in keeping students engaged in school.

The stories of Lashon and Ryana are just two out of millions. But their experiences offer invaluable insight and lessons that can help improve even the best of schools, and underscore the importance that the perspectives of students – both those who graduate and those who drop out – should continue to shape community, state and national dialogues around what is to be done.

Policy Recommendations

Federal Recommendations

Ensure ESEA Reauthorization maintains graduation rate accountability, and makes equity a priority.

Federal accountability and support has been a huge driver of rising high school graduation rates, in particular among the nation's low-income and minority students. It is imperative that this is continued when ESEA is reauthorized.

- States must continue to use the four-year Adjusted Cohort Graduation Rate (ACGR) as their primary measure of high school graduation rate.
- States need to have ambitious goals for annual improvement in their graduation rates that will lead to the state having a 90 percent high school graduation rate by 2020. When these student subgroups do not meet state-set graduation rate goals for two or more years, federal education policy should ensure that appropriate evidence-based interventions are implemented to help these students succeed.
- States, districts, and schools need to be accountable for closing graduation gaps for minority, low-income, and special education students, as well as English Language Learners.
- Federal funds need to be targeted towards reforming or replacing low graduation rate high schools (those with cohort graduation rates below 67 percent), as well as their feeder middle schools. In addition, these funds must be used to implement evidence-based, whole school reforms and enhanced student supports guided by early warning systems.
- Increase dedicated funding, with accountability, to states, districts and schools that educate high percentages of low-income students and other sub-populations that data reveal to be at-risk.

The reauthorization of ESEA is underway as this report gets written. In February 2015, the GradNation campaign partners sent a letter to the Chairman and Ranking Members of the Senate HELP Committee with recommendations on graduation rate accountability measures. That letter is attached as Appendix N.

Continue to improve data reporting and accountability systems.

The nation has made significant progress in strengthening graduation rate reporting and accountability, aided by the passage of No Child Left Behind, the National Governors Association Graduation Rate Compact, the U.S. Department of Education's 2008 graduation rate regulations, support for state longitudinal data systems, and the Race to the Top initiatives. Forty-nine states now report graduation rates using a common measure – the four-year Adjusted Cohort Graduation Rate (ACGR) – at the school, district, and state levels for all students and for student subgroups. Several groups of states are working together to enable documentation and enrollment of students who transfer across state lines.

To maintain progress and enable stakeholders to accurately compare rates across states, however, the U.S. Department of Education and state leaders need to reach consensus on key issues of variation in graduation rate reporting. These issues include:

- Establishing common definitions for who is a first time ninth-grader, when cohort counts are established, and when the four years of the four-year ACGR are over;
- Identifying student subgroups consistently across states, especially for students with disabilities, those with immigrant status, those with Limited English Proficiency, and economically disadvantaged students. (For students with disabilities, there should be disaggregation in reporting between students with severe disabilities (Autism, Down Syndrome, etc.) and those with disabilities that may be more amenable to interventions.);
- Defining what counts as a "regular" diploma, the key benchmark for calculating ACGR and the relationship

of a "regular" diploma to state graduation requirements (currently, states have flexibility to decide both and there is wide variation, especially for students with disabilities);

- Report four-, five-, and six-year cohort graduation rates, and for five- and six-year rates, break them down into students who are taking extended time and students who are also gaining college credits towards an associates degree or higher;
- Holding accountable public charter schools, home schools, virtual schools, alternative and special education schools, juvenile detention centers, governors' and other statewide schools, and disaggregating reporting on these entities;
- Re-affirming that students can be removed from a school's ninth grade cohort only if they enroll in another U.S. institution from which they can earn a regular high school diploma, are deceased, or transfer out of the country;
- Incentivizing multi-state data collaborations to document and share information about student transfers among states, thus easing the burden on local school systems;
- Establishing how undocumented transfers out of state and the country will be coded/counted, and providing training for local districts on how to record this; and
- Establishing how to account for eighth grade or middle grade dropouts (students who leave school before becoming part of an official ninth grade cohort).

State Recommendations

Make funding more equitable.

- Designate funding, beyond state foundation funding, and with accountability for outcomes, to districts and schools that educate high percentages of low-income students and other sub-populations that data reveal to be at-risk without supplemental support.
- Build into funding measures factors that enable schools and districts to continue to deliver services to at-risk students despite population changes and without immediate critical impact on district and school infrastructure.
- Within state foundation funding, where this is possible within existing state funding formulas, require and fund a new position of "data interpreter."

Incentivize productive innovation.

- Strengthen and/or re-write overarching state policies as needed to empower public school districts to enact innovative education strategies regarding district and school organization, instruction and staffing while maintaining and increasing public accountability.

Eliminate counterproductive discipline policies.

- Re-examine and rewrite the provisions in state discipline codes which data indicates contribute to racial, ethnic and gender disparities in outcomes.
- Re-examine and rewrite the provisions in state attendance, truancy, and suspension policies which data indicates carry a double-jeopardy "catch-22" for students.

Improve school-based early warning indicators and interventions for the "ABCs" in state data systems.

- Incorporate or overlay school-based early warning indicators (the ABCs, or attendance, behavior and course performance/credit accrual) and related reporting functions into state data systems in "real time."
- Provide professional development and technical assistance to district and school personnel for interpretation and practical use of early warning indicators to support intervention strategies for the ABCs.
- Enhance state accountability systems and report cards to capture and publicize districts' and schools' progress in achieving equity on a set of indicators related to gender, race, ethnicity, Limited English Proficiency, special education status, attendance, behavior, course-passing (both regular and advanced) and access to and success in higher education.

Other state recommendations

- Offer the same diploma options to *all* students.
- Fund early education, health, and wellness initiatives to counter the effects of poverty.
- Require teacher-preparation programs and alternative-path teacher preparation programs to incorporate data interpretation and alignment with intervention strategies into teacher preparation, in addition to development of content and pedagogical skills.

Acknowledgements

A special thanks to the leadership, staff, fellows, interns, and volunteers of the co-convening organizations: America's Promise Alliance, the Alliance for Excellent Education, Civic Enterprises, and the Everyone Graduates Center at Johns Hopkins University School of Education and all of the partner organizations of GradNation. In particular, we express sincere gratitude for the America's Promise Alliance Trustees, without whom the GradNation Campaign would not be possible

Thank you especially for the significant contributions of Phillip Lovell and Governor Bob Wise of the Alliance for Excellent Education; John Gomperts, Daria Hall, Melinda Hudson, Katie Egan, Stefanie Weiss, Stefanie Cruz, Maya Grigorovich-Barksy, and Esther Berg of America's Promise Alliance; Mark Pierson, Vaughan Byrnes, Diana Marstellar, and Liz Gubernatis of the Everyone Graduates Center; and for the boundless energy and enthusiasm of the Civic Enterprises team, Kathleen McMahon, Hina Samnani, and Matthew Atwell.

It is with the utmost gratitude that we give thanks to our lead sponsor, AT&T and its AT&T Aspire initiative, as well as our supporting sponsor, Target, for their sustained support over many years. Without the leadership, initiatives, and investments of these two companies, this work would not be possible.

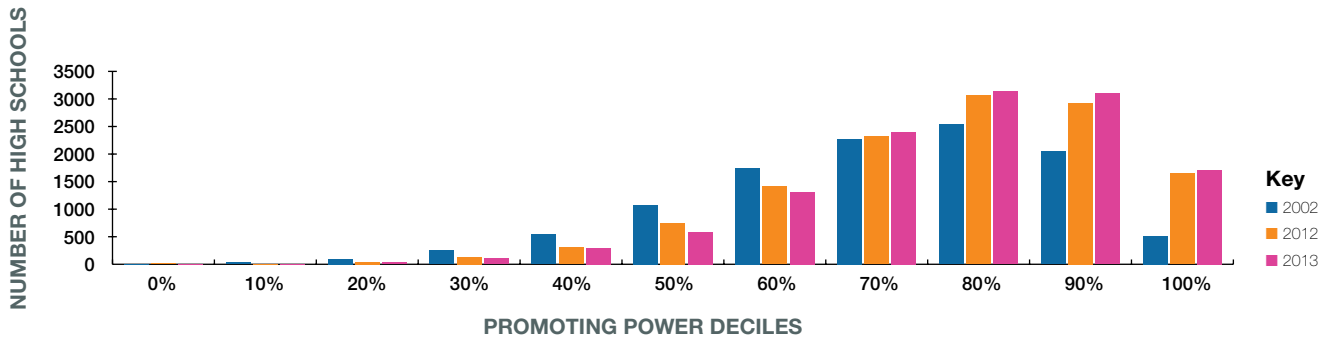
We also give special thanks to the Corporation for Public Broadcasting, its CEO Patricia de Stacy Harrison, Stephanie Aaronson, and Deb Sanchez, for their leadership on *American Graduate: Let's Make It Happen*.

Many individuals have been wonderfully helpful in sharing their experience to build a GradNation. For their willingness to share lessons learned and next steps envisioned both in their own organizations and for the country, we offer thanks to Candace Cortiella of The Advocacy Institute; Bob Brown of the American Federation of Teachers; June Atkinson, North Carolina State Superintendent of Public Instruction; and Angela Quick and Edna Wallace of North Carolina New Schools. Special thanks to Lashon and Ryana for sharing their personal stories with courage and their recommendations to help other students graduate from high school and move on to college and career.

Lastly, thanks to the many respondents from the schools and school districts across the country who contributed their wisdom and expertise to helping us shape particular sections of this report.

APPENDIX A

Number of High Schools by Different Levels of Promoting Power, 2002-2013



Promoting Power Deciles	Class		
	2002	2012	2013
0%	6	11	5
10%	36	10	10
20%	95	43	32
30%	253	130	108
40%	540	306	297
50%	1,077	747	590
60%	1,751	1,413	1,316
70%	2,278	2,320	2,405
80%	2,534	3,064	3,132
90%	2,049	2,923	3,098
100+%	510	1,650	1,714
TOTALS	**11,129**	**12,617**	**12,707**

Note. Figures include regular and vocational high schools with 300 or more students.

Source: U.S. Department of Education, National Center for Education Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys.

APPENDIX B

Change of High Schools with Promoting Power of 60 Percent or Less by Locale, 2002-2013

Class	Cities	Suburbs	Towns	Rural
2002	905	477	247	378
2012	714	267	123	255
2013	619	242	119	166

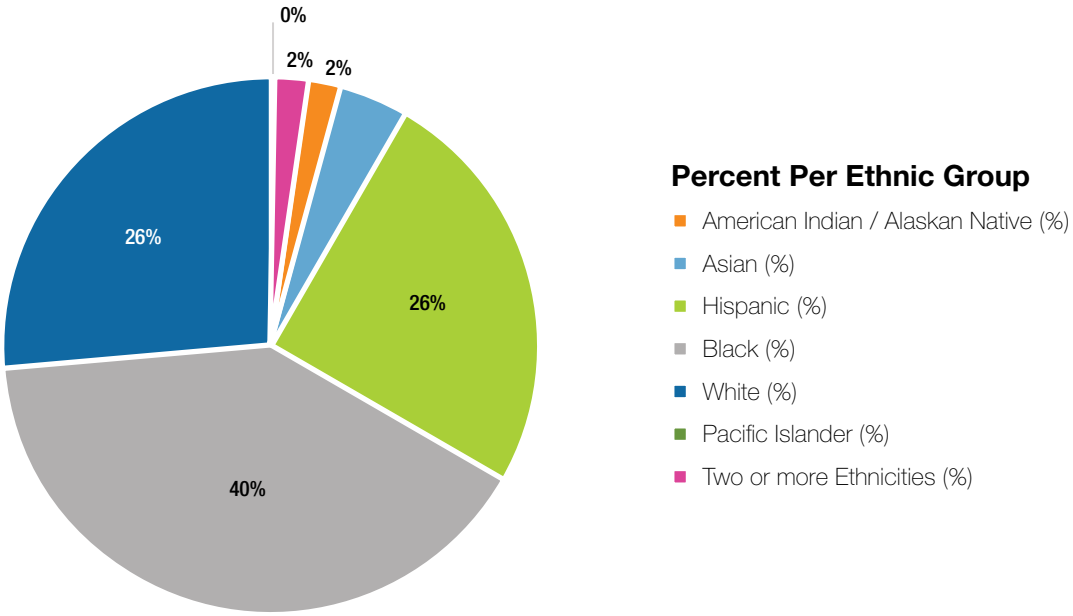
Change from 2002 to 2013				
Change (N)	-286	-235	-128	-212
Change (%)	-32%	-49%	-52%	-56%

Note: In 2006, NCES changed the definition of "Rural" from population size, to proximity to urban areas referred to as the "urban-centric" classification system.

Source: U.S. Department of Education, National Center for Education Statistics. (1998-2014). Public Elementary/Secondary School Universe Surveys.

APPENDIX C

High Schools and Student Enrollment by Race/Ethnicity with an Adjusted Cohort Graduation Rate (ACGR, 2012) below 67 Percent



	Estimated High Schools with ACGR below 67% (N)	Estimated Student Enrollment at High Schools with ACGR below 67% (N)	American Indian / Alaska Native (%)	Asian (%)	Hispanic (%)	Black (%)	White (%)	Pacific Islander (%)	Two or More Ethnicities (%)
Alabama	54	38,586	0.66%	0.29%	2.99%	61.24%	34.52%	0.03%	0.27%
Alaska	4	1,519	91.64%	0.66%	0.33%	0.26%	6.32%	0.00%	0.79%
Arizona	41	25,824	14.48%	1.94%	36.66%	6.30%	38.53%	0.30%	1.79%
Arkansas	6	4,741	0.38%	1.01%	6.07%	50.43%	41.59%	0.19%	0.32%
California	105	96,840	0.99%	5.26%	54.05%	12.54%	22.93%	0.56%	3.68%
Colorado	24	32,596	1.57%	2.87%	45.78%	9.35%	38.41%	0.30%	1.72%
Connecticut	13	12,778	0.44%	2.29%	45.84%	35.20%	14.50%	0.13%	1.60%
Delaware	3	2,094	0.14%	3.49%	13.47%	42.26%	38.73%	0.10%	1.81%
District Of Columbia	13	8,042	0.09%	0.52%	15.06%	83.74%	0.36%	0.11%	0.12%
Florida	60	60,482	0.47%	1.85%	19.10%	35.98%	39.86%	0.10%	2.64%
Georgia	115	124,224	0.21%	2.58%	11.02%	62.85%	21.17%	0.16%	2.02%
Hawaii	3	2,078	1.73%	13.33%	3.80%	3.66%	57.12%	14.97%	5.39%
Illinois	51	58,325	0.27%	1.54%	27.08%	55.60%	13.11%	0.07%	2.32%
Indiana	19	19,474	0.34%	0.44%	11.14%	46.21%	37.25%	0.03%	4.59%
Kansas	5	3,628	1.52%	1.90%	28.34%	17.67%	47.35%	0.17%	3.06%
Louisiana	37	28,584	0.87%	1.88%	5.98%	56.70%	34.02%	0.05%	0.52%
Maine	1	301	1.33%	0.00%	1.00%	2.99%	94.68%	0.00%	0.00%
Maryland	17	14,106	0.28%	2.25%	17.39%	76.66%	2.93%	0.26%	0.22%
Massachusetts	24	20,357	0.50%	4.81%	51.34%	24.94%	16.00%	0.36%	2.05%
Michigan	30	21,589	0.53%	2.21%	8.17%	69.15%	18.20%	0.02%	1.73%
Minnesota	10	8,568	2.12%	10.26%	12.70%	19.06%	54.89%	0.35%	0.62%
Mississippi	51	33,955	0.06%	0.34%	1.13%	85.03%	13.19%	0.01%	0.24%

APPENDIX C (CONTINUED)

High Schools and Student Enrollment by Race/Ethnicity with an Adjusted Cohort Graduation Rate (ACGR, 2012) below 67 Percent

	Estimated High Schools with ACGR below 67% (N)	Estimated Student Enrollment at High Schools with ACGR below 67% (N)	American Indian / Alaska Native (%)	Asian (%)	Hispanic (%)	Black (%)	White (%)	Pacific Islander (%)	Two or More Ethnicities (%)
Missouri	11	8,737	0.16%	2.30%	13.84%	72.52%	10.79%	0.09%	0.30%
Montana	1	504	96.63%	0.00%	0.99%	0.00%	0.40%	0.00%	1.98%
Nebraska	1	1,255	1.51%	1.67%	13.15%	43.11%	29.72%	0.00%	10.84%
Nevada	35	60,541	0.83%	5.18%	45.01%	14.76%	29.08%	1.20%	3.94%
New Hampshire	1	1,296	0.69%	5.71%	10.80%	7.10%	73.15%	0.00%	2.55%
New Jersey	26	23,807	0.08%	1.54%	48.65%	46.29%	3.10%	0.30%	0.04%
New Mexico	22	18,434	13.68%	1.26%	64.23%	2.14%	17.34%	0.08%	1.27%
New York	199	164,172	0.60%	9.35%	38.94%	38.44%	12.26%	0.20%	0.21%
North Carolina	16	8,863	0.26%	2.62%	17.00%	64.19%	13.80%	0.06%	2.08%
North Dakota	1	553	94.94%	0.00%	0.00%	0.36%	4.70%	0.00%	0.00%
Ohio	47	59,641	0.26%	1.19%	6.25%	36.17%	52.36%	0.04%	3.73%
Oregon	35	26,693	3.04%	2.43%	19.07%	3.03%	67.47%	0.48%	4.48%
Pennsylvania	46	43,723	0.24%	3.05%	21.76%	47.49%	25.97%	0.04%	1.43%
Rhode Island	9	7,977	0.54%	4.09%	48.60%	19.93%	22.55%	0.76%	3.52%
South Carolina	23	22,756	0.54%	0.74%	5.84%	46.06%	44.85%	0.10%	1.87%
South Dakota	1	465	97.42%	0.00%	0.00%	0.43%	2.15%	0.00%	0.00%
Tennessee	14	10,184	0.06%	0.81%	6.64%	88.23%	4.16%	0.03%	0.08%
Texas	9	5,849	0.50%	6.68%	31.56%	37.87%	22.04%	0.10%	1.25%
Utah	10	10,448	1.89%	1.67%	19.21%	2.14%	71.71%	2.64%	0.75%
Vermont	2	657	0.15%	0.46%	0.91%	0.76%	96.50%	0.00%	1.22%
Virginia	9	10,803	0.28%	1.57%	4.59%	76.42%	14.41%	0.08%	2.64%
Washington	12	9,264	1.13%	9.97%	30.40%	10.14%	39.31%	2.46%	6.58%
West Virginia	6	5,375	0.19%	1.02%	0.89%	18.18%	79.16%	0.00%	0.56%
Wisconsin	13	13,570	0.86%	3.20%	16.30%	48.18%	30.93%	0.02%	0.51%
Totals (N)	**1,235**	**1,134,258**	**15,795**	**41,083**	**298,971**	**453,970**	**299,042**	**3,471**	**21,926**
		Percent Per Group (%)	**1.39%**	**3.62%**	**26.36%**	**40.02%**	**26.36%**	**0.31%**	**1.93%**

Note. Figures include regular and vocational high schools with 300 or more students with an Adjusted Cohort Graduation Rate (ACGR, 2012) below 67 percent. Each racial/ethnic group for students attending these schools were divided by the total number of students attending schools that meet the criteria in the previous sentence. Of the schools that reported a school level graduation rate in 2011-2012, 1,235 of them had an ACGR below 67 percent. The estimated total enrollment at these schools was roughly 1.1 million students. Of the total enrollment of students who attended these schools, 40 percent were Black, 26 percent were Hispanic, 26 percent were White, 4 percent were Asian, 2 percent were reported as having two or more ethnic/racial identities, 1 percent were American Indian or Alaska Native, and .3 percent were Pacific Islander (note. these figures were rounded to the nearest ones place value).

Sources: U.S. Department of Education, National Center for Education Statistics. (1998-2012). Public Elementary/Secondary School Universe Surveys. U.S. Department of Education through provisional data file of SY2011-12 School Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

APPENDIX D

Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13

	ACGR Gap Closure between White and Black Students from 2011 to 2013	Percent of Black Students within the Cohort in 2012
	Percentage Points (%)	Percent (%)
Wyoming	10.0	1.0%
New Hampshire	8.2	1.8%
Nevada	7.8	11.0%
Minnesota	7.5	9.2%
South Dakota	6.0	2.5%
Pennsylvania	6.0	16.0%
North Dakota	5.6	2.4%
Alabama	5.1	37.6%
New Mexico	5.0	2.5%
Nebraska	4.8	6.5%
New Jersey	4.3	17.8%
Colorado	3.2	5.4%
Rhode Island	3.1	9.1%
Utah	2.9	1.5%
North Carolina	2.8	28.4%
Connecticut	2.6	13.6%
California	2.4	7.7%
Texas	2.1	13.6%
South Carolina	2.1	38.9%
Oregon	2.0	2.8%
Ohio	2.0	17.0%
Delaware	1.9	34.0%
Kansas	1.9	7.9%
Mississippi	1.9	52.6%
Missouri	1.9	17.8%
Massachusetts	1.7	8.7%
Michigan	1.4	19.8%
Arkansas	1.2	22.4%
Virginia	1.2	25.4%
Georgia	1.2	40.2%
Florida	1.1	22.8%
Wisconsin	0.6	10.5%
Maryland	0.2	37.9%
Washington	0.1	4.7%
Iowa	-0.5	4.1%
Tennessee	-0.8	26.7%
Alaska	-0.9	3.7%
Louisiana	-1.2	44.7%
Arizona	-1.6	5.9%
West Virginia	-1.9	5.4%
New York	-2.3	19.7%
Indiana	-2.7	11.7%
Hawaii	-2.8	2.4%
Illinois	-3.4	19.9%
Maine	-4.9	2.6%
Montana	-6.0	1.1%
Vermont	-10.2	1.8%
Kentucky	†	†
Oklahoma	†	†
Idaho	†	†

APPENDIX D (CONTINUED)

Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13

	ACGR Gap Closure between White and Hispanic Students from 2011 to 2013	Percent of Hispanic Students within the Cohort in 2012
	Percentage Points (%)	Percent (%)
Alaska	8.1	5.5%
Utah	7.3	14.6%
Minnesota	6.7	5.6%
Delaware	5.9	9.2%
Nevada	5.2	36.1%
New Mexico	5.0	56.0%
Kansas	4.8	13.6%
Pennsylvania	4.0	7.4%
Mississippi	3.9	1.0%
Connecticut	3.8	17.0%
Massachusetts	3.7	13.5%
Colorado	3.6	28.5%
Iowa	3.5	6.5%
New Hampshire	3.2	3.6%
North Carolina	3.0	9.1%
California	3.0	47.2%
South Dakota	3.0	2.5%
Missouri	2.9	3.6%
Virginia	2.5	9.7%
New Jersey	2.5	19.2%
Nebraska	2.4	13.2%
Washington	2.2	16.2%
Michigan	2.2	4.7%
Alabama	2.1	2.9%
Texas	2.1	45.8%
Oregon	1.8	17.6%
North Dakota	1.6	1.8%
Tennessee	1.5	4.4%
Florida	1.4	23.5%
Georgia	1.4	8.8%
Arkansas	1.2	8.3%
South Carolina	1.1	4.6%
Maryland	1.0	9.5%
Ohio	1.0	2.8%
Wisconsin	0.9	7.1%
Rhode Island	0.1	19.6%
Vermont	-0.2	1.4%
Louisiana	-0.2	3.2%
Indiana	-0.2	6.6%
Arizona	-0.7	39.4%
Montana	-1.0	2.9%
Wyoming	-1.0	10.9%
Illinois	-1.0	19.4%
New York	-1.9	20.3%
West Virginia	-2.9	0.9%
Hawaii	-3.0	4.4%
Maine	-8.9	1.1%
Kentucky	†	†
Oklahoma	†	†
Idaho	†	†

APPENDIX D (CONTINUED)

Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13

	ACGR Gap Closure between All and Students with Disabilities from 2011 to 2013	Percent of Students with Disabilities within the Cohort in 2012
	Percentage Points (%)	Percent (%)
Alabama	38.9	10.5%
New Mexico	5.8	13.1%
Louisiana	5.2	9.2%
Wyoming	5.0	14.7%
Illinois	4.9	14.5%
Montana	4.6	9.6%
Florida	3.7	11.2%
Indiana	3.3	11.8%
Kansas	2.1	14.7%
Virginia	2.0	12.0%
Maine	1.6	17.5%
Delaware	1.6	14.6%
Arkansas	1.5	10.4%
North Dakota	1.5	11.7%
Utah	1.4	9.4%
Iowa	1.0	13.7%
Maryland	1.0	9.6%
North Carolina	0.8	10.0%
New Hampshire	0.7	18.0%
Wisconsin	0.7	11.6%
South Carolina	0.6	10.5%
Georgia	0.4	10.9%
Connecticut	0.2	13.6%
Pennsylvania	0.0	13.3%
Ohio	0.0	15.0%
Tennessee	0.0	12.2%
Massachusetts	-0.2	20.1%
Missouri	-0.3	11.9%
Hawaii	-0.4	10.5%
Vermont	-0.6	15.4%
Minnesota	-0.6	13.0%
New York	-0.6	14.7%
Alaska	-0.8	10.4%
Arizona	-0.8	9.6%
Mississippi	-1.0	5.3%
Texas	-1.2	9.8%
West Virginia	-1.3	15.5%
Michigan	-1.4	11.2%
Nebraska	-1.5	11.5%
California	-1.5	11.3%
New Jersey	-1.6	15.6%
Rhode Island	-1.7	21.6%
Washington	-1.8	10.6%
Colorado	-2.1	9.5%
South Dakota	-3.7	8.6%
Nevada	-5.3	10.2%
Oregon	-5.5	13.4%
Oklahoma	†	†
Kentucky	†	†
Idaho	†	†

