# BUILDING A GRAD NATION:

## Progress and Challenge in Raising High School Graduation Rates

**A Report By:**

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Everyone Graduates Center
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**Supporting Sponsor:**

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# Executive Summary

For over three decades beginning in 1970, the national high school graduation rate hovered around 70 percent, meaning that about one-third of the nation's students were dropping out of high school every year, with huge consequences to them, society, and the economy. This flatlining occurred even as more attention began to be paid to the national consequences of public education outcomes. Still, the high school graduation rate held stagnant into the new millennium.

In the early 2000s, however, many efforts converged to put the dropout crisis on the national agenda, providing hope that something could be done to address it. This collective attention helped to stir the nation and educators, policymakers, nonprofits, businesses, and young people to pull together a plan of action. Annual national summits and more than 200 state and local action-forcing events across the United States helped spur action on the dropout crisis.

In 2010, with the build-up of all of this work, the Grad Nation Campaign was formally launched in the Oval Office with President Barack Obama, led by General Colin and Mrs. Alma Powell of America's Promise Alliance. The Grad Nation Campaign coalesced around the ambitious goal of reaching a 90 percent high school graduation rate by the Class of 2020, a civic Marshall Plan of action to meet it, and mechanisms to keep partners accountable for progress over time.

The national on-time graduation rate rose from 71 percent in 2001 to 86.5 percent by the Class of 2020.[1] This progress translated into more than five million more students graduating from high school instead of dropping out over that period.[2] Some of the fastest rates of gain occurred over the last decade.

Advances have been led by historically underserved students, including youth who are Black (increase of 14.1 percentage points since 2011), Hispanic (11.5 percentage points), Native American (9.9 percentage points), and low-income (11.3 percentage points), all of whom outpaced the national average rate of gain (7.5 percentage points). Students with disabilities (11.6 percentage points) and English learners (14.3 percentage points) also improved their graduation rates more than the national average. This progress meant Black students became the most recent subgroup to break through the 80 percent mark, pushing their graduation rate to 81.1 percent nationwide. The graduation rates of students with disabilities (70.6 percent), English learners (71.3 percent), and low-income (81.3 percent) students also reached all-time highs.

In 2020, Florida and Indiana became the latest states to reach a 90 percent graduation rate, joining Alabama, Iowa, Kentucky, New Jersey, Tennessee, Texas,[3] and West Virginia. This marks 10 states that have reached the 90 percent goal. Another 10 states are within one percentage point, while 15 states needed less than 1,000 additional graduates to reach the 90 percent goal in 2020 (see Appendix N for a full breakdown of the additional graduates needed to reach a 90 percent rate for each state). Altogether this indicates that in 2020, about one third of high school students in the United States lived in states where the on-time graduation rate was at or near 90 percent.

Given delays in reporting the 2020 graduation data due to COVID-19 complications, data for 2020 and 2021 were released simultaneously. In 2021, the estimated national graduation rate, based on data in

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1 The Averaged Freshman Graduation Rate was used in 2001. Governors adopted the Adjusted Four-Year Cohort Graduation Rate with a compact in 2005 and the U.S. Department of Education adopted it and had it take effect in 2011. Graduation rates under AFGR and ACGR closely approximated one another, enabling comparisons over time.

2 This is derived using an estimated national graduation rate based on available federal data and estimates for missing data from states that are not included in available data from the National Center for Education Statistics.

3 Texas had a 90 percent graduation rate in 2019. However, 2020 data is not available for the state. See appendices for an explanation on missing state data.

48 states,[4] was 86.1 percent. This marks a decrease of less than one percentage point in 2020, the first annual decrease for the national graduation rate since the ACGR was calculated in 2011.

The class of 2021 marks the first cohort to have an entire school year marred by the COVID-19 pandemic. Evidence has emerged showing the many ways in which the pandemic impacted students, including their social-emotional development, academic progress, and mental wellbeing, as well as the well-being of their families. This included over 340,000 students who lost a parent or caregiver to COVID-19 (COVID Collaborative, 2023). These impacts can be seen in the graduation rate data from the Class of 2021.

Historically underserved student populations especially felt the brunt of school shutdowns. Low-income (0.6 percentage points), Black (0.7), Hispanic (0.8), students and students with disabilities (0.4) saw the largest decreases from the class of 2020 to the class of 2021. In 2021, the 48 states that reported data and the District of Columbia collectively showed an estimated 67.7 percent graduation rate for students experiencing homelessness, a slight decrease from 2020.

Remarkably, 2021 was the first year that white students comprised less than 50 percent of the graduating cohort, standing at 48 percent. This fact emphasizes changing demographics in the United States and the importance of ensuring educational equity for all students, especially those from historically marginalized backgrounds.

The GradNation Campaign has always focused on the nation's lowest performing schools as both an equity mandate (students of color disproportionately attend low-performing high schools) and to identify where additional supports and actions are most urgently required, as community and student needs are often concentrated in the districts where these schools are located. In 2020, there were 1,714 schools enrolling 100 or more students that had a graduation rate below 67 percent (referred to as "low-graduation-rate high schools") in the 47 states (and the District of Columbia) where data was available.[5] While 5.6 percent of students in the Class of 2020 attended low-graduation-rate high schools, these schools accounted for 34 percent of non-graduates. This represents considerable progress since 2011 when 2,778 high schools with 100 or more students had graduation rates of 67 percent or less. Almost all of these gains occurred among regular high schools; only 897 of these schools had low graduation rates in 2020. compared with 1,942 in 2011.

## Ensuring Quality

Throughout the past two decades, the GradNation Campaign has always sought to ensure progress in high school graduation rates was done with quality. This section of the report provides a first-of-its-kind analysis of the High School Longitudinal Study of 2009 that examined the prevalence of credit recovery for the class of 2013, and the Secondary School Improvement Index that compares trends in high school graduation rates to other academic outcomes of states' secondary schools.

Analysis of the High School Longitudinal Study of 2009 showed that only a small percent of high school graduates made use of credit recovery and most who did earned one or two credits (out of the approximately 24 credits typically needed to graduate). What is apparent from our analysis, however, is that course failures stand out as an issue in need of immediate and continued attention. A staggering 27 percent of students in the class of 2013 failed two or more courses in the 9th grade. These students had a 66 percent graduation rate, and only 29 percent were on track to earn either a bachelor's or associate's degree by 2016.

In 2019, as high school graduation rates continued to rise, concerns arose that progress was driven by lowering standards rather than improving the education of young people. In order to dig more deeply into this question, the GradNation Campaign developed a state-level secondary school improvement index using four measures that are employed uniformly across states. These measures are: 1) the percent of students scoring proficient in reading on the 8th grad NAEP exam; 2) the percent of students scoring proficient in mathematics on the 8th grade NAEP exam; 3) the percent of high school students who score a three or higher on Advance Placement (AP) tests; and 4) the percent of students who graduate on time within four years as measured by the Adjusted Cohort Graduation Rate. Taken together, these indicators