APPENDIX D (CONTINUED)

Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13

	ACGR Gap Closure between All and Limited English Proficient (LEP) Students from 2011 to 2013	Percent of Limited English Proficient (LEP) Students within the Cohort in 2012
	Percentage Points (%)	Percent (%)
Ohio	11.8	1.1%
Texas	11.3	3.6%
Wyoming	9.0	2.6%
Utah	8.0	4.2%
Georgia	7.1	2.7%
Massachusetts	5.5	6.1%
Nebraska	5.5	4.0%
Minnesota	4.5	6.5%
Iowa	4.3	3.0%
Indiana	4.0	2.0%
Delaware	3.6	3.2%
South Carolina	3.4	3.0%
Colorado	2.6	10.1%
Connecticut	2.5	4.6%
Louisiana	2.5	1.0%
Rhode Island	2.3	8.2%
Kansas	2.3	7.5%
Missouri	2.3	1.1%
New Mexico	2.1	28.2%
Tennessee	1.7	2.1%
Arkansas	1.1	3.6%
Pennsylvania	1.0	2.0%
Maryland	1.0	2.0%
Michigan	0.4	2.4%
Alabama	0.0	1.0%
Florida	-0.1	7.8%
South Dakota	-0.7	2.6%
Washington	-0.8	5.6%
California	-1.3	19.4%
North Dakota	-1.5	2.8%
New Jersey	-2.0	3.2%
Arizona	-2.1	1.6%
Montana	-2.4	2.8%
Illinois	-3.5	3.4%
North Carolina	-3.5	2.7%
Oregon	-3.6	7.6%
New Hampshire	-4.3	2.2%
West Virginia	-4.4	0.5%
Alaska	-4.8	9.2%
Wisconsin	-5.0	2.9%
Hawaii	-5.4	5.3%
Virginia	-5.7	4.6%
New York	-6.7	5.4%
Maine	-7.4	2.1%
Mississippi	-10.5	0.1%
Nevada	-13.7	9.3%
Vermont	-18.6	1.9%
Oklahoma	†	†
Kentucky	†	†
Idaho	†	†

APPENDIX D (CONTINUED)

Adjusted Cohort Graduation Rate (ACGR) Gap Change, by Subgroup and State from 2010-11 to 2012-13

	ACGR Gap Closure between All and Low-Income Students from 2011 to 2013	Percent of Low-Income Students within the Cohort in 2012
	Percentage Points (%)	Percent (%)
Connecticut	6.6	36.7%
Pennsylvania	3.0	33.6%
Minnesota	3.0	31.8%
Indiana	2.7	33.3%
Florida	2.4	40.9%
New Hampshire	2.4	27.4%
Ohio	2.4	37.3%
Nevada	2.3	56.7%
Alabama	1.8	51.7%
New Jersey	1.6	27.2%
Massachusetts	1.6	41.5%
Wisconsin	1.6	29.8%
Maine	1.5	24.7%
Virginia	1.5	31.1%
Arkansas	1.4	49.4%
New Mexico	1.4	57.2%
West Virginia	1.3	56.4%
Louisiana	1.2	51.3%
Montana	1.1	40.0%
Wyoming	1.0	37.4%
Kansas	0.9	51.5%
Utah	0.9	30.5%
Hawaii	0.8	43.0%
Delaware	0.8	47.2%
Mississippi	0.7	53.3%
Iowa	0.7	36.1%
Rhode Island	0.6	52.0%
North Carolina	0.6	44.0%
California	0.4	62.9%
Tennessee	0.4	57.6%
Nebraska	0.4	35.2%
South Dakota	0.3	28.1%
Georgia	0.1	48.6%
South Carolina	-0.1	49.1%
Maryland	-0.2	32.0%
Alaska	-0.3	37.5%
Arizona	-0.7	39.6%
Texas	-0.8	48.2%
Illinois	-1.2	41.4%
Colorado	-1.2	42.2%
Oregon	-1.3	51.4%
New York	-1.3	42.2%
Washington	-1.4	45.1%
Vermont	-1.6	41.1%
Missouri	-1.7	39.5%
Michigan	-2.1	43.8%
North Dakota	-5.5	28.2%
Kentucky	†	†
Oklahoma	†	†
Idaho	†	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2010-11 or 2012-13. ACGR percentage point gap change(s) between student groups = the gap that existed in 2010-11 minus the current 2012-13 ACGR gap between groups; hence, positive percentage point values indicate graduation rate gap closure and negative values indicate gap widening between groups. The percent of students within the cohort was aggregated up from the district level ACGR file: SY2011-12.

Sources: U.S. Department of Education (2014). Provisional Data File: SY2010-11 and 2012-13 District and State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

APPENDIX E

Adjusted Cohort Graduation Rate (ACGR) Gaps, by Subgroup and State, 2012-13

	White Students	African American Students	
	Rate (%)	Rate (%)	Percentage Point Difference
Minnesota	85.3	57.8	27.5
Wisconsin	92.4	66.0	26.4
New York	87.2	62.9	24.3
Ohio	87.0	63.0	24.0
Michigan	82.1	60.5	21.6
Nevada	77.2	57.0	20.2
California	87.7	68.1	19.6
Illinois	89.3	70.9	18.4
Iowa	91.5	74.0	17.5
Missouri	89.1	72.0	17.1
Pennsylvania	90.0	73.0	17.0
New Jersey	93.1	76.4	16.7
Massachusetts	90.1	73.8	16.3
Utah	86.1	70.0	16.1
South Dakota	88.0	72.0	16.0
Florida	80.5	64.6	15.9
Indiana	89.7	74.0	15.7
Connecticut	91.4	76.0	15.4
Nebraska	92.2	77.0	15.2
Georgia	79.2	64.4	14.8
Louisiana	80.2	66.0	14.2
Vermont	87.2	73.0	14.2
Oregon	71.0	57.0	14.0
Wyoming	80.0	66.0	14.0
Washington	79.7	65.8	13.9
Alaska	77.9	65.0	12.9
Maryland	91.1	78.3	12.8
Colorado	82.8	70.0	12.8
Arizona	82.6	70.0	12.6
Mississippi	82.1	70.0	12.1
Kansas	88.1	76.0	12.1
Maine	86.9	75.0	11.9
Rhode Island	83.9	72.0	11.9
Virginia	88.6	76.8	11.8
Tennessee	89.8	78.0	11.8
North Dakota	90.4	80.0	10.4
Oklahoma	87.2	77.0	10.2
Montana	87.0	77.0	10.0
Alabama	83.9	74.0	9.9
Arkansas	87.8	78.0	9.8
Kentucky	87.6	78.0	9.6
Texas	93.0	84.1	8.9
North Carolina	86.2	78.0	8.2
New Mexico	77.0	69.0	8.0
Delaware	83.1	76.0	7.1
West Virginia	81.9	75.0	6.9
New Hampshire	87.8	82.0	5.8
South Carolina	79.9	75.0	4.9
Hawaii	79.0	75.2	3.8
Idaho	†	†	†

	White Students	Hispanic Students	
	Rate (%)	Rate (%)	Percentage Point Difference
Minnesota	85.3	59.0	26.3
New York	87.2	62.3	24.9
Massachusetts	90.1	66.8	23.3
Connecticut	91.4	70.2	21.2
South Dakota	88.0	69.0	19.0
Pennsylvania	90.0	71.0	19.0
Wisconsin	92.4	74.3	18.1
Ohio	87.0	69.0	18.0
Colorado	82.8	65.4	17.4
Georgia	79.2	62.6	16.6
Maryland	91.1	75.1	16.0
Utah	86.1	70.4	15.7
Rhode Island	83.9	69.0	14.9
Michigan	82.1	67.3	14.8
New Jersey	93.1	78.6	14.5
Washington	79.7	65.9	13.8
Arizona	82.6	68.9	13.7
Nebraska	92.2	78.6	13.6
Illinois	89.3	76.3	13.0
Nevada	77.2	64.4	12.8
Virginia	88.6	76.1	12.5
North Dakota	90.4	78.0	12.4
California	87.7	75.7	12.0
Iowa	91.5	80.0	11.5
North Carolina	86.2	75.2	11.0
New Hampshire	87.8	77.0	10.8
Oregon	71.0	60.8	10.2
Alabama	83.9	74.0	9.9
Wyoming	80.0	71.0	9.0
New Mexico	77.0	68.0	9.0
Oklahoma	87.2	78.6	8.6
Tennessee	89.8	81.3	8.5
Kansas	88.1	79.9	8.2
Missouri	89.1	81.0	8.1
Montana	87.0	79.0	8.0
Texas	93.0	85.1	7.9
Kentucky	87.6	80.0	7.6
Louisiana	80.2	73.0	7.2
Indiana	89.7	82.5	7.2
South Carolina	79.9	73.0	6.9
Maine	86.9	81.0	5.9
Arkansas	87.8	82.0	5.8
Florida	80.5	74.9	5.6
Delaware	83.1	78.0	5.1
Alaska	77.9	73.0	4.9
Vermont	87.2	83.0	4.2
Mississippi	82.1	79.0	3.1
Hawaii	79.0	77.0	2.0
West Virginia	81.9	82.0	-0.1
Idaho	†	†	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2012-13.

Source: U.S. Department of Education (2014). Provisional Data File: SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

APPENDIX E (CONTINUED)

Adjusted Cohort Graduation Rate (ACGR) Gaps, by Subgroup and State, 2012-13

	All Students	Limited English Proficiency (LEP)	
	Rate (%)	Rate (%)	Percentage Point Difference
Arizona	75.1	20.0	55.1
Nevada	70.7	24.0	46.7
New York	76.8	39.1	37.7
Alabama	80.0	44.0	36.0
North Carolina	82.5	49.0	33.5
Virginia	84.5	51.8	32.7
Alaska	71.8	40.0	31.8
Nebraska	88.5	60.0	28.5
Maryland	85.0	57.0	28.0
Georgia	71.7	43.8	27.9
Montana	84.4	57.0	27.4
North Dakota	87.5	61.0	26.5
Wisconsin	88.0	62.0	26.0
Washington	76.4	50.6	25.8
Louisiana	73.5	48.0	25.5
Hawaii	82.4	57.0	25.4
South Dakota	82.7	59.0	23.7
Vermont	86.6	63.0	23.6
Utah	83.0	60.0	23.0
Kentucky	86.1	64.0	22.1
Connecticut	85.5	64.0	21.5
Massachusetts	85.0	63.5	21.5
Oklahoma	84.8	64.0	20.8
Minnesota	79.8	59.3	20.5
Oregon	68.7	49.1	19.6
Illinois	83.2	63.7	19.5
Pennsylvania	86.0	67.0	19.0
Mississippi	75.5	57.0	18.5
Colorado	76.9	58.5	18.4
Florida	75.6	57.5	18.1
California	80.4	63.1	17.3
New Hampshire	87.3	70.0	17.3
New Jersey	87.5	70.5	17.0
Missouri	85.7	69.0	16.7
Texas	88.0	71.3	16.7
Ohio	82.2	67.0	15.2
Iowa	89.7	76.0	13.7
Maine	86.4	73.0	13.4
Tennessee	86.3	73.0	13.3
Michigan	77.0	65.4	11.6
Kansas	85.7	75.0	10.7
Delaware	80.4	71.0	9.4
Wyoming	77.0	68.0	9.0
Indiana	87.0	78.0	9.0
South Carolina	77.6	69.0	8.6
Rhode Island	79.7	73.0	6.7
New Mexico	70.3	65.4	4.9
Arkansas	84.9	81.0	3.9
West Virginia	81.4	83.0	-1.6
Idaho	†	†	†

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2012-13.

Source: U.S. Department of Education (2014). Provisional Data File: SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

APPENDIX F

Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2012-13

		Major Racial and Ethnic Groups							Special Populations		Asian/Pacific Islander Detail [2]	
	All Students	American Indian / Alaska Native or Native American	Asian / Pacific Islander 1	Black (not Hispanic) or African American	Hispanic / Latino	Multicultural or Multiethnic or Multiracial	White (not Hispanic) or Caucasian	Children with Disabilities (IDEA)	Limited English Proficient (LEP) Students	Economically Disadvantaged Students	Asian	Native Hawaiian / Other Pacific Islander or Pacific Islander
Alabama	80.0%	86.0%	89.0%	74.0%	74.0%	77.0%	83.9%	76.9%	44.0%	71.8%	-	-
Alaska	71.8%	57.0%	77.0%	65.0%	73.0%	67.0%	77.9%	43.0%	40.0%	59.5%	81.0%	64.0%
Arizona	75.1%	61.1%	84.0%	70.0%	68.9%	-	82.6%	63.3%	20.0%	69.4%	-	-
Arkansas	84.9%	78.0%	81.0%	78.0%	82.0%	88.0%	87.8%	80.4%	81.0%	80.3%	88.0%	58.0%
California	80.4%	72.8%	90.9%	68.1%	75.7%	77.8%	87.7%	61.9%	63.1%	74.8%	91.6%	78.4%
Colorado	76.9%	61.0%	85.0%	70.0%	65.4%	79.0%	82.8%	53.8%	58.5%	63.7%	86.0%	75.0%
Connecticut	85.5%	82.0%	93.0%	76.0%	70.2%	82.0%	91.4%	64.7%	64.0%	72.1%	93.0%	89.0%
Delaware	80.4%	80.0%	88.0%	76.0%	78.0%	>=90.0%	83.1%	60.0%	71.0%	74.2%	-	-
Florida	75.6%	77.0%	88.4%	64.6%	74.9%	-	80.5%	52.3%	57.5%	67.0%	88.4%	-
Georgia	71.7%	64.0%	81.8%	64.4%	62.6%	75.3%	79.2%	35.1%	43.8%	63.8%	-	-
Hawaii	82.4%	62.0%	83.8%	75.2%	77.0%	-	79.0%	61.0%	57.0%	78.2%	-	-
Idaho	†	†	†	†	†	†	†	†	†	†	†	†
Illinois	83.2%	78.0%	91.7%	70.9%	76.3%	83.1%	89.3%	70.1%	63.7%	73.0%	92.0%	78.0%
Indiana	87.0%	86.0%	89.0%	74.0%	82.5%	84.0%	89.7%	69.3%	78.0%	82.7%	89.0%	89.0%
Iowa	89.7%	83.0%	90.0%	74.0%	80.0%	85.0%	91.5%	72.7%	76.0%	80.4%	91.0%	68.0%
Kansas	85.7%	77.0%	89.0%	76.0%	79.9%	83.0%	88.1%	77.8%	75.0%	76.6%	89.0%	80.0%
Kentucky	86.1%	79.0%	87.0%	78.0%	80.0%	83.0%	87.6%	52.0%	64.0%	85.4%	88.0%	78.0%
Louisiana	73.5%	75.0%	85.0%	66.0%	73.0%	78.0%	80.2%	36.7%	48.0%	67.7%	85.0%	72.0%
Maine	86.4%	72.0%	95.0%	75.0%	81.0%	77.0%	86.9%	70.0%	73.0%	76.9%	>=95.0%	>=50.0%
Maryland	85.0%	83.0%	94.8%	78.3%	75.1%	90.0%	91.1%	60.0%	57.0%	75.8%	95.0%	81.0%
Massachusetts	85.0%	73.0%	90.2%	73.8%	66.8%	84.0%	90.1%	67.8%	63.5%	73.6%	90.6%	75.0%
Michigan	77.0%	64.0%	87.3%	60.5%	67.3%	74.0%	82.1%	53.6%	65.4%	63.9%	87.9%	69.0%
Minnesota	79.8%	49.0%	78.2%	57.8%	59.0%	-	85.3%	58.2%	59.3%	63.8%	-	-
Mississippi	75.5%	69.0%	92.0%	70.0%	79.0%	-	82.1%	22.5%	57.0%	70.2%	92.0%	-
Missouri	85.7%	82.0%	91.0%	72.0%	81.0%	84.0%	89.1%	73.4%	69.0%	78.0%	91.0%	82.0%
Montana	84.4%	65.0%	94.0%	77.0%	79.0%	-	87.0%	76.0%	57.0%	74.5%	>=95.0%	>=80.0%
Nebraska	88.5%	72.0%	77.0%	77.0%	78.6%	85.0%	92.2%	71.0%	60.0%	80.9%	77.0%	>=80.0%
Nevada	70.7%	59.0%	81.0%	57.0%	64.4%	80.0%	77.2%	26.4%	24.0%	64.0%	82.0%	75.0%
New Hampshire	87.3%	84.0%	86.0%	82.0%	77.0%	92.0%	87.8%	71.0%	70.0%	75.7%	86.0%	>=50.0%
New Jersey	87.5%	76.0%	95.8%	76.4%	78.6%	89.0%	93.1%	75.9%	70.5%	77.1%	95.9%	92.0%
New Mexico	70.3%	64.3%	86.0%	69.0%	68.0%	-	77.0%	60.1%	65.4%	64.7%	-	-
New York	76.8%	62.0%	84.1%	62.9%	62.3%	76.0%	87.2%	47.2%	39.1%	67.5%	-	-
North Carolina	82.5%	77.0%	90.0%	78.0%	75.2%	81.5%	86.2%	62.3%	49.0%	76.1%	-	-
North Dakota	87.5%	63.0%	88.0%	80.0%	78.0%	-	90.4%	70.0%	61.0%	72.0%	88.0%	-
Ohio	82.2%	68.0%	89.0%	63.0%	69.0%	74.2%	87.0%	69.2%	67.0%	69.6%	-	-

APPENDIX F (CONTINUED)

Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2012-13

		Major Racial and Ethnic Groups						Special Populations			Asian/Pacific Islander Detail [2]	
	All Students	American Indian / Alaska Native or Native American	Asian / Pacific Islander [1]	Black (not Hispanic) or African American	Hispanic / Latino	Multicultural or Multiethnic or Multiracial	White (not Hispanic) or Caucasian	Children with Disabilities (IDEA)	Limited English Proficient (LEP) Students	Economically Disadvantaged Students	Asian	Native Hawaiian / Other Pacific Islander or Pacific Islander
Oklahoma	84.8%	84.4%	65.0%	77.0%	78.6%	86.0%	87.2%	78.5%	64.0%	79.7%	93.0%	-
Oregon	68.7%	52.0%	81.0%	57.0%	60.8%	67.0%	71.0%	37.2%	49.1%	60.4%	84.0%	64.0%
Pennsylvania	86.0%	75.0%	91.0%	73.0%	71.0%	82.0%	90.0%	74.0%	67.0%	77.0%	-	-
Rhode Island	79.7%	74.0%	85.0%	72.0%	69.0%	71.0%	83.9%	59.0%	73.0%	69.3%	86.0%	79.0%
South Carolina	77.6%	67.0%	88.0%	75.0%	73.0%	-	79.9%	43.2%	69.0%	70.5%	-	-
South Dakota	82.7%	49.0%	85.0%	72.0%	69.0%	80.0%	88.0%	60.0%	59.0%	67.0%	-	-
Tennessee	86.3%	84.0%	90.0%	78.0%	81.3%	-	89.8%	67.3%	73.0%	80.7%	90.0%	88.0%
Texas	88.0%	86.0%	93.7%	84.1%	85.1%	91.7%	93.0%	77.8%	71.3%	85.2%	93.8%	90.0%
Utah	83.0%	67.0%	80.0%	70.0%	70.4%	84.0%	86.1%	67.4%	60.0%	72.9%	80.0%	79.0%
Vermont	86.6%	>=50.0%	89.0%	73.0%	83.0%	77.0%	87.2%	68.0%	63.0%	75.0%	88.0%	>=50.0%
Virginia	84.5%	-	90.2%	76.8%	76.1%	-	88.6%	51.5%	51.8%	74.0%	90.2%	-
Washington	76.4%	56.0%	82.3%	65.8%	65.9%	76.5%	79.7%	54.6%	50.6%	65.0%	84.2%	63.0%
West Virginia	81.4%	70.0%	92.0%	75.0%	82.0%	72.0%	81.9%	62.1%	83.0%	73.7%	-	-
Wisconsin	88.0%	76.0%	90.0%	66.0%	74.3%	-	92.4%	68.7%	62.0%	76.6%	-	-
Wyoming	77.0%	41.0%	86.0%	66.0%	71.0%	77.0%	80.0%	59.0%	68.0%	64.0%	87.0%	>=50.0%

- A dash (-) indicates that the data are not available.

† Not applicable: Data are not expected to be reported by the SEA for SY2012-13.

[1] 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.")

[2] Disaggregated reporting for Adjusted Cohort Graduation Rates is done according to the provisions outlined within each state's Accountablity Workbook. Accordingly, not every state uses major racial and ethnic groups which enable further disaggregation of Asian American/Pacific Islander (AAPI) populations.

Source: Reproduced from the United States Department of Education (2015). Provisional Data File: SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates; Data Notes for Provisional SY2012-13 Four-Year Regulatory Adjusted Cohort Graduation Rates. Retrieved January 26, 2015 from http://eddataexpress.ed.gov/state-tables-main.cfm

APPENDIX G

Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2013

	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	Change in AFGR, 2003-2012 (% Point)	Average Annual Change in AFGR, 2003-2012 (% Point)	Change in Four-Year Cohort Rate, 2011-2013 (%)
ALL STATES														
AFGR	73.9	75.0	74.7	73.2	73.9	74.7	75.5	78.2	80.0	81.0		7.9	0.9	—
ACGR	—	—	—	—	—	—	—	—	79.0	80.0	81.4			2.4
ALABAMA														
AFGR	64.7	65.0	65.9	66.2	67.1	69.0	69.9	71.8	76.0	75.0		10.3	1.1	
ACGR	—	—	—	—	—	—	65.1	—	72.0	75.0	80.0			8.0
ALASKA														
AFGR	68.0	67.2	64.1	66.5	69.1	69.1	72.6	75.5	78.0	79.0		11.0	1.2	
ACGR	—	—	—	—	—	—	—	—	68.0	70.0	71.8			3.8
ARIZONA														
AFGR	75.9	66.8	84.7	70.5	69.6	70.7	72.5	74.7	79.0	77.0		1.1	0.1	
ACGR	74.0	80.0	74.6	69.9	73.4	74.9	76.1	75.4	77.9	76.0	75.1			-2.8
ARKANSAS														
AFGR	76.7	76.8	75.7	80.4	74.4	76.4	74.0	75.0	77.0	78.0		1.3	0.1	
ACGR	—	—	—	—	—	—	68.0	80.5	80.7	84.0	84.9			4.2
CALIFORNIA														
AFGR	74.1	73.9	74.6	69.2	70.7	71.2	71.0	78.2	80.0	82.0		8.0	0.9	
ACGR	—	—	—	—	—	—	—	74.7	76.3	79.0	80.4			4.1
COLORADO														
AFGR	76.4	78.7	76.7	75.5	76.6	75.4	77.6	79.8	82.0	82.0		5.6	0.6	
ACGR	—	—	—	—	70.2	74.4	70.7	72.4	73.9	75.0	76.9			3.0
CONNECTICUT														
AFGR	80.9	80.7	80.9	81.8	82.2	82.3	75.4	75.1	85.0	86.0		5.1	0.6	
ACGR	—	—	—	—	—	—	79.3	81.8	83.0	85.0	85.5			2.5
DELAWARE														
AFGR	73.0	72.9	73.1	76.3	71.9	72.1	73.7	75.5	76.0	77.0		4.0	0.4	
ACGR	—	—	—	—	—	—	—	75.8	78.5	80.0	80.4			1.9
DISTRICT OF COLUMBIA														
AFGR	59.6	68.2	68.8	—	54.9	56.0	62.4	59.9	61.0	71.0		11.4	1.3	
ACGR	—	—	—	—	—	—	—	—	58.6	59.0	62.3			3.7
FLORIDA														
AFGR	66.7	66.4	64.6	63.6	65.0	66.9	68.9	70.8	72.0	75.0		8.3	0.9	
ACGR	56.5	59.2	59.3	58.8	59.8	62.7	65.5	69.0	70.6	75.0	75.6			5.0
GEORGIA														
AFGR	60.8	61.2	61.7	62.4	64.1	65.4	67.8	69.9	70.0	70.0		9.2	1.0	
ACGR	—	—	—	—	—	—	58.6	64.0	67.5	70.0	71.7			4.2
HAWAII														
AFGR	71.3	72.6	75.1	75.5	75.4	76.0	75.3	75.4	74.0	78.0		6.7	0.7	
ACGR	—	—	—	—	—	—	—	—	80.0	81.0	82.4			2.4
IDAHO														
AFGR	81.5	81.5	81.0	80.5	80.4	80.1	80.6	84.0	83.0	84.0		2.5	0.3	
ACGR	—	—	—	—	—	—	—	—	—	—	—			—
ILLINOIS														
AFGR	75.9	80.3	79.4	79.7	79.5	80.4	77.7	81.9	80.0	82.0		6.1	0.7	
ACGR	—	—	—	—	—	—	—	—	83.8	82.0	83.2			-0.6
INDIANA														
AFGR	75.5	73.5	73.2	73.3	73.9	74.1	75.2	77.2	80.0	80.0		4.5	0.5	
ACGR	—	—	—	—	—	—	81.5	84.1	85.7	86.0	87.0			1.3

APPENDIX G (CONTINUED)

Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2013

	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	Change in AFGR, 2003-2012 (% Point)	Average Annual Change in AFGR, 2003-2012 (% Point)	Change in Four-Year Cohort Rate, 2011-2013 (%)
IOWA														
AFGR	85.3	85.8	86.6	86.9	86.5	86.4	85.7	87.9	89.0	89.0		3.7	0.4	
ACGR	—	—	—	—	—	—	—	88.8	88.3	89.0	89.7			1.4
KANSAS														
AFGR	76.9	77.9	79.2	77.6	78.9	79.1	80.2	84.5	87.0	89.0		12.1	1.3	
ACGR	—	—	—	—	—	—	—	80.7	83.0	85.0	85.7			2.7
KENTUCKY														
AFGR	71.7	73.0	75.9	77.2	76.4	74.4	77.6	79.9	81.0	82.0		10.3	1.1	
ACGR	—	—	—	—	—	—	—	—	—	—	86.1			—
LOUISIANA														
AFGR	64.1	69.4	63.9	59.5	61.3	63.5	67.3	68.8	71.0	72.0		7.9	0.9	
ACGR	—	—	—	64.8	66.3	66.0	67.3	67.2	70.9	72.0	73.5			2.6
MAINE														
AFGR	76.3	77.6	78.6	76.3	78.5	79.1	79.9	82.8	86.0	87.0		10.7	1.2	
ACGR	—	—	—	—	—	—	80.4	82.8	83.8	85.0	86.4			2.6
MARYLAND														
AFGR	79.2	79.5	79.3	79.9	80.0	80.4	80.1	82.2	84.0	84.0		4.8	0.5	
ACGR	—	—	—	—	—	—	—	82.0	82.8	84.0	85.0			2.2
MASSACHUSETTS														
AFGR	75.7	79.3	78.7	79.5	80.8	81.5	83.3	82.6	85.0	86.0		10.3	1.1	
ACGR	—	—	—	79.9	80.9	81.2	81.5	82.1	83.4	85.0	85.0			1.6
MICHIGAN														
AFGR	74.0	72.5	73.0	72.2	77.0	76.3	75.3	75.9	75.0	77.0		3.0	0.3	
ACGR	—	—	—	—	75.5	75.5	75.2	76.0	74.3	76.0	77.0			2.7
MINNESOTA														
AFGR	84.8	84.7	85.9	86.2	86.5	86.4	87.4	88.2	89.0	88.0		3.2	0.4	
ACGR	72.5	73.5	74.8	75.2	74.8	74.3	74.3	75.5	76.9	78.0	79.8			2.9
MISSISSIPPI														
AFGR	62.7	62.7	63.3	63.5	63.6	63.9	62.0	63.8	69.0	68.0		5.3	0.6	
ACGR	—	—	—	70.8	73.8	72.0	71.6	71.4	73.7	75.0	75.5			1.8
MISSOURI														
AFGR	78.3	80.4	80.6	81.0	81.9	82.4	83.1	83.7	85.0	86.0		7.7	0.9	
ACGR	—	—	—	—	—	—	—	—	81.3	86.0	85.7			4.5
MONTANA														
AFGR	81.0	80.4	81.5	81.9	81.5	82.0	82.0	81.9	84.0	86.0		5.0	0.6	
ACGR	—	—	—	—	—	—	—	—	82.2	84.0	84.4			2.2
NEBRASKA														
AFGR	85.2	87.6	87.8	87.0	86.3	83.8	82.9	83.8	90.0	93.0		7.8	0.9	
ACGR	—	—	—	—	—	—	—	—	86.0	88.0	88.5			2.5
NEVADA														
AFGR	72.3	57.4	55.8	55.8	54.2	56.3	56.3	57.8	59.0	60.0		-12.3	-1.4	
ACGR	—	—	—	—	—	—	—	—	62.0	63.0	70.7			8.7
NEW HAMPSHIRE														
AFGR	78.2	78.7	80.1	81.1	81.7	83.4	84.3	86.3	87.0	87.0		8.8	1.0	
ACGR	—	—	—	—	—	—	—	85.9	86.1	86.0	87.3			1.2
NEW JERSEY														
AFGR	87.0	86.3	85.1	84.8	84.4	84.6	85.3	87.2	87.0	87.0		0.0	0.0	
ACGR	—	—	—	—	—	—	—	—	83.2	86.0	87.5			4.3

APPENDIX G (CONTINUED)

Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2013

	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	Change in AFGR, 2003-2012 (% Point)	Average Annual Change in AFGR, 2003-2012 (% Point)	Change in Four-Year Cohort Rate, 2011-2013 (%)
NEW MEXICO														
AFGR	63.1	67.0	65.4	67.3	59.1	66.8	64.8	67.3	71.0	74.0		10.9	1.2	
ACGR	—	—	—	—	—	60.3	66.1	67.3	63.0	70.0	70.3			7.3
NEW YORK														
AFGR	60.9	—	65.3	67.4	68.8	70.8	73.5	76.0	78.0	78.0		17.1	1.9	
ACGR	—	—	65.8	67.2	71.0	73.6	74.0	76.0	76.8	77.0	76.8			0.0
NORTH CAROLINA														
AFGR	70.1	71.4	72.6	71.8	68.6	72.8	75.1	76.9	77.0	79.0		9.0	1.0	
ACGR	—	—	—	68.3	69.5	70.3	71.8	74.2	77.9	80.0	82.5			4.6
NORTH DAKOTA														
AFGR	86.4	86.1	86.3	82.1	83.1	83.8	87.4	88.4	90.0	91.0		4.6	0.5	
ACGR	—	—	86.7	86.2	87.7	86.9	85.4	86.2	86.3	87.0	87.5			1.3
OHIO														
AFGR	79.0	81.3	80.2	79.2	78.7	79.0	79.6	81.4	82.0	84.0		5.0	0.6	
ACGR	—	—	—	—	—	—	—	78.0	80.0	81.0	82.2			2.2
OKLAHOMA														
AFGR	76.0	77.0	76.9	77.8	77.8	78.0	77.3	78.5	80.0	79.0		3.0	0.3	
ACGR	—	—	—	—	—	—	—	—	—	—	84.8			—
OREGON														
AFGR	73.7	74.2	74.2	73.0	73.8	76.7	76.5	76.3	78.0	78.0		4.3	0.5	
ACGR	—	—	—	—	—	—	66.2	66.4	67.7	68.0	68.7			1.0
PENNSYLVANIA														
AFGR	81.7	82.2	82.5	—	83.0	82.7	80.5	84.1	86.0	88.0		6.3	0.7	
ACGR	—	—	—	—	—	—	—	77.8	82.6	84.0	85.5			2.9
RHODE ISLAND														
AFGR	77.7	75.9	78.4	77.8	78.4	76.4	75.3	76.4	77.0	76.0		-1.7	-0.2	
ACGR	—	—	—	—	—	73.9	75.5	75.8	77.3	77.0	79.7			2.4
SOUTH CAROLINA														
AFGR	59.7	60.6	60.1	—	58.9	62.2	66.0	68.2	69.0	72.0		12.3	1.4	
ACGR	—	—	—	—	—	—	—	72.0	73.6	75.0	77.6			4.0
SOUTH DAKOTA														
AFGR	83.0	83.7	82.3	84.5	82.5	84.4	81.7	81.8	82.0	83.0		0.0	0.0	
ACGR	—	—	—	—	—	—	—	—	83.4	83.0	82.7			-0.7
TENNESSEE														
AFGR	63.4	66.1	68.5	70.6	72.6	74.9	77.4	80.4	81.0	83.0		19.6	2.2	
ACGR	—	—	—	—	—	—	—	—	85.5	87.0	86.3			0.8
TEXAS														
AFGR	75.5	76.7	74.0	72.5	71.9	73.1	75.4	78.9	81.0	82.0		6.5	0.7	
ACGR	84.2	84.6	84.0	80.4	78.0	79.1	80.6	84.3	85.9	88.0	88.0			2.1
UTAH														
AFGR	80.2	83.0	84.4	78.6	76.6	74.3	79.4	78.6	78.0	78.0		-2.2	-0.2	
ACGR	—	—	—	—	—	69.0	72.0	75.0	76.0	80.0	83.0			7.0
VERMONT														
AFGR	83.6	85.4	86.5	82.3	88.6	89.3	89.6	91.4	93.0	93.0		9.4	1.0	
ACGR	—	—	—	85.1	86.4	85.7	85.6	87.5	87.5	88.0	86.6			-0.9
VIRGINIA														
AFGR	80.6	79.3	79.6	74.5	75.5	77.0	78.4	81.2	83.0	84.0		3.4	0.4	
ACGR	—	—	—	—	—	—	—	—	82.0	83.0	84.5			2.5

APPENDIX G (CONTINUED)

Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2003-2013

	2003 (%)	2004 (%)	2005 (%)	2006 (%)	2007 (%)	2008 (%)	2009 (%)	2010 (%)	2011 (%)	2012 (%)	2013 (%)	Change in AFGR, 2003-2012 (% Point)	Average Annual Change in AFGR, 2003-2012 (% Point)	Change in Four-Year Cohort Rate, 2011-2013 (%)
WASHINGTON														
AFGR	74.2	74.6	75.0	72.9	74.8	71.9	73.7	77.2	79.0	79.0		4.8	0.5	
ACGR	—	—	—	—	—	—	—	75.4	76.6	77.0	76.4			-0.2
WEST VIRGINIA														
AFGR	75.7	76.9	77.3	76.9	78.2	77.3	77.0	78.3	78.0	80.0		4.3	0.5	
ACGR	—	—	—	—	—	—	—	75.5	76.5	79.0	81.4			4.9
WISCONSIN														
AFGR	85.8	—	86.7	87.5	88.5	89.6	90.7	91.1	92.0	92.0		6.2	0.7	
ACGR	—	—	—	—	—	—	—	85.7	87.0	88.0	88.0			1.0
WYOMING														
AFGR	73.9	76.0	76.7	76.1	75.8	76.0	75.2	80.3	80.0	80.0		6.1	0.7	
ACGR	—	—	—	—	—	—	—	80.4	79.7	79.0	77.0			-2.7

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.

APPENDIX H

Estimated Additional Graduates Needed by Class of 2020 to Reach 90 Percent, by State and Subgroup

Estimated Additional Graduates Needed to Reach a 90 Percent Graduation Rate by State and Subgroup

	All Students (N)	American Indian/Alaska Native (N)	Asian/Pacific Islander (N)	Black (N)	Hispanic (N)	White (N)	Two or More Identities (N)	Students with Disabilities (N)	Low-Income (N)	Limited English Proficiency (N)
Alabama	5,440	22	7	3,135	283	1,929	23	515	5,093	200
Alaska	1,807	714	114	90	101	646	138	498	1,178	427
Arizona	11,564	1,178	158	889	6,557	2,536	-	2,005	6,486	670
Arkansas	1,723	28	58	898	240	484	9	320	1,633	122
California	42,053	551	-	6,319	30,459	2,865	1,141	13,257	42,364	21,017
Colorado	7,962	173	106	624	4,264	2,588	184	2,160	6,938	2,020
Connecticut	1,957	13	-	815	1,484	-	41	1,423	2,863	525
Delaware	978	4	7	482	126	363	-	461	793	66
Florida	28,470	85	85	11,655	7,554	8,569	-	9,149	21,038	4,881
Georgia	22,348	77	357	12,231	3,322	5,881	457	7,290	16,207	1,805
Hawaii	993	18	637	46	83	195	-	399	689	226
Idaho	†	†	†	†	†	†	†	†	†	†
Illinois	10,845	51	-	5,610	4,505	604	262	4,464	11,418	1,388
Indiana	2,237	10	13	1,429	405	169	147	1,868	1,934	203
Iowa	100	11	-	229	237	-	34	780	1,219	152
Kansas	1,534	57	9	378	516	478	100	552	2,311	337
Kentucky	1,873	8	21	641	156	952	42	1,533	1,067	152
Louisiana	7,586	49	39	4,905	253	2,216	40	2,356	5,359	190
Maine	488	16	-	53	21	386	26	495	850	60
Maryland	3,304	20	-	2,815	988	-	-	1,922	3,122	432
Massachusetts	3,727	34	-	1,154	2,502	-	86	3,244	5,079	1,247
Michigan	16,343	280	90	7,020	1,450	7,032	340	5,261	14,219	824
Minnesota	6,799	555	508	2,001	1,219	2,390	-	2,730	5,864	1,306
Mississippi	4,933	2	-	3,556	35	1,177	-	2,249	3,575	16
Missouri	2,843	26	-	2,009	234	449	49	1,263	3,140	159
Montana	604	298	-	13	37	271	-	162	733	137
Nebraska	329	49	64	186	354	-	30	486	721	236
Nevada	6,134	119	226	1,061	2,937	1,614	157	1,851	4,168	1,491
New Hampshire	425	3	16	22	70	316	-	545	666	69
New Jersey	2,701	20	-	2,533	2,469	-	4	2,394	4,017	751
New Mexico	4,883	757	14	132	3,114	871	-	965	3,698	1,776
New York	29,206	318	1,075	11,644	12,825	3,130	116	14,467	21,808	6,089
North Carolina	8,188	207	-	3,658	1,646	2,271	298	3,067	6,577	1,150
North Dakota	188	167	2	20	18	-	-	165	353	58
Ohio	11,033	46	23	6,161	922	3,207	771	4,304	11,103	431
Oklahoma	2,194	393	232	546	523	662	73	627	1,893	276
Oregon	9,613	325	181	418	2,399	5,852	457	3,230	7,139	1,285
Pennsylvania	5,739	31	-	3,719	2,077	-	140	3,759	6,659	667
Rhode Island	1,181	7	17	177	485	463	39	770	1,272	157
South Carolina	6,526	80	19	2,975	463	2,908	-	2,645	5,071	360
South Dakota	685	396	8	44	61	152	10	244	660	71
Tennessee	2,595	10	-	2,159	312	94	-	1,909	3,842	264

APPENDIX H (CONTINUED)

Estimated Additional Graduates Needed by Class of 2020 to Reach 90 Percent, by State and Subgroup

Estimated Additional Graduates Needed to Reach a 90 Percent Graduation Rate by State and Subgroup

	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)
Texas	6,520	59	-	2,567	7,537	-	-	3,733	7,733	4,460
Utah	2,916	132	151	121	1,214	1,256	33	853	2,155	579
Vermont	223	3	1	21	7	168	26	237	409	34
Virginia	5,278		-	3,071	1,369	746	-	4,361	4,837	1,515
Washington	10,387	366	499	868	3,111	4,985	529	2,947	9,194	1,678
West Virginia	1,780	4	-	169	14	1,546	12	868	1,900	8
Wisconsin	1,336	152	-	1,650	803	-	-	1,578	2,763	460
Wyoming	889	98	3	19	140	567	11	285	684	26
Totals	**309,461**	**8,021**	**4,739**	**112,936**	**111,903**	**72,988**	**5,824**	**122,646**	**274,495**	**62,450**

Note. † = Not applicable: Data are not expected to be reported by the SEA for SY2012-13. The number of additional graduates needed to reach 90 percent graduation rate(s) for all students and each subgroup was calculated using the aggregated 2012-13 district level ACGR file (i.e., for the state level cohort sizes) and the 2012-13 graduation rates.

Sources: U.S. Department of Education (2014). Provisional data file: SY2012-13 District Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR). Provisional data file: SY2012-13 State Level Four-Year Regulatory Adjusted Cohort Graduation Rates (ACGR).

APPENDIX I

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Alabama											
Jefferson County	Birmingham	35,993	0.0%	4.8%	81.0%	83.0%	2.0	5.9%	44.2%	48.1%	55.7%
Shelby County	Birmingham	28,655	0.0%	3.9%	86.0%	91.0%	5.0	9.4%	14.9%	72.3%	32.8%
Birmingham City	Birmingham	25,104	93.8%	3.4%	55.0%	65.0%	10.0	3.7%	94.7%	0.9%	87.6%
Baldwin County	Daphne	29,419	26.2%	4.0%	74.0%	80.0%	6.0	5.1%	13.6%	78.0%	41.8%
Huntsville City	Huntsville	23,437	97.6%	3.2%	66.0%	82.0%	16.0	6.8%	41.9%	45.8%	49.5%
Madison County	Huntsville	19,764	0.0%	2.7%	76.0%	86.0%	10.0	2.7%	19.1%	68.8%	35.8%
Mobile County	Mobile	58,277	43.6%	7.8%	64.0%	76.0%	12.0	2.1%	50.6%	43.2%	73.4%
Montgomery County	Montgomery	31,359	90.2%	4.2%	66.0%	64.0%	-2.0	4.4%	78.2%	12.9%	72.1%
Tuscaloosa County	Northport	17,763	0.0%	2.4%	68.0%	77.0%	9.0	4.0%	27.9%	66.2%	53.9%
District Totals & Averages		**269,771**	**40.0%**	**36.3%**	**70.7%**	**78.2%**	**7.6**				
Alaska											
Anchorage School District	Anchorage	48,790	83.4%	37.1%	72.0%	76.0%	4.0	10.9%	6.3%	45.1%	40.9%
Matanuska-Susitna Borough School District	Wasilla	17,484	0.0%	13.3%	70.0%	74.0%	4.0	3.3%	2.3%	73.5%	33.2%
District Totals & Averages		**66,274**	**61.4%**	**50.4%**	**71.0%**	**75.0%**	**4.0**				
Arizona											
Gilbert Unified District	Gilbert	37,950	27.1%	3.5%	88.0%	85.0%	-3.0	19.0%	3.8%	69.8%	0.6%
Deer Valley Unified District	Glendale	33,992	46.4%	3.1%	91.0%	91.0%	0.0	17.9%	3.0%	71.8%	20.3%
Mesa Unified District	Mesa	64,119	94.1%	5.9%	76.0%	74.0%	-2.0	39.5%	4.3%	48.6%	57.3%
Peoria Unified School District	Peoria	36,631	0.0%	3.4%	94.0%	93.0%		28.1%	4.7%	60.1%	40.1%
Paradise Valley Unified District	Phoenix	32,862	100.0%	3.0%	88.0%	85.0%	-3.0	27.5%	2.8%	61.4%	28.1%
Phoenix Union High School District	Phoenix	25,755	100.0%	2.4%	79.0%	74.0%	-5.0	79.3%	9.2%	5.6%	53.6%
Washington Elementary School District	Phoenix	22,760	97.5%	2.1%	†	†	†	50.6%	7.6%	32.5%	78.8%
Cartwright Elementary District	Phoenix	18,905	100.0%	1.7%	†	†	†	89.3%	3.9%	4.2%	99.7%
Kyrene Elementary District	Phoenix	17,779	72.3%	1.6%	†	†	†	22.5%	9.7%	53.1%	26.9%
Scottsdale Unified District	Scottsdale	25,220	92.7%	2.3%	91.0%	88.0%	-3.0	19.1%	3.8%	68.8%	24.3%
Dysart Unified District	Surprise	25,999	0.0%	2.4%	88.0%	81.0%	-7.0	35.6%	7.5%	50.1%	49.2%
Tucson Unified District	Tucson	50,751	82.8%	4.7%	82.0%	80.0%	-2.0	62.1%	5.5%	23.5%	64.8%
Sunnyside Unified District	Tucson	17,462	80.7%	1.6%	72.0%	70.0%	-2.0	88.3%	2.4%	4.5%	6.7%
District Totals & Averages		**450,205**	**61.9%**	**41.4%**	**85.5%**	**83.0%**	**-2.5**				
Arkansas											
Pulaski Co. Spec. School Dist.	College Station	17,937	1.4%	3.7%	61.0%	73.0%	12.0	6.3%	43.0%	45.4%	57.6%
Little Rock School District	Little Rock	25,097	96.6%	5.2%	66.0%	75.0%	9.0	10.9%	66.3%	19.3%	71.9%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Springdale School District	Springdale	20,741	76.5%	4.3%	80.0%	81.0%	1.0	44.6%	2.2%	40.0%	67.9%
District Totals & Averages		**63,775**	**63.3%**	**13.1%**	**69.0%**	**76.3%**	**7.3**				
California											
Alhambra Unf	Alhambra	17,991	20.6%	0.3%	91.0%	91.0%	0.0	43.3%	0.6%	2.2%	73.1%
Anaheim Union High	Anaheim	32,060	72.4%	0.5%	83.0%	84.0%	1.0	64.2%	2.7%	12.4%	66.4%
Anaheim City	Anaheim	19,120	100.0%	0.3%	†	†	†	86.3%	1.4%	4.6%	87.2%
Antioch Unf	Antioch	18,770	0.0%	0.3%	74.0%	78.0%	4.0	39.2%	24.7%	19.8%	61.7%
Kern Union High	Bakersfield	37,070	66.0%	0.6%	82.0%	80.0%	-2.0	62.1%	6.3%	25.3%	58.8%
Bakersfield City	Bakersfield	28,987	68.2%	0.5%	†	†	†	77.5%	8.7%	10.5%	87.6%
Panama-Buena Vista Union	Bakersfield	17,325	86.2%	0.3%	†	†	†	52.3%	10.7%	26.5%	61.1%
Baldwin Park Unf	Baldwin Park	18,828	0.0%	0.3%	89.0%	93.0%	4.0	86.8%	3.3%	3.4%	86.1%
Burbank Unf	Burbank	16,452	100.0%	0.3%	91.0%	92.0%	1.0	39.3%	2.6%	44.4%	41.2%
Palm Springs Unf	Cathedral City	23,479	0.0%	0.4%	80.0%	87.0%	7.0	74.1%	5.5%	15.0%	75.7%
Abc Unf	Cerritos	20,806	0.0%	0.3%	91.0%	93.0%	2.0	43.9%	9.4%	7.2%	51.2%
Chino Valley Unf	Chino	30,701	49.2%	0.5%	85.0%	89.0%	4.0	56.8%	3.4%	22.0%	44.8%
Sweetwater Union High	Chula Vista	40,822	15.1%	0.7%	80.0%	83.0%	3.0	74.8%	3.2%	7.8%	49.2%
Chula Vista Elem	Chula Vista	28,524	6.2%	0.5%	†	†	†	67.2%	4.2%	14.0%	48.9%
Clovis Unf	Clovis	39,892	37.1%	0.6%	93.0%	92.0%		32.6%	3.3%	45.3%	38.2%
Colton Joint Unf	Colton	23,117	0.0%	0.4%	74.0%	78.0%	4.0	82.1%	5.6%	7.9%	79.0%
Compton Unf	Compton	24,710	1.9%	0.4%	58.0%	65.0%	7.0	78.7%	19.7%	0.3%	74.4%
Mt. Diablo Unf	Concord	31,764	13.6%	0.5%	82.0%	83.0%	1.0	39.3%	4.4%	37.2%	45.2%
Corona-Norco Unf	Corona	53,404	59.2%	0.9%	87.0%	92.0%	5.0	51.2%	6.3%	29.7%	43.6%
Newport-Mesa Unf	Costa Mesa	21,989	100.0%	0.4%	93.0%	93.0%	0.0	43.5%	1.3%	47.7%	45.6%
Cupertino Union	Cupertino	19,028	92.1%	0.3%	†	†	†	5.3%	0.9%	18.2%	5.3%
Downey Unf	Downey	22,814	0.0%	0.4%	92.0%	93.0%	1.0	86.9%	3.0%	6.3%	70.4%
Grossmont Union High	El Cajon	22,880	0.0%	0.4%	77.0%	78.0%	1.0	33.9%	6.9%	47.2%	44.6%
Cajon Valley Union	El Cajon	16,213	0.0%	0.3%	†	†	†	36.4%	7.2%	46.5%	68.5%
Elk Grove Unf	Elk Grove	61,861	16.3%	1.0%	82.0%	88.0%	6.0	25.7%	15.3%	23.2%	55.2%
Escondido Union	Escondido	19,365	0.0%	0.3%	†	†	†	66.4%	2.0%	20.1%	67.7%
Fairfield-Suisun Unf	Fairfield	21,343	71.8%	0.3%	83.0%	90.0%	7.0	37.3%	17.8%	19.9%	55.5%
Folsom-Cordova Unf	Folsom	19,089	97.2%	0.3%	90.0%	93.0%	3.0	17.4%	7.1%	57.1%	34.9%
Fontana Unf	Fontana	40,341	0.0%	0.6%	81.0%	86.0%	5.0	85.8%	6.1%	4.8%	87.0%
Fremont Unf	Fremont	33,257	0.0%	0.5%	89.0%	82.0%	-7.0	16.0%	3.7%	16.4%	21.6%
Fresno Unf	Fresno	73,684	98.3%	1.2%	73.0%	76.0%	3.0	64.7%	9.4%	12.0%	89.5%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Garden Grove Unf	Garden Grove	47,585	15.4%	0.8%	86.0%	89.0%	3.0	53.5%	0.8%	9.9%	71.5%
Glendale Unf	Glendale	26,133	77.7%	0.4%	88.0%	92.0%	4.0	23.1%	1.3%	54.7%	51.1%
Hacienda La Puente Unf	Hacienda Heights	20,349	0.0%	0.3%	46.0%	88.0%	42.0	80.2%	1.1%	4.0%	73.9%
Hayward Unf	Hayward	21,828	91.5%	0.4%	69.0%	77.0%	8.0	60.1%	12.5%	6.5%	67.8%
Hemet Unf	Hemet	21,650	0.0%	0.3%	81.0%	79.0%	-2.0	51.4%	7.7%	33.8%	76.9%
Hesperia Unf	Hesperia	23,430	1.6%	0.4%	79.0%	83.0%	4.0	59.5%	7.8%	27.6%	72.2%
Huntington Beach Union High	Huntington Beach	16,374	23.7%	0.3%	91.0%	93.0%	2.0	24.7%	1.2%	40.4%	28.1%
Desert Sands Unf	Indio	29,155	0.0%	0.5%	83.0%	86.0%	3.0	70.5%	2.0%	22.6%	68.2%
Irvine Unf	Irvine	29,045	100.0%	0.5%	97.0%	95.0%	-2.0	10.5%	2.3%	34.1%	13.1%
Jurupa Unf	Jurupa Valley	19,541	0.0%	0.3%	80.0%	82.0%	2.0	83.1%	2.2%	12.0%	73.6%
Lake Elsinore Unf	Lake Elsinore	22,114	0.0%	0.4%	89.0%	89.0%	0.0	54.0%	4.5%	34.3%	60.2%
Antelope Valley Union High	Lancaster	24,769	0.0%	0.4%	76.0%	78.0%	2.0	53.1%	18.6%	19.9%	55.0%
Lodi Unf	Lodi	30,139	89.6%	0.5%	77.0%	83.0%	6.0	41.9%	7.3%	25.5%	68.0%
Long Beach Unf	Long Beach	82,036	86.4%	1.3%	78.0%	81.0%	3.0	54.4%	15.2%	14.7%	62.2%
Los Angeles Unf	Los Angeles	653,337	82.5%	10.5%	61.0%	68.0%	7.0	73.8%	9.4%	9.2%	59.3%
Madera Unf	Madera	19,984	65.8%	0.3%	82.0%	83.0%	1.0	86.8%	2.2%	8.4%	84.4%
Manteca Unf	Manteca	23,210	18.4%	0.4%	88.0%	92.0%	4.0	50.8%	8.0%	24.0%	59.6%
Capistrano Unf	Mission Viejo	53,750	0.0%	0.9%	97.0%	97.0%	0.0	25.1%	1.3%	60.2%	24.2%
Saddleback Valley Unf	Mission Viejo	30,327	0.0%	0.5%	94.0%	95.0%	1.0	30.6%	1.5%	52.0%	26.1%
Montebello Unf	Montebello	30,523	5.3%	0.5%	81.0%	87.0%	6.0	95.2%	0.3%	1.6%	88.3%
Moreno Valley Unf	Moreno Valley	34,869	0.0%	0.6%	69.0%	82.0%	13.0	66.5%	17.1%	9.6%	81.3%
Murrieta Valley Unf	Murrieta	22,929	0.0%	0.4%	89.0%	94.0%	5.0	33.5%	5.5%	46.8%	33.5%
Napa Valley Unf	Napa	18,306	71.9%	0.3%	85.0%	88.0%	3.0	52.1%	2.3%	30.6%	43.8%
Norwalk-La Mirada Unf	Norwalk	19,757	0.0%	0.3%	90.0%	94.0%	4.0	78.5%	2.7%	10.0%	73.6%
Oakland Unf	Oakland	46,298	100.0%	0.7%	59.0%	63.0%	4.0	42.0%	28.9%	9.2%	77.3%
Oceanside Unf	Oceanside	21,202	0.0%	0.3%	81.0%	87.0%	6.0	54.0%	6.2%	28.9%	57.9%
Chaffey Joint Union High	Ontario	24,962	28.4%	0.4%	84.0%	86.0%	2.0	62.5%	8.7%	18.9%	52.1%
Ontario-Montclair Elem	Ontario	22,710	66.7%	0.4%	†	†	†	88.3%	2.6%	4.2%	85.8%
Orange Unf	Orange	29,804	77.7%	0.5%	91.0%	94.0%	3.0	51.8%	1.4%	32.2%	46.6%
Oxnard Union High	Oxnard	16,743	70.8%	0.3%	79.0%	78.0%		73.5%	2.2%	16.0%	59.6%
Oxnard	Oxnard	16,533	100.0%	0.3%	†	†	†	90.8%	1.6%	4.1%	78.7%
Palmdale Elem	Palmdale	21,264	0.0%	0.3%	†	†	†	70.7%	16.2%	7.9%	81.8%
Pasadena Unf	Pasadena	19,441	80.7%	0.3%	76.0%	83.0%	7.0	59.3%	15.6%	15.6%	65.2%
Val Verde Unf	Perris	19,809	0.0%	0.3%	82.0%	90.0%	8.0	72.8%	14.5%	5.8%	83.0%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Placentia-Yorba Linda Unf	Placentia	25,606	15.2%	0.4%	92.0%	93.0%	1.0	39.2%	1.6%	42.7%	27.1%
Pomona Unf	Pomona	27,138	0.0%	0.4%	77.0%	79.0%	2.0	83.8%	5.5%	3.9%	80.9%
Redlands Unf	Redlands	21,210	66.9%	0.3%	86.0%	91.0%	5.0	45.0%	6.8%	32.4%	54.3%
Rialto Unf	Rialto	26,555	14.1%	0.4%	78.0%	80.0%	2.0	80.4%	12.3%	4.3%	73.4%
West Contra Costa Unf	Richmond	30,349	0.0%	0.5%	74.0%	80.0%	6.0	51.3%	20.2%	10.8%	70.1%
Riverside Unf	Riverside	42,429	95.2%	0.7%	80.0%	85.0%	5.0	58.9%	7.5%	25.4%	64.3%
Alvord Unf	Riverside	19,602	87.2%	0.3%	77.0%	80.0%	3.0	78.2%	4.0%	11.1%	77.6%
San Juan Unf	Sacramento	47,534	31.5%	0.8%	80.0%	81.0%	1.0	20.1%	7.6%	61.2%	42.0%
Sacramento City Unf	Sacramento	47,303	81.5%	0.8%	74.0%	85.0%	11.0	37.2%	17.6%	18.7%	72.2%
Twin Rivers Unf	Sacramento	31,369	39.2%	0.5%	68.0%	75.0%	7.0	38.0%	14.9%	30.4%	75.9%
San Bernardino City Unf	San Bernardino	53,964	89.3%	0.9%	68.0%	76.0%	8.0	72.7%	14.0%	7.9%	91.1%
San Diego Unf	San Diego	129,995	99.4%	2.1%	85.0%	88.0%	3.0	46.6%	10.2%	23.2%	64.7%
Poway Unf	San Diego	35,110	62.9%	0.6%	94.0%	95.0%	1.0	13.7%	2.7%	52.4%	13.9%
San Francisco Unf	San Francisco	56,841	99.1%	0.9%	82.0%	82.0%	0.0	25.9%	9.5%	10.8%	57.5%
San Jose Unf	San Jose	33,141	100.0%	0.5%	84.0%	82.0%	-2.0	52.4%	2.9%	25.8%	44.2%
East Side Union High	San Jose	26,235	100.0%	0.4%	77.0%	82.0%	5.0	50.4%	3.0%	7.2%	42.4%
San Marcos Unf	San Marcos	19,582	10.1%	0.3%	94.0%	94.0%	0.0	45.9%	2.6%	41.1%	45.6%
San Ramon Valley Unf	San Ramon	30,741	56.4%	0.5%	97.0%	98.0%	1.0	8.3%	1.8%	50.4%	3.4%
Santa Ana Unf	Santa Ana	57,378	100.0%	0.9%	83.0%	86.0%	3.0	93.2%	0.4%	2.7%	84.4%
William S. Hart Union High	Santa Clarita	26,323	0.0%	0.4%	94.0%	93.0%		34.7%	5.0%	45.8%	23.1%
Simi Valley Unf	Simi Valley	18,857	0.0%	0.3%	82.0%	85.0%	3.0	30.7%	1.1%	55.9%	28.4%
Stockton Unf	Stockton	38,389	73.0%	0.6%	67.0%	83.0%	16.0	61.8%	11.4%	7.5%	85.6%
Temecula Valley Unf	Temecula	30,312	77.7%	0.5%	92.0%	94.0%	2.0	30.6%	3.9%	47.2%	20.2%
Coachella Valley Unf	Thermal	18,720	0.0%	0.3%	74.0%	79.0%	5.0	96.7%	0.2%	1.3%	45.0%
Conejo Valley Unf	Thousand Oaks	20,582	93.5%	0.3%	95.0%	96.0%	1.0	22.8%	1.5%	61.6%	22.6%
Torrance Unf	Torrance	24,185	100.0%	0.4%	93.0%	96.0%	3.0	24.7%	4.3%	27.7%	29.7%
Tracy Joint Unf	Tracy	17,392	0.7%	0.3%	83.0%	87.0%	4.0	47.0%	7.2%	25.1%	44.6%
Tustin Unf	Tustin	23,764	72.4%	0.4%	96.0%	97.0%	1.0	46.4%	2.2%	29.8%	42.7%
Ventura Unf	Ventura	17,393	98.1%	0.3%	90.0%	90.0%	0.0	48.1%	1.4%	43.1%	47.2%
Visalia Unf	Visalia	27,617	93.1%	0.4%	84.0%	88.0%	4.0	63.6%	2.1%	25.3%	65.2%
Vista Unf	Vista	25,599	0.0%	0.4%	81.0%	81.0%	0.0	60.4%	4.0%	27.1%	53.0%
Pajaro Valley Unf	Watsonville	20,001	49.0%	0.3%	81.0%	89.0%	8.0	80.5%	0.5%	16.7%	75.5%
District Totals & Averages		**3,526,808**	**55.0%**	**56.8%**	**82.4%**	**86.0%**	**3.6**				

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Colorado											
Cherry Creek, School District No. 5, In The County Of Arapah	Aurora	53,070	49.9%	6.1%	84.0%	87.0%	3.0	18.0%	11.8%	56.2%	25.1%
Aurora, Joint District No. 28 Of The Counties Of Adams And A	Aurora	39,814	100.0%	4.6%	48.0%	53.0%	5.0	53.7%	17.6%	19.2%	67.8%
Boulder Valley School District No. Re2	Boulder	30,041	55.1%	3.5%	88.0%	91.0%	3.0	17.4%	0.8%	70.3%	18.8%
Brighton School District No. 27J	Brighton	16,184	0.0%	1.9%	73.0%	79.0%	6.0	44.0%	1.8%	48.2%	33.5%
Colorado Springs, School District No. 11, In The County Of E	Colorado Springs	29,032	98.0%	3.4%	64.0%	66.0%	2.0	29.3%	7.2%	52.8%	53.4%
Academy, School District No. 20, In The County Of El Paso An	Colorado Springs	23,973	55.4%	2.8%	89.0%	91.0%	2.0	12.1%	3.1%	75.0%	12.5%
School District No. 1 In The County Of Denver And State Of C	Denver	83,377	99.6%	9.7%	56.0%	61.0%	5.0	58.2%	14.1%	20.6%	71.4%
Poudre School District R-1	Fort Collins	27,903	87.3%	3.2%	84.0%	84.0%	0.0	17.7%	1.3%	73.9%	29.5%
Mesa County Valley School District No. 51	Grand Junction	21,730	41.3%	2.5%	76.0%	78.0%	2.0	22.2%	0.7%	71.7%	44.4%
Greeley,School District No. 6, In The County Of Weld And Sta	Greeley	19,821	74.2%	2.3%	72.0%	80.0%	8.0	58.4%	1.9%	36.4%	61.5%
Douglas County School District, No. Re 1	Highlands Ranch	64,657	0.0%	7.5%	84.0%	89.0%	5.0	13.5%	1.7%	76.2%	11.5%
Jefferson County School District No. R-1	Lakewood	85,542	24.5%	9.9%	79.0%	81.0%	2.0	23.8%	1.2%	67.8%	33.7%
St. Vrain Valley School District No. Re1J	Longmont	29,382	0.0%	3.4%	79.0%	83.0%	4.0	28.4%	1.0%	65.3%	32.5%
Pueblo, School District No. 60, In The County Of Pueblo And	Pueblo	17,711	100.0%	2.1%	63.0%	70.0%	7.0	68.4%	2.1%	27.1%	69.7%
Adams 12 Five Star Schools	Thornton	43,268	12.3%	5.0%	65.0%	74.0%	9.0	33.2%	2.3%	56.9%	37.0%
District Totals & Averages		**585,505**	**51.2%**	**67.8%**	**73.6%**	**77.8%**	**4.2**				
Connecticut											
Bridgeport School District	Bridgeport	20,155	97.7%	3.7%	60.0%	67.0%	7.0	48.8%	38.6%	8.8%	99.5%
Hartford School District	Hartford	21,545	97.2%	3.9%	63.0%	71.0%	8.0	50.0%	31.6%	11.2%	84.9%
New Haven School District	New Haven	21,103	97.7%	3.8%	64.0%	71.0%	7.0	38.7%	43.5%	15.1%	78.2%
Waterbury School District	Waterbury	18,391	0.0%	3.3%	66.0%	66.0%	0.0	48.3%	24.7%	21.8%	81.0%
District Totals & Averages		**81,194**	**75.4%**	**14.7%**	**63.3%**	**68.8%**	**5.5**				
Delaware											
Red Clay Consolidated School District	Wilmington	16,157	16.1%	12.6%	82.0%	80.0%	-2.0	25.3%	22.8%	45.3%	52.4%
District Totals & Averages		**16,157**	**16.1%**	**12.6%**	**82.0%**	**80.0%**	**-2.0**				
District Of Columbia											
District Of Columbia Public Schools	Washington	44,179	100.0%	58.3%	53.0%	56.0%	3.0	16.1%	68.6%	11.5%	53.3%
District Totals & Averages		**44,179**	**100.0%**	**58.3%**	**53.0%**	**56.0%**	**3.0**				

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Florida											
Manatee	Bradenton	46,165	16.4%	1.7%	65.0%	77.0%	12.0	29.9%	14.4%	50.9%	55.1%
Hernando	Brooksville	22,218	0.0%	0.8%	71.0%	74.0%	3.0	15.7%	7.3%	71.2%	59.6%
Volusia	Daytona Beach	61,064	31.0%	2.3%	62.0%	68.0%	6.0	17.8%	15.2%	61.1%	58.5%
Broward	Fort Lauderdale	260,226	16.6%	9.7%	72.0%	75.0%	3.0	29.0%	39.5%	24.9%	56.9%
Lee	Fort Myers	85,765	43.2%	3.2%	69.0%	74.0%	5.0	34.2%	15.2%	46.4%	65.3%
St. Lucie	Fort Pierce	39,641	58.2%	1.5%	65.0%	68.0%	3.0	26.0%	29.6%	38.7%	61.2%
Okaloosa	Fort Walton Beach	29,786	29.5%	1.1%	85.0%	83.0%	-2.0	8.3%	12.6%	69.0%	39.7%
Alachua	Gainesville	27,826	42.7%	1.0%	63.0%	73.0%	10.0	8.2%	36.1%	45.7%	49.0%
Duval	Jacksonville	125,686	91.2%	4.7%	63.0%	72.0%	9.0	8.9%	44.1%	38.5%	49.1%
Osceola	Kissimmee	56,411	22.2%	2.1%	76.0%	78.0%	2.0	55.9%	11.6%	27.0%	71.7%
Polk	Lakeland	96,937	22.7%	3.6%	66.0%	69.0%	3.0	28.3%	21.2%	45.1%	66.6%
Brevard	Melbourne	71,228	43.1%	2.6%	81.0%	87.0%	6.0	12.9%	14.5%	63.4%	45.4%
Dade	Miami	354,262	17.5%	13.2%	71.0%	77.0%	6.0	66.6%	23.6%	8.0%	73.1%
Santa Rosa	Milton	25,878	0.0%	1.0%	78.0%	79.0%	1.0	5.4%	5.4%	80.2%	40.5%
Collier	Naples	43,789	10.9%	1.6%	73.0%	81.0%	8.0	45.6%	12.1%	38.1%	61.2%
Pasco	New Port Richey	67,153	0.0%	2.5%	71.0%	76.0%	5.0	19.9%	6.1%	66.8%	55.1%
Marion	Ocala	41,990	26.0%	1.6%	70.0%	77.0%	7.0	18.6%	19.8%	54.7%	67.1%
Clay	Orange Park	35,244	0.0%	1.3%	74.0%	78.0%	4.0	9.9%	13.4%	69.5%	36.0%
Orange	Orlando	183,066	20.7%	6.8%	71.0%	76.0%	5.0	34.7%	27.4%	30.5%	62.1%
Bay	Panama City	26,634	26.3%	1.0%	68.0%	73.0%	5.0	5.1%	15.3%	72.5%	57.2%
Escambia	Pensacola	40,670	33.0%	1.5%	58.0%	64.0%	6.0	5.1%	35.1%	49.5%	61.0%
Charlotte	Port Charlotte	16,355	23.6%	0.6%	73.0%	75.0%	2.0	12.3%	9.0%	72.8%	62.5%
Seminole	Sanford	64,463	18.2%	2.4%	79.0%	84.0%	5.0	22.2%	14.1%	55.5%	44.8%
Sarasota	Sarasota	41,096	48.7%	1.5%	71.0%	76.0%	5.0	17.9%	9.0%	66.0%	52.1%
St. Johns	St Augustine	32,447	0.0%	1.2%	86.0%	87.0%	1.0	6.9%	7.5%	80.1%	22.5%
Pinellas	St Petersburg	103,590	46.7%	3.8%	65.0%	72.0%	7.0	13.9%	19.0%	58.7%	53.7%
Martin	Stuart	18,687	0.0%	0.7%	82.0%	88.0%	6.0	25.1%	7.8%	62.6%	41.4%
Leon	Tallahassee	33,432	69.2%	1.2%	68.0%	77.0%	9.0	4.7%	42.6%	45.7%	44.3%
Hillsborough	Tampa	200,447	29.0%	7.4%	69.0%	74.0%	5.0	33.1%	21.5%	37.7%	57.5%
Lake	Tavares	41,495	0.0%	1.5%	75.0%	78.0%	3.0	21.0%	15.4%	56.9%	57.3%
Indian River	Vero Beach	18,011	29.6%	0.7%	72.0%	80.0%	8.0	20.8%	16.4%	57.9%	56.6%
Palm Beach	West Palm Beach	179,514	27.4%	6.7%	74.0%	76.0%	2.0	29.7%	28.9%	35.0%	54.7%
District Totals & Averages		**2,491,176**	**27.5%**	**92.5%**	**71.4%**	**76.4%**	**5.0**				

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Georgia											
Fulton County	Alpharetta	93,907	37.0%	5.5%	70.0%	76.0%	6.0	13.4%	42.1%	32.1%	45.2%
Atlanta Public Schools	Atlanta	49,558	100.0%	2.9%	52.0%	59.0%	7.0	6.5%	77.0%	14.1%	75.3%
Richmond County	Augusta	32,052	85.2%	1.9%	55.0%	58.0%	3.0	3.4%	72.7%	19.7%	77.9%
Cherokee County	Canton	39,270	0.0%	2.3%	75.0%	78.0%	3.0	14.6%	7.1%	73.4%	31.8%
Muscogee County	Columbus	32,172	89.6%	1.9%	68.0%	73.0%	5.0	6.6%	57.6%	28.7%	66.7%
Newton County	Covington	19,181	0.0%	1.1%	64.0%	73.0%	9.0	6.2%	51.5%	37.5%	66.9%
Forsyth County	Cumming	38,850	0.0%	2.3%	86.0%	90.0%	4.0	12.3%	2.6%	73.3%	19.4%
Paulding County	Dallas	28,408	0.0%	1.7%	76.0%	78.0%	2.0	7.6%	20.1%	67.2%	42.2%
Dekalb County	Decatur	98,910	0.0%	5.8%	59.0%	59.0%	0.0	13.6%	67.7%	11.1%	71.4%
Douglas County	Douglasville	25,175	0.0%	1.5%	71.0%	71.0%	0.0	12.1%	49.6%	32.5%	60.4%
Columbia County	Evans	24,431	0.0%	1.4%	76.0%	80.0%	4.0	7.6%	18.7%	64.6%	33.0%
Fayette County	Fayetteville	20,301	0.0%	1.2%	78.0%	87.0%	9.0	9.6%	24.5%	55.1%	24.8%
Hall County	Gainesville	26,675	1.3%	1.6%	73.0%	78.0%	5.0	38.3%	4.6%	53.5%	61.4%
Clayton County	Jonesboro	51,757	0.0%	3.0%	51.0%	56.0%	5.0	18.3%	70.8%	3.3%	86.5%
Gwinnett County	Lawrenceville	164,976	0.0%	9.7%	68.0%	73.0%	5.0	25.8%	30.5%	29.4%	55.7%
Bibb County	Macon	24,508	50.7%	1.4%	51.0%	61.0%	10.0	3.7%	72.9%	19.7%	79.7%
Cobb County	Marietta	108,452	0.0%	6.4%	73.0%	77.0%	4.0	17.9%	31.3%	42.6%	45.4%
Henry County	Mcdonough	40,180	0.0%	2.4%	72.0%	79.0%	7.0	7.9%	47.0%	38.2%	51.6%
Coweta County	Newnan	22,691	0.0%	1.3%	75.0%	79.0%	4.0	7.6%	21.3%	65.1%	45.0%
Chatham County	Savannah	36,610	55.3%	2.1%	54.0%	70.0%	16.0	5.7%	57.7%	28.7%	64.6%
Houston County	Warner Robins	27,610	62.4%	1.6%	73.0%	79.0%	6.0	7.5%	36.1%	49.0%	53.6%
District Totals & Averages		**1,005,674**	**19.0%**	**59.0%**	**67.6%**	**73.0%**	**5.4**				
Hawaii											
Hawaii Department Of Education	Honolulu	184,760	24.2%	100.0%	80.0%	82.0%	2.0	8.3%	2.2%	13.9%	50.6%
District Totals & Averages		**184,760**	**24.2%**	**100.0%**	**80.0%**	**82.0%**	**2.0**				
Idaho											
Boise Independent District	Boise	25,726	84.5%	9.1%	†	†	†	11.5%	3.0%	78.2%	43.6%
Meridian Joint District	Meridian	36,838	20.6%	13.0%	†	†	†	8.5%	1.3%	84.0%	30.5%
District Totals & Averages		**62,564**	**46.9%**	**22.1%**							
Illinois											
Valley View Cusd 365U	Bolingbrook	17,576	0.0%	0.9%	83.0%	84.0%	1.0	40.6%	20.7%	28.0%	62.1%
Cusd 300	Carpentersville	20,655	0.0%	1.0%	89.0%	89.0%	0.0	33.6%	4.9%	52.6%	44.2%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
City Of Chicago Sd 299	Chicago	394,585	100.0%	19.2%	74.0%	70.0%	-4.0	45.1%	40.4%	9.2%	84.9%
Sd U-46	Elgin	40,158	42.8%	2.0%	88.0%	80.0%	-8.0	50.4%	6.7%	31.3%	60.9%
Indian Prairie Cusd 204	Naperville	28,873	50.5%	1.4%	98.0%	99.0%	1.0	10.4%	9.2%	54.7%	19.1%
Naperville Cusd 203	Naperville	17,412	91.1%	0.8%	95.0%	96.0%	1.0	8.8%	5.1%	67.2%	13.5%
Oswego Cusd 308	Oswego	17,399	0.0%	0.8%	93.0%	95.0%	2.0	18.6%	7.6%	62.1%	27.6%
Plainfield Sd 202	Plainfield	28,615	0.0%	1.4%	91.0%	93.0%	2.0	22.7%	9.0%	59.0%	20.6%
Rockford Sd 205	Rockford	28,639	92.3%	1.4%	72.0%	64.0%	-8.0	25.9%	29.8%	33.8%	78.8%
Waukegan Cusd 60	Waukegan	16,688	0.0%	0.8%	68.0%	75.0%	7.0	77.2%	14.8%	4.2%	2.1%
District Totals & Averages		**610,600**	**76.8%**	**29.7%**	**85.1%**	**84.5%**	**-0.60**				
Indiana											
Evansville Vanderburgh Sch Corp	Evansville	22,504	75.6%	2.2%	81.0%	81.0%	0.0	3.3%	14.1%	71.8%	57.7%
Hamilton Southeastern Schools	Fishers	20,207	0.0%	1.9%	94.0%	94.0%	0.0	5.2%	7.2%	77.4%	14.5%
Fort Wayne Community Schools	Fort Wayne	30,404	95.1%	2.9%	88.0%	89.0%	1.0	14.7%	24.2%	47.9%	70.5%
Indianapolis Public Schools	Indianapolis	29,799	100.0%	2.9%	65.0%	63.0%	-2.0	20.4%	52.8%	21.2%	83.9%
South Bend Community Sch Corp	South Bend	19,182	77.5%	1.8%	77.0%	72.0%	-5.0	17.8%	34.7%	36.7%	72.3%
District Totals & Averages		**122,096**	**74.2%**	**11.7%**	**81.0%**	**79.8%**	**-1.2**				
Iowa											
Cedar Rapids Comm School District	Cedar Rapids	16,283	94.8%	3.3%	82.0%	81.0%		5.6%	13.9%	72.8%	46.9%
Des Moines Independent Comm School District	Des Moines	32,474	97.8%	6.6%	76.0%	79.0%	3.0	23.1%	17.2%	46.0%	72.5%
District Totals & Averages		**48,757**	**96.8%**	**9.9%**	**79.0%**	**80.0%**	**1.0**				
Kansas											
Kansas City	Kansas City	20,350	98.3%	4.3%	63.0%	65.0%	2.0	44.5%	34.8%	13.1%	89.5%
Olathe	Olathe	28,742	2.7%	6.1%	92.0%	90.0%	-2.0	13.3%	6.9%	71.3%	27.3%
Blue Valley	Overland Park	22,162	59.4%	4.7%	96.0%	95.0%		4.6%	3.1%	78.5%	8.1%
Shawnee Mission Pub Sch	Shawnee Mission	27,083	40.9%	5.7%	91.0%	91.0%	0.0	16.8%	8.6%	66.0%	36.9%
Wichita	Wichita	48,806	94.5%	10.3%	66.0%	77.0%	11.0	32.2%	18.1%	35.1%	76.2%
District Totals & Averages		**147,143**	**61.9%**	**31.1%**	**81.6%**	**83.6%**	**2.0**				
Kentucky											
Boone Co	Florence	19,827	0.0%	2.9%	†	92.0%	†	6.0%	3.3%	85.3%	34.0%
Fayette County	Lexington	39,250	99.2%	5.7%	†	83.0%	†	12.9%	22.8%	56.2%	46.8%
Jefferson County	Louisville	100,316	81.4%	14.6%	†	77.0%	†	7.4%	36.8%	49.7%	59.3%
District Totals & Averages		**159,393**	**75.6%**	**23.3%**		**84.0%**					

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Louisiana											
Rapides Parish	Alexandria	23,770	41.2%	3.4%	67.0%	67.0%	0.0	2.7%	42.7%	52.3%	68.9%
East Baton Rouge Parish	Baton Rouge	42,072	75.8%	6.0%	63.0%	69.0%	6.0	4.5%	80.7%	10.9%	81.5%
Bossier Parish	Bossier City	21,457	50.6%	3.1%	77.0%	79.0%	2.0	6.7%	27.4%	60.3%	45.7%
Livingston Parish	Denham Springs	25,293	0.0%	3.6%	78.0%	80.0%	2.0	3.3%	7.2%	88.2%	50.8%
Ascension Parish	Gonzales	20,838	0.0%	3.0%	80.0%	87.0%	7.0	5.7%	30.7%	60.8%	49.1%
Tangipahoa Parish	Hammond	19,784	12.2%	2.8%	71.0%	69.0%	-2.0	3.6%	47.4%	46.7%	75.9%
Terrebonne Parish	Houma	18,619	29.9%	2.7%	70.0%	81.0%	11.0	4.7%	27.9%	55.3%	66.3%
Lafayette Parish	Lafayette	30,583	56.7%	4.4%	73.0%	72.0%		4.6%	43.3%	49.2%	61.2%
Calcasieu Parish	Lake Charles	32,015	37.9%	4.6%	78.0%	78.0%	0.0	2.8%	33.3%	61.0%	58.8%
Jefferson Parish	Metairie	45,322	29.7%	6.5%	67.0%	69.0%	2.0	18.3%	44.9%	28.9%	76.7%
Caddo Parish	Shreveport	40,209	79.5%	5.8%	61.0%	64.0%	3.0	2.4%	62.6%	32.5%	64.6%
St. Tammany Parish	Slidell	37,467	0.0%	5.4%	79.0%	79.0%	0.0	4.3%	19.0%	73.6%	47.3%
Ouachita Parish	West Monroe	19,993	5.1%	2.9%	73.0%	79.0%	6.0	2.0%	33.8%	62.8%	29.7%
District Totals & Averages		**377,422**	**36.2%**	**54.1%**	**72.1%**	**74.8%**	**2.8**				
Maryland											
Baltimore County Public Schools	Baltimore	106,927	7.2%	12.4%	82.0%	86.0%	4.0	6.6%	38.6%	44.4%	46.0%
Baltimore City Public Schools	Baltimore	84,747	100.0%	9.9%	66.0%	69.0%	3.0	5.4%	84.7%	8.0%	84.1%
Harford County Public Schools	Bel Air	37,868	0.0%	4.4%	87.0%	90.0%	3.0	5.7%	17.8%	67.4%	28.4%
Howard County Public Schools	Columbia	52,053	39.5%	6.1%	91.0%	93.0%	2.0	8.7%	21.1%	46.1%	17.4%
Frederick County Public Schools	Frederick	40,456	23.6%	4.7%	92.0%	93.0%	1.0	11.9%	10.9%	66.6%	25.0%
Anne Arundel County Public Schools	Glen Burnie	77,770	0.0%	9.0%	84.0%	86.0%	2.0	10.1%	20.3%	60.3%	30.2%
Washingtion County Public Schools	Hagerstown	22,403	35.3%	2.6%	90.0%	91.0%	1.0	6.1%	12.3%	73.4%	46.5%
St. Mary'S County Public Schools	Lexington Park	17,453	14.1%	2.0%	84.0%	92.0%	8.0	5.6%	18.6%	68.3%	31.2%
Calvert County Public Schools	Prince Frederick	16,323	0.0%	1.9%	91.0%	92.0%	1.0	4.3%	14.1%	74.2%	22.5%
Montgomery County Public Schools	Silver Spring	148,780	27.9%	17.3%	87.0%	88.0%	1.0	26.6%	21.3%	33.0%	33.1%
Prince George'S County Public Schools	Upper Marlboro	123,737	0.0%	14.4%	75.0%	74.0%		24.2%	66.1%	4.5%	59.4%
Charles County Public Schools	Waldorf	26,644	0.0%	3.1%	88.0%	90.0%	2.0	5.7%	52.3%	32.7%	31.6%
Carroll County Public Schools	Westminster	26,687	0.0%	3.1%	93.0%	94.0%	1.0	4.0%	3.6%	87.7%	17.8%
District Totals & Averages		**781,848**	**22.3%**	**90.9%**	**85.4%**	**87.5%**	**2.2**				
Massachusetts											
Brockton	Brockton	16,595	0.0%	1.7%	69.0%	74.0%	5.0	14.4%	54.0%	24.7%	77.1%
Boston	Dorchester	55,114	100.0%	5.8%	64.0%	66.0%	2.0	39.9%	35.6%	13.2%	71.7%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Springfield	Springfield	25,283	99.7%	2.6%	52.0%	55.0%	3.0	60.9%	20.2%	13.5%	87.5%
Worcester	Worcester	24,740	100.0%	2.6%	72.0%	73.0%	1.0	38.1%	14.2%	35.8%	73.1%
District Totals & Averages		**121,732**	**86.3%**	**12.8%**	**64.3%**	**67.0%**	**2.8**				
Michigan											
Ann Arbor Public Schools	Ann Arbor	16,390	97.2%	1.1%	84.0%	87.0%	3.0	6.4%	14.3%	55.4%	25.1%
Plymouth-Canton Community Schools	Canton	17,891	0.0%	1.2%	86.0%	88.0%	2.0	3.2%	9.6%	72.8%	16.0%
Chippewa Valley Schools	Clinton Township	16,301	0.0%	1.1%	85.0%	88.0%	3.0	3.1%	8.9%	81.6%	26.1%
Dearborn City School District	Dearborn	18,882	96.9%	1.2%	76.0%	86.0%	10.0	2.2%	4.4%	92.1%	67.0%
Detroit City School District	Detroit	47,919	100.0%	3.2%	60.0%	65.0%	5.0	12.2%	83.6%	2.6%	81.0%
Grand Rapids Public Schools	Grand Rapids	16,084	97.7%	1.1%	48.0%	47.0%		35.8%	35.8%	20.1%	82.8%
Utica Community Schools	Sterling Heights	28,145	0.0%	1.9%	90.0%	91.0%	1.0	2.1%	4.8%	88.5%	29.7%
District Totals & Averages		**161,612**	**60.5%**	**10.7%**	**75.6%**	**78.9%**	**3.3**				
Minnesota											
Rosemount-Apple Valley-Eagan	Apple Valley	27,174	32.6%	3.2%	86.0%	92.0%	6.0	7.2%	9.4%	71.5%	23.2%
Osseo Public School District	Brooklyn Park	20,623	0.0%	2.4%	81.0%	84.0%	3.0	7.7%	21.8%	49.0%	40.2%
Anoka-Hennepin Public School Dist.	Coon Rapids	38,403	0.0%	4.5%	77.0%	81.0%	4.0	4.3%	9.2%	77.1%	32.3%
South Washington County School Dist	Cottage Grove	17,643	0.0%	2.1%	91.0%	90.0%		6.7%	7.4%	72.7%	19.4%
Minneapolis Public School Dist.	Minneapolis	35,262	100.0%	4.2%	47.0%	54.0%	7.0	14.8%	35.6%	36.4%	65.7%
Rochester Public School District	Rochester	16,441	89.6%	1.9%	79.0%	83.0%	4.0	8.8%	11.4%	65.2%	37.3%
St. Paul Public School District	St Paul	37,913	100.0%	4.5%	64.0%	73.0%	9.0	14.0%	27.6%	23.4%	73.2%
District Totals & Averages		**193,459**	**50.0%**	**22.9%**	**75.0%**	**79.6%**	**4.6**				
Mississippi											
Rankin Co School Dist	Brandon	19,448	0.0%	4.0%	84.0%	86.0%	2.0	1.9%	22.1%	73.6%	40.7%
Jackson Public School District	Jackson	29,296	96.6%	6.0%	63.0%	64.0%	1.0	1.1%	96.9%	1.5%	90.4%
Desoto Co School Dist	Olive Branch	32,759	0.0%	6.7%	86.0%	85.0%		6.0%	32.3%	59.6%	52.1%
District Totals & Averages		**81,503**	**34.7%**	**16.6%**	**77.7%**	**78.3%**	**0.7**				
Missouri											
Parkway C-2	Ballwin	16,162	0.0%	1.8%	92.0%	93.0%	1.0	4.9%	9.2%	69.4%	15.3%
Columbia 93	Columbia	17,719	92.2%	1.9%	83.0%	86.0%	3.0	5.8%	20.5%	62.4%	36.9%
Hazelwood	Florissant	18,323	0.0%	2.0%	75.0%	86.0%	11.0	2.1%	71.8%	24.1%	55.3%
North Kansas City 74	Kansas City	19,443	66.7%	2.1%	85.0%	91.0%	6.0	12.8%	12.1%	64.2%	46.8%
Kansas City 33	Kansas City	16,831	100.0%	1.8%	50.0%	67.0%	17.0	27.2%	59.7%	9.0%	0.0%
Lee'S Summit R-Vii	Lee'S Summit	17,782	0.0%	1.9%	86.0%	94.0%	8.0	5.4%	14.1%	77.0%	19.9%
Ft. Zumwalt R-Ii	O'Fallon	18,871	0.0%	2.1%	83.0%	89.0%	6.0	3.8%	5.4%	84.2%	22.2%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Springfield R-Xii	Springfield	25,545	83.4%	2.8%	79.0%	87.0%	8.0	4.5%	7.9%	82.0%	51.6%
Francis Howell R-Iii	St Charles	19,834	4.1%	2.2%	88.0%	92.0%	4.0	2.7%	6.8%	85.2%	15.8%
St. Louis City	St Louis	32,190	100.0%	3.5%	54.0%	68.0%	14.0	2.6%	85.3%	9.9%	68.4%
Rockwood R-Vi	Wildwood	20,423	0.0%	2.2%	91.0%	94.0%	3.0	2.7%	2.0%	87.3%	8.1%
District Totals & Averages		**223,123**	**45.0%**	**24.4%**	**78.7%**	**86.1%**	**7.4**				
Nebraska											
Lincoln Public Schools	Lincoln	36,943	96.2%	12.2%	80.0%	84.0%	4.0	12.1%	6.3%	69.2%	43.1%
Omaha Public Schools	Omaha	50,559	89.1%	16.7%	73.0%	78.0%	5.0	31.4%	26.0%	32.3%	73.0%
Millard Public Schools	Omaha	23,395	58.7%	7.7%	93.0%	94.0%	1.0	7.0%	2.9%	81.8%	18.1%
District Totals & Averages		**110,897**	**85.0%**	**36.5%**	**82.0%**	**85.3%**	**3.3**				
Nevada											
Clark County School District	Las Vegas	316,778	53.0%	71.2%	59.0%	72.0%	13.0	43.5%	12.5%	29.4%	54.9%
Washoe County School District	Reno	64,305	52.4%	14.5%	70.0%	73.0%	3.0	38.3%	2.5%	47.0%	45.7%
District Totals & Averages		**381,083**	**52.9%**	**85.6%**	**64.5%**	**72.5%**	**8.0**				
New Jersey											
Elizabeth Public Schools	Elizabeth	23,988	0.0%	1.8%	67.0%	71.0%	4.0	68.6%	21.3%	8.1%	88.0%
Jersey City Public Schools	Jersey City	27,028	100.0%	2.0%	70.0%	67.0%	-3.0	38.1%	32.7%	10.9%	74.8%
The Newark Public Schools	Newark	33,299	100.0%	2.4%	61.0%	68.0%	7.0	42.1%	48.2%	8.6%	89.0%
Paterson Public Schools	Paterson	24,571	0.0%	1.8%	64.0%	72.0%	8.0	62.3%	27.8%	5.8%	84.7%
Toms River Regional School District	Toms River	16,760	0.0%	1.2%	90.0%	90.0%	0.0	11.4%	5.0%	77.9%	23.6%
District Totals & Averages		**125,646**	**48.0%**	**9.2%**	**70.4%**	**73.6%**	**3.2**				
New Mexico											
Albuquerque Public Schools	Albuquerque	93,105	78.2%	27.7%	63.0%	69.0%	6.0	66.5%	2.4%	21.8%	65.3%
Las Cruces Public Schools	Las Cruces	25,091	63.0%	7.5%	71.0%	67.0%	-4.0	75.0%	2.5%	20.2%	65.0%
Rio Rancho Public Schools	Rio Rancho	16,879	0.0%	5.0%	73.0%	84.0%	11.0	48.6%	3.1%	39.8%	43.7%
District Totals & Averages		**135,075**	**65.6%**	**40.2%**	**69.0%**	**73.3%**	**4.3**				
New York											
Brentwood Union Free School District	Brentwood	17,492	0.0%	0.6%	76.0%	74.0%	-2.0	78.1%	13.0%	6.4%	75.4%
Buffalo City School District	Buffalo	32,370	100.0%	1.2%	50.0%	49.0%		17.0%	50.5%	22.2%	74.9%
New York City Department Of Education	New York City	1,038,566	100.0%	38.3%	66.3%	64.6%	-1.7	40.2%	28.8%	14.3%	67.0%
Rochester City School District	Rochester	29,303	100.0%	1.1%	51.0%	48.0%	-3.0	24.9%	61.4%	10.4%	82.7%
Syracuse City School District	Syracuse	20,622	100.0%	0.8%	51.0%	51.0%	0.0	12.8%	50.2%	25.0%	74.6%
Yonkers City School District	Yonkers	25,529	0.0%	0.9%	69.0%	72.0%	3.0	54.5%	20.6%	18.0%	75.6%
District Totals & Averages		**1,163,882**	**96.3%**	**43.0%**	**60.5%**	**59.8%**	**-0.8**				

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
North Carolina											
Buncombe County Schools	Asheville	25,626	28.1%	1.7%	78.0%	80.0%	2.0	12.8%	6.1%	74.9%	55.5%
Alamance-Burlington Schools	Burlington	22,738	30.9%	1.5%	76.0%	78.0%	2.0	22.7%	21.1%	51.0%	56.5%
Charlotte-Mecklenburg Schools	Charlotte	141,270	75.8%	9.4%	74.0%	81.0%	7.0	18.4%	41.7%	31.7%	55.9%
Johnston County Schools	Clayton	33,443	0.0%	2.2%	79.0%	83.0%	4.0	19.8%	16.0%	59.8%	44.2%
Cabarrus County Schools	Concord	30,187	39.4%	2.0%	84.0%	87.0%	3.0	13.7%	18.6%	60.9%	42.7%
Durham Public Schools	Durham	32,904	85.0%	2.2%	74.0%	80.0%	6.0	24.4%	50.5%	19.3%	63.9%
Harnett County Schools	Erwin	20,501	0.0%	1.4%	73.0%	77.0%	4.0	17.2%	25.1%	51.1%	57.5%
Cumberland County Schools	Fayetteville	52,242	50.0%	3.5%	78.0%	82.0%	4.0	11.5%	44.6%	33.1%	58.5%
Gaston County Schools	Gastonia	31,784	30.1%	2.1%	75.0%	81.0%	6.0	9.8%	20.4%	64.4%	60.2%
Wayne County Public Schools	Goldsboro	19,444	25.0%	1.3%	75.0%	78.0%	3.0	17.8%	34.6%	40.9%	63.7%
Guilford County Schools	Greensboro	73,718	64.4%	4.9%	83.0%	86.0%	3.0	12.1%	40.8%	37.0%	57.7%
Pitt County Schools	Greenville	23,580	39.8%	1.6%	70.0%	78.0%	8.0	9.8%	47.9%	37.8%	58.6%
Catawba County Schools	Hickory	17,204	6.3%	1.1%	86.0%	91.0%	5.0	12.8%	5.2%	71.1%	51.7%
Onslow County Schools	Jacksonville	25,207	29.8%	1.7%	82.0%	87.0%	5.0	11.4%	19.3%	60.3%	43.2%
Davidson County Schools	Lexington	20,247	0.0%	1.3%	81.0%	85.0%	4.0	6.5%	3.1%	87.3%	45.0%
Public Schools Of Robeson County	Lumberton	24,150	0.0%	1.6%	79.0%	85.0%	6.0	12.4%	25.3%	15.4%	83.4%
Union County Public Schools	Monroe	40,580	0.0%	2.7%	89.0%	91.0%	2.0	14.9%	13.2%	67.4%	34.8%
Wake County Schools	Raleigh	150,317	40.4%	10.0%	81.0%	81.0%	0.0	15.6%	24.5%	49.0%	35.1%
Nash-Rocky Mount Schools	Rocky Mount	16,655	42.5%	1.1%	75.0%	79.0%	4.0	10.5%	49.8%	34.4%	67.7%
Rowan-Salisbury Schools	Salisbury	20,087	0.0%	1.3%	77.0%	83.0%	6.0	13.3%	18.6%	63.8%	62.1%
Iredell-Statesville Schools	Statesville	21,374	0.0%	1.4%	85.0%	88.0%	3.0	11.1%	13.9%	69.6%	43.9%
Randolph County Schools	Trinity	18,590	0.0%	1.2%	83.0%	89.0%	6.0	14.4%	3.7%	77.2%	55.1%
New Hanover County Schools	Wilmington	25,530	49.9%	1.7%	74.0%	82.0%	8.0	9.8%	21.9%	62.5%	46.6%
Forsyth County Schools	Winston Salem	53,816	58.6%	3.6%	79.0%	82.0%	3.0	21.8%	28.9%	42.8%	54.5%
District Totals & Averages		**941,194**	**40.3%**	**62.5%**	**78.7%**	**83.1%**	**4.3**				
Ohio											
Akron City	Akron	21,974	100.0%	1.3%	75.0%	78.0%	3.0	3.1%	46.0%	38.9%	14.3%
Cincinnati City	Cincinnati	31,575	95.3%	1.8%	64.0%	74.0%	10.0	3.1%	58.6%	25.0%	63.8%
Cleveland Municipal	Cleveland	39,808	98.0%	2.3%	56.0%	64.0%	8.0	14.3%	66.9%	14.8%	82.8%
Columbus City School District	Columbus	50,384	100.0%	2.9%	76.0%	77.0%	1.0	7.9%	57.3%	27.1%	72.6%
South-Western City	Grove City	20,829	15.5%	1.2%	83.0%	86.0%	3.0	12.9%	12.1%	68.4%	53.2%
Olentangy Local	Lewis	17,383	3.3%	1.0%	98.0%	98.0%	0.0	2.5%	3.9%	81.6%	7.3%
Toledo City	Toledo	22,107	100.0%	1.3%	62.0%	65.0%	3.0	10.5%	41.2%	39.8%	65.4%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Lakota Local	West Chester	16,510	0.0%	1.0%	92.0%	95.0%	3.0	4.9%	10.3%	74.5%	18.0%
District Totals & Averages		**220,570**	**75.9%**	**12.8%**	**75.8%**	**79.6%**	**3.9**				
Oklahoma											
Broken Arrow	Broken Arrow	17,207	0.0%	2.6%	†	88.0%	†	9.9%	4.4%	67.3%	42.4%
Edmond	Edmond	22,489	20.4%	3.3%	†	96.0%	†	8.5%	10.5%	66.5%	26.6%
Moore	Moore	23,173	41.3%	3.4%	†	83.0%	†	12.9%	6.8%	54.7%	41.0%
Oklahoma City	Oklahoma City	44,720	90.7%	6.6%	†	79.0%	†	47.4%	26.6%	17.8%	86.3%
Putnam City	Oklahoma City	19,257	64.5%	2.9%	†	80.0%	†	22.4%	25.1%	38.0%	75.3%
Tulsa	Tulsa	41,076	100.0%	6.1%	†	65.0%	†	27.4%	28.2%	28.1%	83.5%
District Totals & Averages		**167,922**	**64.4%**	**24.9%**	**†**	**81.8%**	**†**				
Oregon											
Beaverton Sd 48J	Beaverton	39,488	50.8%	7.1%	77.0%	77.0%	0.0	23.8%	2.7%	51.6%	36.2%
Bend-Lapine Administrative Sd 1	Bend	16,259	74.7%	2.9%	68.0%	79.0%	11.0	10.5%	0.8%	84.9%	44.8%
Eugene Sd 4J	Eugene	16,710	97.6%	3.0%	71.0%	64.0%	-7.0	13.4%	1.9%	69.8%	37.5%
Hillsboro Sd 1J	Hillsboro	20,583	81.4%	3.7%	78.0%	80.0%	2.0	34.6%	2.1%	51.0%	45.2%
North Clackamas Sd 12	Milwaukie	16,932	0.0%	3.0%	66.0%	74.0%	8.0	16.3%	2.1%	67.6%	45.0%
Portland Sd 1J	Portland	44,669	99.4%	8.0%	62.0%	67.0%	5.0	15.8%	11.1%	56.5%	43.4%
Salem-Keizer Sd 24J	Salem	40,123	73.8%	7.2%	70.0%	72.0%	2.0	39.1%	0.9%	50.3%	58.6%
District Totals & Averages		**194,764**	**71.5%**	**35.0%**	**70.3%**	**73.3%**	**3.0**				
Pennsylvania											
Allentown City Sd	Allentown	16,713	100.0%	1.0%	66.0%	66.0%	0.0	66.0%	15.7%	14.0%	86.1%
Central Bucks Sd	Doylestown	19,814	0.0%	1.1%	98.0%	99.0%	1.0	3.1%	1.6%	88.2%	8.9%
Philadelphia City Sd	Philadelphia	139,503	100.0%	8.0%	55.0%	70.0%	15.0	18.4%	54.5%	14.2%	82.9%
Pittsburgh Sd	Pittsburgh	26,066	100.0%	1.5%	68.0%	77.0%	9.0	1.9%	54.7%	33.6%	69.4%
Reading Sd	Reading	17,598	97.3%	1.0%	61.0%	67.0%	6.0	79.7%	9.6%	7.4%	88.7%
District Totals & Averages		**219,694**	**90.8%**	**12.6%**	**69.6%**	**75.8%**	**6.2**				
Rhode Island											
Providence	Providence	23,663	100.0%	16.8%	66.0%	71.0%	5.0	64.0%	18.1%	8.7%	83.7%
District Totals & Averages		**23,663**	**100.0%**	**16.8%**	**66.0%**	**71.0%**	**5.0**				
South Carolina											
Aiken 01	Aiken	24,686	0.0%	3.4%	74.0%	80.0%	6.0	7.3%	33.3%	55.4%	60.0%
Beaufort 01	Beaufort	20,443	50.0%	2.8%	70.0%	75.0%	5.0	21.3%	30.5%	43.8%	57.9%
Charleston 01	Charleston	44,599	57.8%	6.1%	73.0%	77.0%	4.0	6.9%	43.5%	45.8%	52.1%
Richland 02	Columbia	26,564	0.0%	3.6%	76.0%	81.0%	5.0	6.7%	59.1%	28.0%	48.6%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Richland 01	Columbia	24,138	55.4%	3.3%	69.0%	72.0%	3.0	3.8%	73.2%	18.4%	69.9%
Pickens 01	Easley	16,735	21.2%	2.3%	72.0%	77.0%	5.0	5.2%	6.8%	82.6%	49.1%
Florence 01	Florence	16,146	66.7%	2.2%	79.0%	80.0%	1.0	2.5%	51.5%	41.8%	61.6%
Berkeley 01	Goose Creek	30,942	4.2%	4.2%	75.0%	77.0%	2.0	7.8%	31.1%	53.5%	60.3%
Greenville 01	Greenville	73,649	24.3%	10.0%	74.0%	77.0%	3.0	12.6%	23.4%	58.0%	49.1%
Lexington 05	Irmo	16,435	0.0%	2.2%	87.0%	88.0%	1.0	3.2%	27.7%	62.6%	33.3%
Lexington 01	Lexington	23,556	0.0%	3.2%	84.0%	84.0%	0.0	5.7%	10.4%	78.8%	38.9%
Horry 01	Myrtle Beach	39,998	26.2%	5.4%	75.0%	78.0%	3.0	8.8%	20.5%	64.4%	63.3%
York 03	Rock Hill	17,524	72.9%	2.4%	74.0%	79.0%	5.0	6.9%	36.6%	50.9%	55.2%
Dorchester 02	Summerville	23,741	27.8%	3.2%	75.0%	81.0%	6.0	5.6%	29.6%	57.8%	43.4%
Sumter 01	Sumter	16,796	48.6%	2.3%	†	80.0%	†	3.2%	61.4%	31.9%	71.8%
District Totals & Averages		**415,952**	**29.1%**	**56.5%**	**75.5%**	**79.1%**	**3.5**				
South Dakota											
Sioux Falls School District 49-5	Sioux Falls	23,219	98.0%	17.8%	79.0%	81.0%	2.0	8.5%	10.3%	69.6%	45.8%
District Totals & Averages		**23,219**	**98.0%**	**17.8%**	**79.0%**	**81.0%**	**2.0**				
Tennessee											
Shelby County	Bartlett	46,552	0.0%	4.7%	89.0%	88.0%		5.4%	36.9%	50.6%	36.8%
Hamilton County	Chattanooga	43,707	42.1%	4.4%	82.0%	85.0%	3.0	7.8%	30.7%	58.5%	58.4%
Montgomery County	Clarksville	30,622	61.4%	3.1%	94.0%	94.0%	0.0	10.6%	23.5%	57.5%	46.6%
Williamson County	Franklin	33,204	13.8%	3.3%	92.0%	94.0%	2.0	4.0%	4.2%	86.2%	11.6%
Sumner County	Hendersonville	28,448	0.0%	2.9%	89.0%	89.0%	0.0	5.5%	9.4%	82.3%	40.0%
Knox County	Knoxville	58,929	39.9%	5.9%	87.0%	88.0%	1.0	5.8%	14.2%	75.4%	47.0%
Memphis	Memphis	106,873	99.8%	10.8%	73.0%	68.0%	-5.0	9.7%	81.0%	7.1%	82.1%
Wilson County	Mt Juliet	16,312	0.0%	1.6%	90.0%	95.0%	5.0	3.9%	7.0%	85.7%	29.5%
Rutherford County	Murfreesboro	40,400	35.3%	4.1%	91.0%	92.0%	1.0	10.2%	16.1%	67.6%	42.1%
Davidson County	Nashville	81,134	87.7%	8.2%	76.0%	77.0%	1.0	17.7%	44.6%	32.9%	71.4%
District Totals & Averages		**486,181**	**53.0%**	**49.0%**	**86.3%**	**87.0%**	**0.7**				
Texas											
Abilene Isd	Abilene	17,152	97.0%	0.3%	90.0%	91.0%	1.0	41.3%	11.9%	40.7%	65.6%
Allen Isd	Allen	19,894	0.0%	0.4%	98.0%	99.0%	1.0	13.3%	10.4%	56.9%	16.7%
Alvin Isd	Alvin	18,886	0.0%	0.4%	84.0%	90.0%	6.0	44.7%	13.9%	30.9%	51.6%
Amarillo Isd	Amarillo	33,327	100.0%	0.7%	85.0%	85.0%	0.0	44.6%	10.0%	37.2%	66.9%
Arlington Isd	Arlington	65,001	91.8%	1.3%	81.0%	84.0%	3.0	43.9%	23.5%	23.8%	68.3%
Austin Isd	Austin	86,516	95.7%	1.7%	80.0%	84.0%	4.0	60.4%	8.7%	24.8%	62.9%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Goose Creek Cisd	Baytown	21,821	68.3%	0.4%	86.0%	92.0%	6.0	56.6%	16.0%	24.0%	64.3%
Beaumont Isd	Beaumont	19,850	95.2%	0.4%	87.0%	90.0%	3.0	20.3%	60.9%	13.5%	74.2%
Hurst-Euless-Bedford Isd	Bedford	21,814	2.9%	0.4%	96.0%	95.0%		28.8%	16.3%	42.9%	53.1%
Brownsville Isd	Brownsville	49,190	94.3%	1.0%	88.0%	90.0%	2.0	98.6%	0.1%	1.0%	95.9%
Hays Cisd	Buda	16,568	0.0%	0.3%	86.0%	90.0%	4.0	61.8%	3.3%	32.0%	46.0%
Carrollton-Farmers Branch Isd	Carrollton	26,385	25.5%	0.5%	87.0%	93.0%	6.0	53.8%	16.3%	17.3%	62.3%
Conroe Isd	Conroe	53,934	61.3%	1.1%	93.0%	92.0%		33.7%	6.0%	53.7%	35.7%
Corpus Christi Isd	Corpus Christi	39,213	100.0%	0.8%	81.0%	84.0%	3.0	79.0%	4.1%	14.0%	68.5%
Dallas Isd	Dallas	158,919	95.7%	3.1%	77.0%	85.0%	8.0	69.4%	23.7%	4.8%	88.9%
Richardson Isd	Dallas	38,043	97.6%	0.7%	91.0%	89.0%	-2.0	39.4%	23.0%	28.1%	57.9%
Denton Isd	Denton	25,775	69.2%	0.5%	95.0%	94.0%		31.2%	12.0%	51.6%	43.0%
Edinburg Cisd	Edinburg	33,673	71.7%	0.7%	86.0%	88.0%	2.0	98.0%	0.2%	1.1%	85.2%
El Paso Isd	El Paso	63,210	98.6%	1.2%	81.0%	80.0%		82.6%	4.1%	10.6%	69.4%
Socorro Isd	El Paso	44,259	63.6%	0.9%	86.0%	90.0%	4.0	91.0%	2.3%	5.3%	71.9%
Ysleta Isd	El Paso	43,680	100.0%	0.9%	85.0%	86.0%	1.0	95.7%	1.0%	2.7%	80.9%
Fort Worth Isd	Fort Worth	83,419	93.6%	1.6%	80.0%	79.0%		60.5%	22.8%	13.3%	77.0%
Eagle Mt-Saginaw Isd	Fort Worth	17,727	57.4%	0.3%	91.0%	94.0%	3.0	35.2%	9.3%	47.8%	40.2%
Frisco Isd	Frisco	42,707	8.4%	0.8%	97.0%	98.0%	1.0	15.0%	10.5%	57.0%	12.0%
Garland Isd	Garland	58,059	0.0%	1.1%	88.0%	89.0%	1.0	49.6%	17.2%	22.5%	61.0%
Grand Prairie Isd	Grand Prairie	26,921	0.0%	0.5%	84.0%	89.0%	5.0	63.6%	17.2%	13.5%	73.2%
Harlingen Cisd	Harlingen	18,509	89.9%	0.4%	81.0%	86.0%	5.0	91.5%	0.4%	7.1%	78.0%
Northwest Isd	Haslet	17,811	48.4%	0.4%	90.0%	93.0%	3.0	19.7%	6.2%	68.1%	23.2%
Houston Isd	Houston	203,354	95.7%	4.0%	79.0%	79.0%	0.0	62.7%	24.6%	8.2%	79.7%
Cypress-Fairbanks Isd	Houston	110,013	3.4%	2.2%	90.0%	91.0%	1.0	43.5%	16.3%	29.0%	49.7%
Aldine Isd	Houston	65,684	35.5%	1.3%	78.0%	78.0%	0.0	70.1%	25.6%	2.0%	84.7%
Alief Isd	Houston	45,783	76.8%	0.9%	91.0%	93.0%	2.0	51.2%	31.2%	3.5%	81.7%
Spring Isd	Houston	36,098	1.8%	0.7%	82.0%	86.0%	4.0	42.6%	39.8%	12.1%	73.1%
Spring Branch Isd	Houston	34,857	80.2%	0.7%	90.0%	88.0%	-2.0	58.3%	5.5%	27.9%	58.4%
Galena Park Isd	Houston	22,113	10.7%	0.4%	87.0%	88.0%	1.0	75.6%	16.3%	5.9%	82.9%
Humble Isd	Humble	37,095	44.3%	0.7%	93.0%	94.0%	1.0	31.2%	18.0%	44.7%	33.7%
Irving Isd	Irving	35,030	100.0%	0.7%	84.0%	87.0%	3.0	71.5%	12.9%	10.1%	81.3%
Katy Isd	Katy	64,562	0.7%	1.3%	92.0%	93.0%	1.0	34.3%	9.6%	41.8%	30.0%
Keller Isd	Keller	33,367	69.9%	0.7%	94.0%	94.0%	0.0	19.4%	7.9%	61.0%	22.2%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Killeen Isd	Killeen	41,756	59.8%	0.8%	87.0%	86.0%		27.6%	33.0%	27.9%	56.2%
Klein Isd	Klein	47,045	0.0%	0.9%	87.0%	89.0%	2.0	37.0%	14.2%	37.1%	41.3%
United Isd	Laredo	42,891	96.1%	0.8%	94.0%	94.0%	0.0	98.4%	0.1%	1.0%	73.9%
Laredo Isd	Laredo	24,823	100.0%	0.5%	82.0%	85.0%	3.0	99.4%	0.1%	0.4%	97.4%
Clear Creek Isd	League City	39,635	25.1%	0.8%	96.0%	96.0%	0.0	27.0%	8.2%	51.3%	28.0%
Leander Isd	Leander	34,381	4.4%	0.7%	91.0%	95.0%	4.0	23.8%	3.9%	63.3%	21.9%
Lewisville Isd	Lewisville	52,528	0.0%	1.0%	93.0%	94.0%	1.0	26.8%	9.0%	49.6%	30.0%
Lubbock Isd	Lubbock	29,207	99.1%	0.6%	80.0%	83.0%	3.0	56.3%	13.2%	26.6%	66.1%
Mansfield Isd	Mansfield	32,879	37.4%	0.6%	90.0%	91.0%	1.0	24.2%	26.5%	38.4%	38.5%
Mcallen Isd	Mcallen	24,931	100.0%	0.5%	80.0%	86.0%	6.0	93.0%	0.4%	4.5%	55.6%
Mckinney Isd	Mckinney	24,443	0.0%	0.5%	95.0%	96.0%	1.0	26.6%	12.6%	53.9%	29.6%
Mesquite Isd	Mesquite	39,127	0.0%	0.8%	89.0%	91.0%	2.0	51.2%	24.9%	19.4%	70.2%
Midland Isd	Midland	23,319	97.7%	0.5%	82.0%	80.0%	-2.0	58.6%	8.4%	30.0%	46.6%
La Joya Isd	Mission	29,235	7.3%	0.6%	78.0%	83.0%	5.0	99.7%	0.0%	0.2%	95.2%
Comal Isd	New Braunfels	18,693	36.6%	0.4%	93.0%	93.0%	0.0	36.4%	2.2%	56.9%	31.2%
Birdville Isd	North Richland Hills	24,190	0.0%	0.5%	86.0%	88.0%	2.0	38.1%	7.6%	46.2%	57.6%
Ector County Isd	Odessa	29,649	90.7%	0.6%	75.0%	77.0%	2.0	70.9%	3.9%	22.7%	51.9%
Pasadena Isd	Pasadena	53,665	24.4%	1.1%	83.0%	86.0%	3.0	82.1%	6.7%	7.4%	79.4%
Pearland Isd	Pearland	19,650	0.0%	0.4%	93.0%	96.0%	3.0	27.7%	16.7%	42.8%	27.3%
Pflugerville Isd	Pflugerville	23,347	27.6%	0.5%	90.0%	93.0%	3.0	44.8%	18.8%	24.7%	52.7%
Pharr-San Juan-Alamo Isd	Pharr	32,050	0.0%	0.6%	88.0%	90.0%	2.0	98.9%	0.1%	0.8%	89.0%
Plano Isd	Plano	55,185	92.1%	1.1%	93.0%	95.0%	2.0	22.6%	11.3%	41.4%	27.3%
Lamar Cisd	Richmond	26,135	0.0%	0.5%	90.0%	91.0%	1.0	46.1%	18.5%	28.2%	52.2%
Round Rock Isd	Round Rock	45,749	73.0%	0.9%	90.0%	95.0%	5.0	30.2%	9.0%	44.1%	29.7%
Northside Isd	San Antonio	100,159	72.7%	2.0%	92.0%	92.0%	0.0	68.7%	6.1%	19.1%	53.2%
North East Isd	San Antonio	67,901	92.4%	1.3%	88.0%	89.0%	1.0	56.1%	7.2%	29.9%	46.0%
San Antonio Isd	San Antonio	54,268	100.0%	1.1%	75.0%	81.0%	6.0	91.1%	6.3%	2.0%	92.9%
Judson Isd	San Antonio	22,606	16.7%	0.4%	81.0%	83.0%	2.0	52.8%	24.0%	17.8%	62.3%
Fort Bend Isd	Sugar Land	69,591	35.2%	1.4%	91.0%	92.0%	1.0	26.5%	29.3%	19.1%	38.5%
Tyler Isd	Tyler	18,263	96.4%	0.4%	85.0%	89.0%	4.0	43.4%	29.7%	23.6%	70.7%
Weslaco Isd	Weslaco	17,936	0.1%	0.4%	82.0%	83.0%	1.0	98.2%	0.1%	1.4%	85.6%
District Totals & Averages		**3,015,456**	**58.5%**	**59.4%**	**87.0%**	**89.0%**	**2.0**				

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Utah											
Davis District	Kaysville	69,773	8.4%	11.4%	82.0%	90.0%	8.0	8.9%	1.4%	84.9%	42.6%
Cache District	Logan	16,116	1.0%	2.6%	89.0%	92.0%	3.0	8.2%	0.6%	88.6%	56.5%
Weber District	Ogden	30,895	2.0%	5.0%	77.0%	84.0%	7.0	11.8%	0.9%	82.6%	58.7%
Alpine District	Orem	72,452	22.6%	11.8%	76.0%	88.0%	12.0	9.0%	0.7%	86.2%	38.3%
Granite District	Salt Lake City	69,312	0.0%	11.3%	65.0%	74.0%	9.0	31.4%	3.1%	55.5%	77.8%
Salt Lake District	Salt Lake City	24,680	97.1%	4.0%	62.0%	70.0%	8.0	41.9%	4.2%	41.6%	81.7%
Canyons District	Sandy	33,951	0.0%	5.5%	83.0%	83.0%	0.0	13.9%	1.2%	76.6%	51.7%
Nebo District	Spanish Fork	31,240	0.0%	5.1%	86.0%	91.0%	5.0	9.9%	0.6%	86.6%	78.1%
Washington District	St George	27,271	52.9%	4.5%	75.0%	86.0%	11.0	12.4%	0.9%	81.6%	76.3%
Jordan District	West Jordan	52,481	0.0%	8.6%	77.0%	84.0%	7.0	12.9%	1.1%	79.3%	44.9%
District Totals & Averages		**428,171**	**14.3%**	**69.9%**	**77.2%**	**84.2%**	**7.0**				
Virginia											
Fairfax Co Pblc Schs	Alexandria	180,582	5.5%	14.3%	86.0%	86.0%	0.0	22.6%	10.4%	42.5%	26.3%
Arlington Co Pblc Schs	Arlington	22,543	100.0%	1.8%	81.0%	84.0%	3.0	28.6%	10.9%	45.8%	31.1%
Chesapeake City Pblc Schs	Chesapeake	39,630	0.0%	3.1%	85.0%	88.0%	3.0	6.6%	33.1%	50.6%	31.5%
Hampton City Pblc Schs	Hampton	21,350	100.0%	1.7%	80.0%	80.0%	0.0	5.6%	59.9%	27.0%	54.5%
Loudoun Co Pblc Schs	Leesburg	68,205	0.0%	5.4%	92.0%	93.0%	1.0	15.4%	6.9%	56.0%	17.0%
Hanover Co Pblc Schs	Mechanicsville	18,370	0.0%	1.5%	91.0%	92.0%	1.0	3.3%	9.5%	82.5%	13.6%
Newport News City Pblc Schs	Newport News	29,786	100.0%	2.4%	76.0%	82.0%	6.0	11.2%	54.3%	27.5%	57.6%
Norfolk City Pblc Schs	Norfolk	32,862	100.0%	2.6%	68.0%	73.0%	5.0	6.2%	61.9%	22.6%	64.5%
Chesterfield Co Pblc Schs	Richmond	58,859	0.0%	4.7%	83.0%	88.0%	5.0	10.8%	26.3%	55.2%	21.7%
Henrico Co Pblc Schs	Richmond	48,364	0.0%	3.8%	80.0%	85.0%	5.0	7.2%	36.1%	44.5%	36.4%
Richmond City Pblc Schs	Richmond	23,649	95.9%	1.9%	59.0%	65.0%	6.0	8.8%	79.9%	9.3%	73.4%
Spotsylvania Co Pblc Schs	Spotsylvania	23,768	0.0%	1.9%	82.0%	85.0%	3.0	11.4%	18.3%	62.4%	34.4%
Stafford Co Pblc Schs	Stafford	27,463	0.0%	2.2%	89.0%	89.0%	0.0	14.6%	18.4%	56.9%	24.8%
Va Beach City Pblc Schs	Virginia Beach	70,259	99.6%	5.6%	82.0%	84.0%	2.0	9.9%	24.0%	51.8%	31.8%
Prince William Co Pblc Schs	Woodbridge	83,865	0.0%	6.6%	84.0%	84.0%	0.0	29.5%	20.6%	35.1%	37.6%
District Totals & Averages		**749,555**	**27.9%**	**59.3%**	**81.2%**	**83.9%**	**2.7**				
Washington											
Bellevue School District	Bellevue	19,009	91.4%	1.8%	90.0%	89.0%		11.2%	2.9%	45.9%	20.5%
Northshore School District	Bothell	20,328	0.0%	1.9%	91.0%	90.0%		12.0%	1.7%	65.2%	18.7%
Everett School District	Everett	18,909	58.3%	1.8%	82.0%	84.0%	2.0	15.9%	3.9%	60.4%	41.4%
Federal Way School District	Federal Way	22,231	9.7%	2.1%	72.0%	73.0%	1.0	24.4%	11.4%	35.3%	57.6%

APPENDIX I (CONTINUED)

Top-500 Largest School Districts, Adjusted Cohort Graduation Rate (ACGR) Change, Total K-12 Enrollment with Enrollment of Students Attending Schools with a City Locale Code, and Percentages of K-12 Race/Ethnicity for Schools within the District with any Locale Code, 2012-13

District Name	City	Total K-12 Enrollment in All Schools with any Locale Code (N)	Percent of Student Enrollment in Schools with a City Locale Code (%)	Percent of K-12 Enrollment within the State (%)	ACGR in 2010-11 (%)	ACGR in 2012-13 (%)	ACGR Change Between 2011-13 (Percentage Points)	Hispanic (%)	Black (%)	White (%)	Students Eligible for Free or Reduced Priced Lunch (%)
Issaquah School District	Issaquah	18,455	6.8%	1.8%	90.0%	93.0%	3.0	7.3%	2.0%	62.7%	10.2%
Kennewick School District	Kennewick	16,580	87.0%	1.6%	73.0%	75.0%	2.0	27.1%	2.4%	65.4%	54.1%
Kent School District	Kent	27,518	59.9%	2.6%	69.0%	79.0%	10.0	19.8%	11.9%	39.6%	48.8%
Lake Washington School District	Kirkland	25,522	26.0%	2.4%	94.0%	89.0%	-5.0	9.7%	1.6%	63.6%	12.6%
Edmonds School District	Lynnwood	20,741	0.0%	2.0%	76.0%	76.0%	0.0	16.6%	5.8%	53.8%	38.5%
Puyallup School District	Puyallup	20,625	0.0%	2.0%	84.0%	84.0%	0.0	13.4%	3.9%	65.2%	36.4%
Seattle School District #1	Seattle	50,655	100.0%	4.8%	76.0%	73.0%	-3.0	12.6%	17.7%	44.0%	40.1%
Highline School District	Seattle	18,372	0.8%	1.7%	62.0%	62.0%	0.0	36.5%	11.0%	25.0%	70.6%
Bethel School District	Spanaway	18,031	0.0%	1.7%	71.0%	71.0%	0.0	13.7%	9.4%	60.7%	39.0%
Spokane School District	Spokane	29,032	95.0%	2.8%	75.0%	81.0%	6.0	8.9%	2.8%	71.2%	58.1%
Tacoma School District	Tacoma	28,957	98.3%	2.8%	60.0%	70.0%	10.0	16.5%	21.6%	46.1%	63.2%
Evergreen School District (Clark)	Vancouver	26,495	65.4%	2.5%	82.0%	80.0%	-2.0	15.9%	3.3%	64.9%	49.2%
Vancouver School District	Vancouver	22,925	46.6%	2.2%	71.0%	73.0%	2.0	20.8%	3.3%	63.9%	53.7%
District Totals & Averages		**404,385**	**50.5%**	**38.5%**	**77.5%**	**78.9%**	**1.4**				
West Virginia											
Kanawha County Schools	Charleston	28,548	21.6%	10.1%	71.0%	71.0%	0.0	0.8%	12.6%	83.8%	48.3%
Berkeley County Schools	Martinsburg	18,171	31.8%	6.4%	81.0%	84.0%	3.0	5.7%	9.4%	79.1%	51.6%
District Totals & Averages		**46,719**	**25.5%**	**16.5%**	**76.0%**	**77.5%**	**1.5**				
Wisconsin											
Green Bay Area Public School District	Green Bay	20,685	90.6%	2.4%	78.0%	81.0%	3.0	24.7%	7.8%	53.4%	59.5%
Kenosha School District	Kenosha	22,570	0.0%	2.6%	79.0%	85.0%	6.0	24.6%	15.5%	54.6%	50.6%
Madison Metropolitan School District	Madison	27,112	98.3%	3.1%	74.0%	77.0%	3.0	18.6%	19.1%	45.2%	48.6%
Milwaukee School District	Milwaukee	78,363	100.0%	9.0%	63.0%	61.0%	-2.0	24.0%	55.4%	13.9%	82.3%
Racine Unified School District	Racine	20,577	75.4%	2.4%	68.0%	72.0%	4.0	25.4%	26.2%	43.9%	64.2%
District Totals & Averages		**169,307**	**82.3%**	**19.4%**	**72.4%**	**75.2%**	**2.8**				

					AVERAGES					
TOTALS	**21,300,065**	**50.2%**	**3.5%**	**78.5%**	**81.7%**	**3.3**	**30.4%**	**18.5%**	**41.0%**	**53.2%**
NATIONAL TOTALS	**49,476,346**	**30.4%**	**-**	**79.0%**	**81.4%**	**2.4**	**24.30%**	**15.70%**	**51.00%**	**50.90%**

Note. † = Not applicable: Data are not expected to be reported by the District for SY2011-12, SY2012-13, or no comparison. District Totals & Averages for Percent of Student Enrollment in Schools with a City Locale Code (%) are weighted averages. District Totals & Averages for 2011, 2013, and ACGR percentage point change are not weitghted (i.e., arithmetic averages). This table is sorted by state, city, and district name.

Sources: U.S. Department of Education, National Center for Education Statistics. (2012-13). Public Elementary/Secondary School Universe Surveys. U.S. Department of Education through provisional data file of SY2011-12 and SY 2012-13 District Level Four-Year Regulatory Adjusted Cohort Graduation Rates.

APPENDIX J

Four or More Year Adjusted Cohort Graduation Rate (ACGR) Public Availability, by State, Classes of 2011 to 2013

	Earliest ACGR	2010 ACGR (State-Level)	2011 ACGR (State-Level)	2012 ACGR (State-Level)	2013 ACGR (State-Level)	2010 ACGR (District-Level)	2011 ACGR (District-Level)	2012 ACGR (District-Level)	2013 ACGR (District-Level)
Alabama	2009	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Alaska	2011	No	Yes	Yes	Yes	No	Yes †	Yes †	Yes
Arizona	2003	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Arkansas	2009	Yes	Yes	Yes	Yes	Yes †	Yes †	Yes	Yes
California	2010	Yes	Yes	Yes	Yes	Yes †	Yes	Yes	Yes
Colorado	2007	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Connecticut	2009	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Delaware	2010	Yes	Yes	Yes	Yes	Yes †	Yes	Yes †	No
Florida	2003	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Georgia	2009	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Hawaii	2010	Yes	Yes	Yes	No	No	No	No	No
Idaho	N/A	No	No	No	No	No	No	No	Yes
Illinois	2011	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Indiana	2009	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Iowa	2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Kansas	2010	Yes	Yes	Yes	Yes	Yes †	Yes †	Yes	No
Kentucky	N/A	No	No	Yes	Yes	No	No	Yes	Yes
Louisiana	2006	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Maine	2009	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Maryland	2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Massachusetts	2006	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Michigan	2007	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Minnesota	2003	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Mississippi	2003	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Missouri	2011	No	Yes	Yes	Yes	No	Yes	Yes	No
Montana	2011	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Nebraska	2011	No	Yes	Yes	Yes	No	Yes	No	No
Nevada	2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
New Hampshire	2011	No	Yes	Yes	Yes	No	Yes	Yes	Yes
New Jersey	2008	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
New Mexico	2006	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
New York	2006	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
North Carolina	2006	Yes	Yes	Yes	Yes	Yes †	Yes	Yes	Yes
North Dakota	2010	Yes	Yes	Yes	Yes	Yes †	Yes	Yes	Yes
Ohio	N/A	No	Yes	Yes	Yes	No	Yes	Yes	Yes
Oklahoma	2008	Yes	No	No	Yes	Yes	No	No	No
Oregon	2010	Yes	Yes	Yes	Yes	No	Yes	Yes	No
Pennsylvania	2007	Yes	Yes	Yes	No	Yes	Yes	No	No
Rhode Island	2011	Yes	Yes	Yes	Yes	Yes †	Yes	Yes	Partial
South Carolina	2011	No	Yes	Yes	Yes	No	Yes	Yes	Yes
South Dakota	2011	No	Yes	Yes	Yes	No	Yes †	Yes	Yes
Tennessee	2003	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Texas	2008	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Utah	2006	Yes	Yes	Yes	Yes	Yes †	Yes	Yes	Yes
Vermont	2011	No	Yes	Yes	Yes	No	Yes †	Yes †	Yes
Virginia	2010	Yes	Yes	Yes	No	Yes †	Yes	Yes	No
Washington	2009	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
West Virginia	2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Wisconsin	2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Wyoming	2010	Yes	Yes	Yes	Yes		Yes	Yes	No

APPENDIX J (CONTINUED)

Four or More Year Adjusted Cohort Graduation Rate (ACGR) Public Availability, by State, Classes of 2011-2014

				2011-2012				2012-2014	
2010 ACGR (School-Level)	2011 ACGR (School-Level)	2012 ACGR (School-Level)	2013 ACGR (School-Level)	Four Year ACGR	Five Year ACGR	Six Year ACGR	Seven Year ACGR	Posted Data 2012-2013	Posted Data 2013-2014
No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
No	Yes †	Yes †	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes †	Yes †	Yes	Yes	Yes	No	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes †	Yes	Yes †	No	Yes	No	No	No	Yes	No
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes †	Yes †	Yes †	No	Yes	No	No	No	No	No
No	No	No	Yes	Yes	No	No	No	Yes	No
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes †	Yes	Yes	No	Yes	Yes	No	No	Yes	No
No	No	Yes	Yes	Yes	Plan to	Plan to	No	Yes	Yes
Yes	Yes	No	No	Yes	No	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	No	Yes	Yes	No	No	No	No
No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
No	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	No
No	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Plan to	No	Yes	No
Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes †	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes	No	No	No	No	No	No	No	No	No
No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes
Yes	Yes	No	No	Yes	No	No	No	No	No
Yes †	Yes	Yes	Partial	Yes	Yes	Yes	No	Yes	No
No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
No	Yes †	Yes	Yes	Yes	No	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
No	Yes	Yes	Yes	Yes	No	No	No	Yes	No
Yes †	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No
Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No
Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	No

Source: The USDOE also recently released the State Level 2012 ACGR for all 50 states and the District of Columbia, available at http://eddataexpress.ed.gov/state-tables-main.cfm. District and School level ACGR for 2012, where available, can be obtained from each state's Department of Education's website or by open request to their Department of Education.

APPENDIX K

Four-Year Adjusted Cohort Graduation Rate (ACGR) Data Links, by State

	Department	Link to Main Website	Link to ACGR Data
Alabama	Alabama State Department of Education	http://www.alsde.edu/home/Default.aspx	http://www.alsde.edu/dept/data/Pages/graduationrate-all.aspx
Alaska	Alaska Department of Education & Early Development	http://www.eed.state.ak.us/	http://www.eed.state.ak.us/stats/
Arizona	Arizona Department of Education	http://www.azed.gov/	http://www.azed.gov/research-evaluation/graduation-rates/
Arkansas	Arkansas Department of Education	http://www.arkansased.org/	http://www.arkansased.org/divisions/public-school-accountability/school-performance/graduation-rate
California	California Department of Education	http://www.cde.ca.gov/	(1) http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=00000000000000&TheYear=2010-11&Agg=T&Topic=Graduates&RC=State&SubGroup=Ethnic/Racial (2) http://dq.cde.ca.gov/dataquest/ (3) http://www.cde.ca.gov/ds/sd/sd/filescohort.asp
Colorado	Colorado Department of Education	http://www.cde.state.co.us/index_home.htm	http://www.cde.state.co.us/cdereval/gradcurrent
Connecticut	Connecticut State Department of Education	http://www.sde.ct.gov/sde/site/default.asp	http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898
Delaware	Delaware Department of Education	http://www.doe.k12.de.us/	http://profiles.doe.k12.de.us/SchoolProfiles/State/Account.aspx
Florida	Florida Department of Education	http://www.fldoe.org/default.asp	http://www.fldoe.org/eias/eiaspubs/pubstudent.asp
Georgia	Georgia Department of Education	http://www.doe.k12.ga.us/Pages/Home.aspx	http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=147
Hawaii	Hawaii State Department of Education	http://doe.k12.hi.us/	http://arch.k12.hi.us/school/nclb/nclb.html#
Idaho	Idaho State Department of Education	http://www.sde.idaho.gov/	https://apps.sde.idaho.gov/Accountability/ReportCard
Illinois	Illinois State Board of Education	http://www.isbe.net/	http://www.isbe.net/assessment/report_card.htm
Indiana	Indiana State Department of Education	http://www.doe.in.gov/	http://www.doe.in.gov/accountability/graduation-cohort-rate
Iowa	Iowa Department of Education	http://educateiowa.gov/	https://www.educateiowa.gov/education-statistics
Kansas	Kansas State Department of Education	http://www.ksde.org/	http://online.ksde.org/rcard/
Kentucky	Kentucky Department of Education	http://education.ky.gov/Pages/default.aspx	http://applications.education.ky.gov/SRC/DataSets.aspx
Louisiana	Louisiana Department of Education	http://www.doe.state.la.us/	http://www.louisianabelieves.com/docs/data-management/cohort-graduation-rates-(2006-2012).pdf?sfvrsn=2
Maine	Maine Department of Education	http://www.maine.gov/doe/	http://www.maine.gov/education/gradrates/gradrates.html
Maryland	Maryland State Department of Education	http://www.marylandpublicschools.org/MSDE	(1)http://www.mdreportcard.org/downloadindex.aspx?K=01AAAA (2)http://www.mdreportcard.org/CohortGradRate.aspx?PV=160:12:99:AAAA:1:N:0:13:1:2:1:1:1:1:3
Massachusetts	Massachusetts Department of Elementary & Secondary Education	http://www.doe.mass.edu/	(1) http://www.doe.mass.edu/infoservices/reports/gradrates/ (2) http://profiles.doe.mass.edu/state_report/gradrates.aspx
Michigan	Michigan Department of Education	http://michigan.gov/mde	https://www.mischooldata.org/Other/DataFiles/StudentCounts/HistoricalGradDropout.aspx
Minnesota	Minnesota Department of Education	https://education.state.mn.us/MDE/index.html	(1) http://w20.education.state.mn.us/MDEAnalytics/Data.jsp (2) http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=054257&RevisionSelectionMethod=latest&Rendition=primary
Mississippi	Mississippi Department of Education	http://www.mde.k12.ms.us/mde-home	http://www.mde.k12.ms.us/dropout-prevention-and-compulsory-school-attendance/dropout-graduation-rate-information
Missouri	Missouri Department of Elementary & Secondary Education	http://mcds.dese.mo.gov/Pages/default.aspx	http://mcds.dese.mo.gov/guidedinquiry/Pages/District-and-School-Information.aspx

APPENDIX K (CONTINUED)

Four-Year Adjusted Cohort Graduation Rate (ACGR) Data Links, by State

	Department	Link to Main Website	Link to ACGR Data
Montana	Montana Office of Public Instruction	http://opi.mt.gov/	(1) http://opi.mt.gov/Reports&Data/Measurement/Index.html (2) http://opi.mt.gov/pdf/Measurement/
Nebraska	Nebraska Department of Education	http://www.education.ne.gov/	http://www.education.ne.gov/ndepress/2014/High_School_Graduation_Rate_Hits_Record_High.pdf
Nevada	Nevada Department of Education	http://www.doe.nv.gov/	http://www.nevadareportcard.com/di/main/cohort
New Hampshire	New Hampshire Department of Education	http://www.education.nh.gov/	http://www.education.nh.gov/data/dropouts.htm
New Jersey	State of New Jersey Department of Education	http://www.state.nj.us/education/	http://www.state.nj.us/education/data/grate/
New Mexico	New Mexico Public Education Department	http://ped.state.nm.us/ped/index.html	http://ped.state.nm.us/ped/Graduation_data.html
New York	New York State Education Department	http://www.nysed.gov/	http://data.nysed.gov/
North Carolina	North Carolina State Board of Education, Department of Public Instruction	http://www.ncpublicschools.org/organization/	http://www.ncpublicschools.org/accountability/reporting/cohort-gradrate
North Dakota	North Dakota Department of Public Instruction	http://www.dpi.state.nd.us/	http://www.dpi.state.nd.us/resource/graduation.shtm
Ohio	Ohio Department of Education	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1	http://reportcard.education.ohio.gov/Pages/Download-Data.aspx
Oklahoma	Oklahoma State Department of Education	http://www.ok.gov/sde/	https://apps.sde.ok.gov/CalendarDueDates/Default.aspx
Oregon	Oregon Department of Education	http://www.ode.state.or.us/home/	http://www.ode.state.or.us/search/page/?id=2644
Pennsylvania	Pennsylvania Department of Education	http://www.portal.state.pa.us/portal/server.pt?open=512&objID=7237&mode=2	Pennsylvania did not provide publicly downloaded files of the Adjusted Cohort Graduation Rates for its districts and schools, for the Class of 2012.
Rhode Island	Rhode Island Department of Elementary and Secondary Education	http://www.ride.ri.gov/default.aspx	http://www.eride.ri.gov/eride40/reportcards/12/default.aspx
South Carolina	South Carolina Department of Education	http://ed.sc.gov/	http://ed.sc.gov/data/report-cards/
South Dakota	South Dakota Department of Education	http://doe.sd.gov/	http://doe.sd.gov/reportcard/listnew/
Tennessee	Tennessee Department of Education	http://tn.gov/education/	http://www.tn.gov/education/data/report_card/index.shtml
Texas	Texas Education Agency	http://tea.texas.gov/	http://www.tea.state.tx.us/acctres/completion/2012/level.html
Utah	Utah State Office of Education	http://schools.utah.gov/main/	http://www.schools.utah.gov/data/Reports/Graduation-Dropout.aspx
Vermont	State of Vermont Department of Education	http://education.vermont.gov/	http://education.vermont.gov/new/html/data/dropout_completion.html
Virginia	Virginia Department of Education	http://www.doe.virginia.gov/	http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml
Washington	State of Washington Office of Superintendent of Public Instruction	http://www.k12.wa.us/	http://www.k12.wa.us/DataAdmin/default.aspx
West Virginia	West Virginia Department of Education	http://wvde.state.wv.us/	http://wveis.k12.wv.us/nclb/pub/enroll/repstatgr.cfm?xrep=1&sy=11
Wisconsin	Wisconsin Department of Public Instruction	http://dpi.wi.gov/	http://data.dpi.state.wi.us/data/HSCompletionPage.aspx?OrgLevel=st&GraphFile=HIGHSCHOOLCOMPLETION&SCounty=47&SAthleticConf=45&SCESA=05&CompareTo=CURRENTONLY
Wyoming	Wyoming Department of Education	http://edu.wyoming.gov/Default.aspx	http://edu.wyoming.gov/data/graduation-rates/

Note. Current as of press time.

APPENDIX L

Frequently Used Terms and Definitions

Student subgroup-related terms (U.S. Department of Education)

- **African American:** Includes black, non-Hispanic persons; defined as a person having origins in any of the black racial groups of Africa.
- **American Indian/Alaskan Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Hispanic:** A person of Mexican, Puerto Rican, Cuban Central or South American, or other Spanish culture or origin, regardless of race.
- **Limited English Proficiency (LEP):** Also known as English Language Learners (ELL), defined as students who fall into one of four categories: 1) who were not born in the United States or whose native languages are languages other than English; 2) who are a Native American or Alaskan Native, or a native resident of the outlying areas and who come from an environment where languages other than English have a significant impact on their level of language proficiency; 3) who are migratory, whose native languages are languages other than English; and who come from an environment where languages other than English are dominant; or 4) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the ability to meet the state's proficient level of achievement on state assessments and the ability to successfully achieve in classrooms where the language of instruction is English, and/or the opportunity to fully participate in society.
- **Students with Disabilities:** Defined as students with mental retardation, hearing impairments, (including deafness), speech or language impairments, visual impairments (including blindness), autism, traumatic brain injury, other health impairments, or specific learning disabilities, and who, by reason thereof, need special education and related services.
- **White:** Includes white, non-Hispanic persons, defined as a person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Advanced Placement (AP): Programs offered by the College Board that provide college-level curriculum courses to high school students. Students who successfully complete the AP examination can earn college credit.

Brown v. Board of Education: A 1954 landmark case in which the U.S. Supreme Court ruled that state laws establishing separate public schools for black and white students was unconstitutional.

Chronic Absenteeism: A measure of how much school a student misses for any reason. It is usually equated to missing ten percent of the school year, or typically 18 school days.

Free- and Reduced-Price Lunch: Students qualify for free and reduced price lunches if their household's income is no greater than 130% of the federal poverty guidelines. Additionally, a child can receive free or reduced price meals if the family is already receiving SNAP food stamps.

Individuals with Disabilities Education Act (IDEA): U.S. federal law originally enacted in 1975 that mandates how states and public agencies provide services, including early intervention, special education, and other related services, to children with disabilities. Most recent amendments to the law were passed in 2004 (National Dissemination Center for Children with Disabilities, n.d.).

International Baccalaureate (IB): Founded in 1968, IB is a nonprofit educational foundation that provides four educational diploma programs to students (aged 3 to 19) in over 147 countries.

APPENDIX L (CONTINUED)

Frequently Used Terms and Definitions

Investment in Innovation Fund (i3): Established under the American Recovery and Reinvestment Act of 2009, the Investing in Innovation Fund provides grants to schools and nonprofits in order to implement innovative educational practices that are demonstrated to have an impact on improving overall student achievement.

No Child Left Behind: The No Child Left Behind act is a 2002 reauthorization of the 1965 Elementary and Secondary Education Act. The law was intended to hold states accountable for improving the academic performance of all students, regardless of race, ethnicity, proficiency in English, disability, or economic status.

Race to the Top: A competitive grant program of over $4 billion created by the U.S. Department of Education to spur innovation and reforms in state and local school district K-12 education.

School Improvement Grants (SIG): Authorized under the No Child Left Behind Act in 2009, these grants are given to State educational agencies (SEAs) to provide resources to substantially raise the achievement of students in the lowest-performing schools. SEAs determine which schools receive these grants based on each school's need for the funds and commitment to use funds to provide adequate resources (U.S. Department of Education, 2014c).

Social and Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

APPENDIX M:
Graduation Rate FAQ

Why does graduating from high school matter?

High school graduates are more likely to be employed, make higher taxable incomes, and generate jobs than those without a high school diploma. For example, had the nation already reached our 90 percent goal, the additional graduates from a single class would have earned an estimated $5.3 billion more in income, generated more than 37,000 jobs and increased the GDP by $6.6 billion per year. Graduates are less likely to engage in criminal behavior or receive social services. They have better health outcomes and higher life expectancies. Strong evidence also links increased educational attainment with higher voting and volunteering rates. Finally, this issue even affects national security, as only graduates can be accepted to serve in the armed forces.

How were high school graduation rates determined in the past?

Historically, high school graduation rates have been arrived at using multiple formulas that varied by state and researcher, and were based on several different definitions of the student baseline, of a diploma, and of a graduate. These rates include the leaver method, the completer method, and, most notably, state methods.

How were graduation rates determined on an interim basis?

Beginning in the late 1990s, researchers and then the states and federal government began developing alternative graduation rate calculations. In 2005, members of the National Governors Association (NGA), deeply concerned about strategies for improving schools, reached a consensus that high school graduation rates should be calculated in a uniform way across the states, and in a pioneering compact, generated a formula for doing so. The formula was modified and refined in a 29-page rulemaking document released by then-Secretary of Education, Margaret Spellings, in December 2008. States were expected to report graduation rates using the refined formula (the Adjusted Cohort Graduation Rate [ACGR]) beginning with the 2010-11 school year. The Averaged Freshman Graduation Rate (AFGR) was an interim calculation that is still used today, for purposes of continuity.

What is the ACGR?

The Adjusted Cohort Graduation Rate (ACGR) is a method for tracking a group (or cohort) of students who enter high school together, as first-time ninth-graders (or tenth-graders, in schools that begin in tenth grade) and graduate "on-time" (i.e., within three or four years) with a regular diploma. The ACGR accounts (or adjusts) for students who transfer into the school, transfer out to another school in the state, or die. The ACGR is based on a state's ability to follow individual students, made feasible by assigning a single student identifier to each student, as also required in the 2008 regulations. Most states calculate the ACGR at the state, school district, and school-levels.

What is the formula for the ACGR?

The U.S. Department of Education provided the following formula to calculate the ACGR for the graduating class of 2013.

Number of cohort members who earned a regular high school diploma by the end of the 2012-13 school year
Number of first-time 9th graders in fall 2009 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2009-2010, 2010-2011, 2011-2012, and 2012-2013

The same formula is followed for each graduating class.

Time span for the ACGR

The four-year ACGR is the "gold standard" for graduation rate reporting, as it is the number of years in which U.S. students are typically expected to complete high school. The four-year ACGR is the rate that the U.S. Department of Education reported in news releases in 2012, 2013, and 2014. In addition to the four-year ACGR, many states calculate five and six-year ACGR to enable consideration of those students who take additional time to complete the standard course of study. Students who graduate early (i.e., in one, two, or three years) are included as graduates with their original four-year cohort. Three-year ACGRs are often calculated for schools that begin at the tenth grade.

APPENDIX M (CONTINUED)

Graduation Rate FAQ

What does using the ACGR accomplish?

Using the ACGR means that states are no longer estimating graduation rates from aggregate enrollment numbers (as is done with the Averaged Freshman Graduation Rate [AFGR]). ACGR counts individual students who graduate within a given time period.

What goes into the ACGR?

For ACGR to provide an accurate picture, states must carefully define the terms they use to calculate ACGR and enact regulations and legislation that comply with the original federal regulations surrounding ACGR. "Graduation," for instance, is intended to mean that students have received the regular state diploma, rather than a GED, a certificate of attendance, a certificate of completion, an alternative diploma or a waiver diploma. "Transfer out" is intended to mean that when a student leaves school, his or her next destination is known and verified in writing, not assumed or conjectured. "Transfers in" should be added to the cohort.

Do all states use the same formula to calculate ACGR?

No, not yet. While each state follows the same general ACGR formula provided by the U.S. Department of Education (see the above section, "What is the formula for the ACGR?"), states vary in the ways they define each component of the formula. For instance, states vary in how they count students who "transfer out" into incarceration, homeschooling, or across state boundaries. Students who "transfer out" into homeschooling during high school are considered valid transfers out in most states, although in most states there is no requirement that homeschooled students gain a diploma of any sort. Students who "transfer out" across state lines are considered valid, though documentation is not required in every state. Even more variation occurs among students with disabilities, who constitute approximately 14 percent of the student population. Some rigorous states expect students with disabilities to gain a regular diploma in four years, while other states say that they are granting a "regular diploma" to these students when, in fact, the "regular diploma" for special education students is whatever their individual education plan (IEP, required for students with disabilities) outlines. As a result, it may take several more years to fully implement the ACGR approach uniformly and with fidelity.

Why do the ambiguities and loopholes matter?

They matter because they can impede our ability to truly measure real graduation rates and compare rates across states. The U.S. Department of Education developed a comprehensive formula, arrived at after a great deal of input and consensus from education experts across the states. To be able to make accurate comparisons across states, and to learn what is working and who still needs additional support, it is imperative that states use common definitions. When evaluating your state's regulation, ask "What happens if we change the definition of a ninth-grade cohort or a graduate?" The answer to this question affects your state's graduation rate and its ability to identify those schools, districts, and groups in need of additional support.

Are all states now reporting the four-year ACGR at the state level?

Five states began using a formula similar to ACGR in 2003, or have calculated ACGR back to this period. By 2006, 11 states had reported ACGR, and by 2009, 24 had reported it. Thirty-five states reported in 2010. As of March 2015, 49 states and the District of Columbia had reported for the 2012-13 school years (see Appendix I for a list of the earliest years in which ACGR was reported by state). One state – Idaho – has been granted a waiver by the U.S. Department of Education allowing them to delay reporting because of technical difficulties with data systems.

Do all states report ACGR at the school and district levels?

Not all states are reporting ACGR for schools yet, nor do all of those that report it do so in an easy-to-use format.

- See Appendix J for a state-by-state list of the level at which states report 2010, 2011, 2012, and 2013 ACGR in an easy-to-use format.
- See Appendix F for 2013 reported ACGR by state and subgroup.
- See Appendix K for links to state sources of ACGR.

APPENDIX M (CONTINUED)

Graduation Rate FAQ

Is the graduation rate that is reported on state report cards the same as the ACGR?

Not necessarily. State accountability systems issue state, district, and school report cards. States are supposed to report ACGR, but can also report other graduation-related statistics, which may in some cases lead to confusion as to what the graduation rate actually is. In some states, report cards use methods other than the ACGR to estimate graduation rates. Many state calculation methods inflate the graduation rate by counting GEDs as regular diplomas, or by counting fourth, fifth, and sixth-year graduates together. Some states count students who received a certificate of completion or attendance rather than a diploma as graduates. Check with your state department of education about what method and definitions are used in your state, district, and school report cards. In addition, you may wish to check out the Alliance for Excellent Education's website and the individual state report cards for previous years. Those report cards list results by state method, average freshman graduation rate (a different method that preceded ACGR), and results from independent sources. Together, these rates give the range in previous rates and illustrate why a common method based on common definitions and individual students was so badly needed.

Is the ACGR the ONLY graduation rate that is used in Building a Grad Nation: Progress and Challenges, Annual Report 2015?

No. Because states are still in transition from using previous rates to using the ACGR, and because trend lines can only be established for states with several years of ACGR data, two other graduation rate estimations are used in this report: the Averaged Freshman Graduation Rate (AFGR) and Promoting Power (PP).

- The AFGR was developed by the National Center for Education Statistics (NCES) after convening panels of experts to make recommendations about the most effective strategy to calculate graduation rates in the absence of data systems based on individual student identifiers. The AFGR depends on enrollment by grade reported annually by each school and district to the NCES' Common Core of Data or CCD. The AFGR is calculated by dividing the number of diploma recipients by the average of the number of ninth-graders three years earlier, the number of tenth-graders two years earlier, and the number of eighth-graders four years earlier. The average is taken because research has shown that many ninth grades are disproportionately large because of the number of students retained. The AFGR does not account for transfers in or out.
- Promoting Power is an estimated graduation rate developed by the Everyone Graduates Center at Johns Hopkins University School of Education. It compares the number of twelfth-grade students in a school to the number of ninth-graders three years earlier by using the grade level enrollment numbers reported to the federal Common Core of Data. Promoting Power does not account for students who make it to twelfth grade but ultimately do not graduate, nor does it adjust for transfers in or out. In the absence of uniform, school-level graduation rates, Promoting Power enables up-to-date comparisons to be made across states and schools. Promoting Power has been used in each of the Building a Grad Nation Annual Reports.

What is a "dropout factory" school?

A dropout factory is a high school with a Promoting Power of 60 percent or less. In other words, it is a school in which its reported twelfth grade enrollment is 60 percent or less than its ninth-grade enrollment three years earlier.

Why are AFGR and PP used in this report, in addition to ACGR?

AFGR is used because it has been retroactively calculated for more than 30 years, enabling comparison of national and state trend lines and changes over time. Because AFGR is easily available only at the state level, (although it can be calculated for districts and schools using CCD data, as is done for select districts and schools by the Broad Prize for Urban Education) other more school-specific measures were needed. Promoting Power is one such proxy and enables zeroing in on the number, distribution, and characteristics of schools with

APPENDIX M (CONTINUED)
Graduation Rate FAQ

low Promoting Power ("dropout factories"). As ACGR becomes more prevalent, use of PP and AFGR will gradually be phased out.

Is there one list of low-performing high schools based on ACGR?

No, there is not one centralized list of low-performing high schools across the nation based on ACGR. Each state calculates its own ACGR and most, but not all, states have done so school by school. Appendix I summarizes the availability of school-by-school and district-by-district ACGR data by state, for the 2009-10, 2010-11, 2011-2012, and 2012-13 school years, the most recent periods for which ACGR is available. In states that do not publish ACGR by school, it is recommended that state departments of education be contacted. Appendix J lists links for each state, current as of press time.

Are there other lists of low-performing schools based on different measurement systems?

The Civic Marshall Plan state indices for each state, available at http://new.every1graduates.org/building-a-grad-nation- state-profiles-and-annual-updates, provide the latest available ACGR (2013), AFGR (2011) and Promoting Power (2012) estimates for each state. The Alliance for Excellent Education (www.all4ed.org) maintains a Promoting Power database of all high schools by state, county, zip code, and congressional district for the classes of 2008, 2009, and 2010: http://www.all4ed.org/about_the_crisis/schools/ state and local info/promoting power.

Is the dropout rate the inverse of the graduation rate?

No. Graduation rates are not the inverse of dropout rates. Generally, the dropout rate is the total number of students who drop out from all grades in a school or district in a given year, divided by the total enrollment in those grades. Depending on the state, dropout rates may cover grades 7 to 12 or grades 9 to 12. Dropout rates can be among the most misleading of indicators because the data is diluted over the grades. Ten to 15 percent is typically considered a very high dropout rate.

Are graduation rates reported or calculated using school and district enrollment data comparable to those reported by the U.S. Census?

Not on face value. Two different situations are being addressed. The Census Bureau conducts two surveys (the Current Population Survey and the American Community Survey) that provide snapshots of educational attainment for the population, snapshots that are taken separately for different age groups. Typically, both surveys produce higher rates of educational attainment than do high school graduation rates. In part, the surveys are covering an older population that has had time to "get back on the graduation path" through alternate methods, including the GED (not included in the ACGR or AFGR). They also are not restricted to students enrolled in public schools, but include a sampling of the 11 percent of the population who attended private school and the 3 percent who are home-schooled, both estimated to have very high graduation rates. One survey excludes those living in group situations, such as the incarcerated and the military; the incarcerated population tends to have low graduation rates.

How do I find out the graduation rate in my school or community?

Consult the tables listed earlier in Appendix J for web resources, or contact your state department of education if its website does not provide school-by-school information. The Grad Nation: A Guidebook to Help Communities Tackle the Dropout Crisis also provides information on how to find out the graduation rate and size of the dropout crisis in your community. http://www.americaspromise.org/our-work/Dropout-Prevention/~/media/Files/Our%20Work/Dropout%20Prevention/Grad%20Nation%20Guidebook%20052809.ashx

The Civic Marshall Plan's State Challenge Indices also provide a quick snapshot of each state's status in meeting the graduation challenge. Download your state's index to see where it stands. http://new.every1graduates.org/building-a- grad-nation-state-profiles-and-annual-updates/

APPENDIX N

GradNation Campaign Letter on ESEA Reauthorization

February 7, 2015

Honorable Lamar Alexander
Chairman
U.S. Senate HELP Committee
428 Dirksen Senate Office Building
Washington, D.C. 20510

Honorable Patty Murray
Ranking Member
U.S. Senate HELP Committee
428 Dirksen Senate Office Bldg
Washington, D.C. 20510

Dear Mr. Chairman Alexander and Ranking Member Murray:

After decades of stagnating graduation rates, the nation is finally seeing progress in graduating more students from high school. Since Congress reauthorized the Elementary and Secondary Education Act (ESEA) in 2001, high school graduation rates have risen nationally about ten percentage points. Because of this progress, an additional 1.7 million students have graduated from high school on time instead of dropping out. The greatest gains have occurred among low-income and minority students and right at a time when graduating from high school became more challenging. As a result, we strongly urge you to support effective high school graduation rate accountability for states, districts and schools in the ESEA reauthorization.

As you know, leadership on high school graduation rates emerged from states. In 2005, members of the National Governors Association (NGA) reached a consensus that high school graduation rates should be calculated in a uniform manner across states and developed a pioneering compact to do so. In 2008, the U.S. Department of Education built upon the Governors' leadership and issued regulations (34 CFR 200.19(b)) to establish a uniform and more accurate measure of calculating a high school graduation rate that is comparable across states.

The four-year Adjusted Cohort Graduation Rate (ACGR) calculates the number of students who graduate in four years with a regular high school diploma and must be reported at the high school, district, and state levels and disaggregated by subgroups. We fully support this approach and believe ESEA reauthorization should continue the use of ACGR and the disaggregation of subgroup data to maintain strong graduation rate accountability across states.

We very much appreciate that the Chairman's ESEA discussion draft references the Adjusted Cohort Graduation Rate "as such rates were calculated on the day before the date of enactment of the Every Child Ready for College or Career Act of 2015." To ensure that parents and communities can rely on the accurate reporting of this critical indicator of school performance and young peoples' progress, we urge you to incorporate the specific definition of the Adjusted Cohort Graduation Rate into ESEA.

APPENDIX N (CONTINUED)

GradNation Campaign Letter on ESEA Reauthorization

States are also required to set goals to improve graduation rates and annual targets to hold districts and schools accountable for graduating more of their students each year. For schools and districts to make continued progress, they must meet or exceed the state's graduation rate goal or demonstrate continuous and substantial improvement from the prior year toward meeting that goal. These regulations have been essential to improvements in high school graduation rates, and we support their continued use in the reauthorization of ESEA. While the discussion draft requires states to incorporate graduation rates into state accountability systems, it does not maintain key elements of current policy as stipulated under the 2008 graduation rate regulation or under the U.S. Department of Education's ESEA Flexibility policy.

Specifically, we urge you to require that state accountability systems (1) implement evidence-based, comprehensive reform among high schools with low graduation rates (i.e., graduation rates at or below 67 percent); (2) implement evidence-based interventions to support student subgroups that consistently miss state-set annual graduation rate performance goals; and 3) make graduation rates a meaningful part of such systems so that districts and schools continue to make progress.

The increase in high school graduation rates is a considerable success story. This increase has made it possible for more young people to progress toward productive adulthood. It has also demonstrated that with focus and effort, the nation can make progress on a major education goal. To capitalize on the momentum, we believe graduation rates should continue to be an important and significant element in school and district accountability frameworks, and we look forward to working with you to ensure that the reauthorization you are considering includes strong accountability on high school graduation rates consistent with current federal and state policy.

Sincerely,

John Gomperts
President & CEO
America's Promise Alliance

John Bridgeland
President & CEO
Civic Enterprises

Bob Balfanz
Executive Director
Everyone Graduates Center
Johns Hopkins University

Bob Wise
Executive Director
Alliance for Excellent Education

APPENDIX O

Civic Marshall Plan Principles

Every school in every community has unique opportunities to accelerate achievement for their children. To do so, stakeholders at every level require a set of appropriate solutions for their unique needs. The Civic Marshall Plan is not meant to be a prescription, but rather an iterative, evolving, dynamic, solutions-oriented campaign to end America's dropout crisis. Therefore, the Civic Marshall Plan's action items are organized around Four Leading Principles: focus, high expectations, accountability, and collaboration. The principles offer stakeholders key themes that can guide all of their work, while the action items provide targeted issues on which they can focus to reach the goal of 90 percent graduation rate by 2020.

Strategic Focus

We must direct human, financial and technical capacities and resources to low-graduation rate communities, school systems, schools and disadvantaged students.

Action Items:

- Serve communities housing the "dropout factory high schools" that have 60 percent and lower high school graduation rates and their feeder middle and elementary schools.
- Serve communities housing the high schools that have 61 to 75 percent graduation rates and their feeder middle and elementary schools to ensure they do not slip into a "dropout factory."
- Integrate multi-sector, business and community-based efforts in collaboration with individual school and school system efforts.

High Expectations

All students deserve a world-class education and all children can succeed, if provided appropriate supports.

Action Items:

- Reduce chronic absenteeism with policies and practices that support students in coming to school, staying in school, and learning at school.
- Support, promote, or launch grade-level reading campaigns, ensuring all students read proficiently and with comprehension by fourth grade and beyond.
- Support students in advancing on grade level through school transitions.
- Redesign middle grades education, engaging, effective, academically directed schools.
- Provide engaging and demanding coursework that prepares students for college and careers, as outlined in the Common Core State Standards.
- Transform or replace "dropout factories."
- Expand education options and choices for students, connecting high school and postsecondary opportunities, including quality career technical education, early college high schools, dual enrollment, back on track and recovery programs.
- Reauthorize the Elementary and Secondary Education Act; strengthen state and school system policies to accelerate student achievement.

APPENDIX O (CONTINUED)

Civic Marshall Plan Principles

Accountability and Support

We must measure our work so that we know what's working – and what is not. We must build state, school system, and school capacity to improve graduation and college readiness rates.

Action Items:

- Use evidence-based strategies, promising practices, and data-driven decision making in all education-related sectors.
- Fully implement, use and improve linked educational data systems throughout the educational continuum.
- Develop and support highly effective and accountable teachers, counselors, youth-serving personnel, and administrator, working with those who represent teachers.
- Build Early Warning Indicator and Intervention Systems to identify and appropriately support "on track" and "off track" students.
- Measure the effectiveness of in-school and out-of-school interventions in order to promote and scale best practices.
- Maximize "time on task" in school and maximize extended learning time in school, out of school, afterschool, and during the summer.

Thoughtful Collaboration

Ending the dropout crisis requires an all-hands-on-deck approach. To achieve collective impact, collaborations must be deliberately planned, guided by shared metrics and thoughtfully integrated to maximize efficiency and outcomes.

Action items:

- Showcase examples of success at the state and community levels, serving as a challenge to others.
- Create multi-sector and community-based efforts that harness the power of youth-serving agencies, non-profits and businesses as education partners.
- Ensure parents and families are continuously engaged in their child's education and provided appropriate resources to promote their child's success.
- Elicit the perspectives of students, educators, and parents.
- Educate community members about the need for education, high school and beyond, using all available tools to keep Grad Nation a local, state, and national priority.

APPENDIX P

Key Programs of the GradNation Campaign

GradNation is a large and growing movement of dedicated individuals, organizations, and communities working together to raise graduation rates and prepare all students for success. The campaign's goals are a 90 percent nationwide graduation rate by the Class of 2020, with no school graduating fewer than 80 percent of its students on time. GradNation also aims for dramatic increases in postsecondary enrollment and graduation.

Led by America's Promise Alliance – in partnership with Civic Enterprises, The Everyone Graduates Center at Johns Hopkins University and the Alliance for Education – the key initiatives of the GradNation campaign are designed to increase graduation rates by providing young people with more of the Five Promises: caring adults, safe places, a healthy start, an effective education, and opportunities to help others.

Center for Promise — America's Promise Alliance operates a dedicated research institute, The Center for Promise, in conjunction with Tufts University. The center takes a child-centered approach to researching what is needed to help all young people in America succeed in school and life. The center's work adds to the academic exploration of these issues, and helps give communities and individuals the tools and knowledge to work together effectively to support young people. One example is *Don't Call Them Dropouts: The Experiences of Young People Who Leave High School Before Graduation*. Through qualitative and quantitative research, this report gives a voice to young people in the United States who are faced with too much adversity and too little support.

GradNation Communities Network — Communities are on the front line of helping young people succeed in school, work, and life. Members of the GradNation Communities Network commit to work across sectors to pursue the GradNation goals, share best practices, and provide annual updates on progress and challenges. Any community can apply to join the effort and benefit significantly through support and services to help end the dropout crisis, including training and networking opportunities; connections to resources, tools and expertise; and funding opportunities.

GradNation Community Summits — Local summits, convened by community leaders and supported by America's Promise, are hastening the nation's progress toward reaching the national goal of a 90 percent on-time high school graduation rate by 2020. Through 2016, America's Promise will support summits in 100 communities across the country, as leaders from businesses, civic organizations, non-profits, local government, public schools, higher education, foundations, and faith-based organizations join with parents and young people to develop a blueprint to accelerate progress that is tailored to each community's strengths and needs. At the heart of these plans are the Five Promises, the wraparound services that dramatically increase a young person's chance of success: caring adults, safe places, an effective education, a healthy start and opportunities to help others.

Pathways to Progress Youth Opportunity Fund – The Pathways to Progress Youth Opportunity Fund, led by America's Promise Alliance and the Citi Foundation, provides grants to innovative, direct-service nonprofits in 10 cities with the best ideas for helping low-income young adults find their path to success. The $3 million initiative will award 10 to 20 one-year grants ranging from $150,000 to $250,000 to nonprofit organizations in 10 of the largest U.S. cities: Boston, Chicago, Dallas, Los Angeles, Miami, New York City, Newark, St. Louis, San Francisco and Washington, D.C.

GradNation State Activation Initiative – A partnership between Pearson and America's Promise Alliance, the initiative works to increase high school graduation rates to 90 percent by investing in statewide strategies for change. America's Promise will award $200,000 grants to statewide convening organizations in up to three states to encourage statewide collaboration, share and replicate what works within states, and develop successful models other states can replicate. The goal: to prepare millions more young people with the skills necessary to succeed in college, work and life.

GradNation.org — Learn, connect, and act: That is the mantra of GradNation.org, the digital hub of the GradNation campaign. This online platform is a vibrant and growing showcase of ideas, research, best practices, stories and colleagues who are at work across the nation who working hard to improve graduation rates among young Americans.

Endnotes

[1] Kena G, Aud S, Johnson, F, Wang X, Zhang J, Rathburn A et al. The condition of education: 2014. Washington, D.C.: U.S. Department of Education, National Center for Educational Statistics; 2014 April. Available from: https://nces.ed.gov.

[2] Kneebone E. The growth and spread of concentrated poverty, 2000 to 2008-2012 [Internet]. Washington, D.C.: Brookings Institution; 2014 July 31. Available from: http://www.brookings.edu/research/interactives/2014/concentrated-poverty#/M10420

[3] American Community Survey: 2009-13 [Internet]. United States Census Bureau; [updated 2015 Apr 13; cited 2015 Apr 15]. Available from: http://www.census.gov/acs/www/.

[4] Hart B, Risley TR (2003). The early catastrophe: The 30 million word gap by age 3. American Educator 2003 Spring; 27(1): 4-9.

[5] Halle T, Forry N, Hair E, Perper K, Wandner L, Wessel J et al. Disparities in early learning and development: Lessons from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Washington, D.C.: Child Trends; 2009 Jun.

[6] Lee V, Burkham D. Inequality at the starting gate: Social background differences in achievement as children begin school. Washington, D.C.: Economic Policy Institute; 2002 Nov 25.

[7] Reardon SF. The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In G Duncan, R Murnane [Eds.]. Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances. New York (NY): Russell Sage Foundation; 2001 Jul.

[8] Bruce M, Bridgeland JM. The mentoring effect: young people's perspectives on the outcomes and availability of mentoring. Washington, D.C.: Civic Enterprises with Hart Research Associates; 2014 Jan.

[9] Low birth weight and the environment [Internet]. Center for Disease Control and Prevention; 2012 Apr 17 [updated 2014 Jun 6; cited 2015 Apr 15] Available from: http://ephtracking.cdc.gov/showRbLBWGrowthRetardationEnv.action#expos

[10] Coleman-Jenson A, Gregory C, Singh A. (2014). Household food security in the United States in 2013. Washington D.C.: U.S. Department of Agriculture, Economic Research Service; 2014 Sep. Report No.: ERR-173: Table 3, Prevalence of food security and food insecurity in households with children by selected household characteristics, 2013; p.16. Available from: http://www.ers.usda.gov/media/1565415/err173.pdf.

[11] Cook J, Jeng K. Child food insecurity: The economic impact on our nation. Chicago (IL): Feeding America; 2009. Available from: http://nokidhungry.org/problem/hunger-resources

[12] Asthma and schools [Internet]. Centers for Disease Control and Prevention; [updated 2013 February 19; cited 2015 Apr 15]. Available from www.cdc.gov/HealthyYouth/asthma.

[13] Income, poverty and health insurance coverage in the United States: 2013 [Internet]. U.S. Census Bureau; 2014 Sep 16 [cited 2015 Apr 15]. Retrieved from: http://www.census.gov/newsroom/press-releases/2014/cb14-169.html

[14] Center for School, Health and Education. About school-based Health Care. American Public Health Association. 2011. Available from: http://www.apha.org/programs/schoolhealthed/.

[15] The long reach of early childhood poverty: Pathways and impacts. Center on the Developing Child at Harvard University; Available from: http://developingchild.harvard.edu

[16] Kim P, Evans GW, Angstadt M, Ho SS, Sripada CS, Swain JE et al. Effects of childhood poverty and chronic stress on emotion regulatory brain function in adulthood. Proceedings of the National Academy of Sciences. 2011; doi: 10.1073/pnas.1308240110

[17] Jackson CK, Johnson RC, Persico C. The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. Cambridge (MA): The National Bureau of Economic Research; 2015 Jan. Report No.: Working Paper 20847. Available from: http://www.nber.org/papers/w20847

[18] School district current expenditures per pupil with and without adjustments for federal revenues by poverty and race/ethnicity characteristics [Internet]. National Center on Education Statistics. 2014. Available from: http://nces.ed.gov/edfin/FY11_12_tables.asp

[19] Review of the SNAP Program: Hearings before the Agriculture Committee, House, 114th Cong. 2015. (Testimony of Robert Greenstein).

[20] ASCD and CDC announce whole school, whole community, whole child model [Internet]. 2014 Mar 20 [cited 2015 Apr 15]. Available from: http://www.ascd.org/news-media/Press-Room/News-Releases/ASCD-and-CDC-announce-whole-child-model.aspx

[21] Farrington CA, Nagaoka J, Roderick M, Allensworth E, Keyes TS, Johnson DW et al. Teaching adolescents to become learners: the role of noncognitive factors in shaping school performance: A critical literature review. Chicago (IL):Consortium on Chicago School Research; 2012 Available from: https://ccsr.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school.

[22] What is SEL? [Internet]. CASEL. Available from: http://www.casel.org/social-and-emotional-learning/.

[23] The heart-brain connection: The neuroscience of social, emotional, and academic learning [Internet]. Edutopia; 2008 February 27. Available from: http://www.edutopia.org/richard-davidson-sel-brain-video.

[24] Kena G, Aud S, Johnson F, Wang X, Zhang J, Rathburn A et al. The condition of education 2014. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics; 2014 April.

[25] Krogstad JM, Fry R. Dept. of ed. projects public schools will be 'majority-minority' this fall [Internet]. Pew Research Center; 2014 August 18. Available from: http://www.pewresearch.org/fact-tank/2014/08/18/u-s-public-schools-expected-to-be-majority-minority-starting-this-fall/.

[26] Heaviside S, Rowand C, Williams C, Farris E. Violence and discipline problems in U.S. public schools, 1996-97. Washington, D.C.: Department of Education, National Center for Education Statistics; 1998. Report No.: NCES 98-030 .

[27] Robers S, Kemp J, Truman, J. Indicators of school crime and school safety, 2012. Washington, D.C.: U.S. Department of Education. U.S. Department of Justice, Bureau of Justice Statistics, Office of Justice Programs; June 2013. Report No.: NCES 2013-036; NCJ 241446.

[28] Kang-Brown J, Trone J, Fratello J, Daftary-Kapur, T. A generation later: what we've learned about zero tolerance in schools. New York (NY): Vera Institute of Justice; 2013 December.

[29] National Center for Juvenile Justice. Juvenile arrest rates by offense, sex, and race [Internet]. 2014 December 16 Available from: http://www.ojjdp.gov/ojstatbb/crime/excel/JAR_2012.xls

[30] Losen DJ, Skiba R. Suspended education [Internet]. Southern Poverty Law Center; 2010 September. Available from: http://www.splcenter.org/get-informed/publications/suspended-education.

[31] The Advancement Project, The Alliance for Educational Justice, Dignity in Schools, LDF. Police in schools are not the answer to the Newton shooting. January 2013.

[32] Losen DJ, Martinez TE. The overuse of suspensions in American middle and high school. The Civil Rights Project [Internet]; 2013 April 8. Available from: http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the-overuse-of-suspensions-in-american-middle-and-high-schools/OutofSchool-OffTrack_UCLA_4-8.pdf

[33] Council on School Health. Out of school suspension and expulsion. Pediatrics. 2013 March 1; 131(3): 1000-1007. Doi: 10.1542/peds.2012-3932.

[34] Balfanz, R, Byrnes, V, Fox, J. Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in Ninth Grade. [Internet]. Everyone Graduates Center, School of Education, Johns Hopkins. Available from http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/sent-home-and-put-off-track-the-antecedents-disproportionalities-and-consequences-of-being-suspended-in-the-ninth-grade/balfanz-sent-home-ccrr-conf-2013.pdf

[35] Watanabe T. L.A. Unified bans suspension for 'willful defiance'. Los Angeles Times [Internet]. 2013 May 14 [cited 2015 Apr 14]; Available from: http://articles.latimes.com/2013/may/14/local/la-me-lausd-suspension-20130515

[36] Ending the school to prison pipeline in Florida [Internet]. NAACP. [cited 2015 Apr 14]; Available from: http://www.naacp.org/news/entry/ending-the-school-to-prison-pipeline-in-florida

[37] Shapiro E. City unveils long-awaited school discipline reforms. Capital New York [Internet]. 2013 Feb. 13 [cited 2015 Apr 14]; Available from: http://www.capitalnewyork.com/article/city-hall/2015/02/8562324/city-unveils-long-awaited-school-discipline-reforms

[38] Orfield G, Frankenberg E, with Ee J, Kuscera J. Brown at 60: great progress, a long retreat, and an uncertain future. The Civil Rights Project; 2014 May 15.

[39] The Department of Education Civil Rights Data Collection Part II, 2009-2010 [Internet]. 2012 [cited 2015 Apr 14]; Available from: http://ocrdata.ed.gov/

[40] The Education Trust. New Analysis Finds Too Many Students Missing from AP and IB Programs [Internet]. Washington, D.C. 2013 Jun 5 [cited 2015 Apr 14]; Available from: http://edtrust.org/press_release/new-analysis-finds-too-many-students-missing-from-ap-and-ib-programs/

[41] Mapp K, Thomas D, Clayton T. Race, Accountability, and the Achievement Gap (A). [Internet]. 2006. Available from http://www.montgomeryschoolsmd.org/leadingforequity/pdf/HarvardCase-RaceANdAccountability-B.pdf

[42] Montgomery County Public Schools. 2012 Advanced Placement Exam Participation and Performance for Students in Montgomery County Public Schools, and Public School Students in Maryland and the Nation [Internet]. 2012. Available from http://www.montgomeryschoolsmd.org/info/pdf/121127APExamPerformance.pdf

[43] The Eli and Edythe Broad Foundation. The road to and success for African-American students [Internet]. The Eli and Edythe Broad Foundation; 2013 Available from: http://broadeducation.org/img/roadtoequity.pdf

[44] The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA), 2007. Available from: www.ncela.gwu.edu/expert/fastfaq/4.html

[45] Aud S, Hussar, W, Johnson F, Kena G, Roth E, Manning E et al. The Condition of Education, 2012. Washington, D.C. U.S. Department of Education, National Center of Education Statistics; 2012 equity: expanding AP access May. Report No.: NCES 2012-45.

[46] Consolidated State Performance Reports, 2009-12.

[47] Hemphill FC, Vanneman A. Achievement gap: how Hispanic and White students in public schools perform in mathematics and reading on the National Assessment of Educational Progress. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics; 2011 Jun. Report No.: NCES 2011-459.

[48] Gandara P, Maxwell-Jolly J, Driscoll A. Listening to teachers of English language learners: a survey of California teachers' challenges, experiences, and professional development needs. Santa Cruz (CA): The Center for the Future of Teaching and Learning; 2005.

[49] NYU School of Law Advanced Mediation Clinic and the National Economic and Social Rights Initiative (NESRI). [Internet] New York: NYU School of Law Advanced Mediation Clinic; [cited 2015 April 15]. 2011. Available from https://www.nesri.org/sites/default/files/FINAL_DRAFT_CaseStudies_SchoolClimate_Rev.pdf

[50] Porter, A. International Institute for Restorative Practices. Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II. [Internet]. [Place unknown]. Available from http://www.iirp.edu/article_detail.php?article_id=NTUz

[51] Findings from Schools Implementing Restorative Practices. [Internet]. [Cited 2015 April 15]. International Institute for Restorative Practices. Available from http://www.safersanerschools.org/pdf/IIRP-Improving-School-Climate.pdf

[52] Oakland Unified School District. Fast Facts 2013-14. [Internet]. Oakland Unified School District; 2014. [cited 2015 April 2015]. Available from http://ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/4/OUSDFastFacts2013-14.pdf

[53] Oakland Unified School District. Fast Facts 2012-13. [Internet] Oakland Unified School District; 2013. [cited 2015 April 2015]. Available from http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

[54] Brown R, Williams J, Marxer S, Spiker S, Chang A, Feldman A, Budi E. African American Male Achievement Initiative: A Closer Look at Suspensions of African American Males in OUSD. Urban Strategies Council. [Internet]. 2012 May. [cited 2015 April 15]. Available from http://urbanstrategies.org/AAMAI/images/docs/AAMA_OUSD_SuspensionAnalysis.pdf.

[55] Oakland Unified School District. Restorative Justice in Oakland Schools: Implementation and Impacts. Oakland Unified School District; 2014. [cited 2015 April 15] Available from http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/134/OUSD-RJ%20Report%20revised%20Final.pdf

Riestenberg, N. In-school behavior intervention grants: A Three-year Evaluation of Alternative Approaches to Suspensions and Expulsions. Minnesota department of Children and Families. 2001.

[56] Findings from Schools Implementing Restorative Practices. [Internet]. [cited 2015 April 15]. International Institute for Restorative Practices. Available from http://www.safersanerschools.org/pdf/IIRP-Improving-School-Climate.pdf.

[57] Graduation requirements for students with disabilities: ensuring meaningful diplomas for all students. National Center on Educational Outcomes and Achieve; 2013. Available from: http://www.achieve.org/SpecialEducationGradReqs

[58] Gwynne J, Lesnick J, Hart HM, Allensworth E. What matters for staying on-track and graduating in Chicago Public Schools. Chicago (IL): Consortium on Chicago School Research at the University of Chicago Urban Education Institute; 2009 Dec. Available from: https://ccsr.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools-focus-students

[59] Wagner M, Newman L, Cameto R, Garza N, Levine P. After high school: a first look at the postschool experiences of youth with disabilities. A report from the national longtitudinal transition study-2 (NLTS2). Menlo Park (CA): SRI International; 2005 April. Report No.: P11182. Available from: www.nlts2.org/reports/2005_04/nlts2_report_2005_04 _complete.pdf.

[60] Bridgeland JM, Dilulio J, Morrison K. The silent epidemic. Washington, D.C.: Civic Enterprises in association with Hart Research Associates; 2006 Mar. Available from: https://www.civicenterprises.net

[61] Kena G, Aud S, Johnson, F, Wang X, Zhang J, Rathburn A et al. The condition of education. Washington, D.C.: U.S. Department of Education, National Center for Educational Statistics; 2014 April. Available from: https://nces.ed.gov.

[62] IDEA Part B Child Count 2013 [Internet]. 2013 [cited 2015 Apr 15]. Available from: www2.ed.gov/programs/osepidea/618 data/state level data files/.

[63] Faircloth S, Toldson I, Lucio R. Decreasing dropout rates for minority male youth with disabilities from culturally and ethnically diverse backgrounds. Clemson (SC): National Dropout Prevention Center for Students with Disabilities; 2014. Available from: http://www.ndpc-sd.org.

[64] U.S. Department of Education Office for Civil Rights. Civil Rights data collection: data snapshot (school discipline). 2014 Mar 21. Available from: www.ocrdata.ed.gov

[65] Fabelo T, Thompson MD, Plotkin M, Carmichael D, Marchbanks MP, Booth EA. Breaking schools' rules: A statewide study of how discipline relates to students' success and juvenile justice involvement. New York (NY): The Council of State Governments Justice Center in partnership with the Public Policy Research Institute at Texas A&M University; 2011 Jul. Available from: csgjusticecenter.org

[66] Griffith M, Millard M. A School Funding Formula for Philadelphia, Lessons from urban

[67] State Analysis by State Action [Internet]. Washington, D.C.: Data Quality Campaign. 2015. Available from http://dataqualitycampaign.org/your-states-progress/10-state-actions/.

[68] Rankings of States and Estimates of School Statistics, 2014-15 [Internet]. Washington, D.C.: National Education Association. 2015. Available from: http://www.nea.org/home/44479.htm.

[69] North Carolina New Schools. Results. 2014. Available from: http:ncnewschools.org/about-us/results.

[70] Humphrey D, Koppich J. Toward a Grand Vision: Early Implementation of California's Local Control Funding Formula [Research paper]. California. 2014.

[71] Diepenbrock W. Amid Bumps, New School Funding System Rolls Out in California. Education Week. 2014 Aug 29.

[72] Fulton County Schools Charter System [White paper]. Fulton County Schools. Atlanta, Ga. 2012.

[73] Charter Schools [Internet]. 2014. Georgia Department of Education. Available from: http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx.

AT&T aspire

TARGET

GradNation

CIVIC ENTERPRISES

EVERYONE GRADUATES CENTER

AMERICA'S PROMISE ALLIANCE

ALLIANCE FOR EXCELLENT EDUCATION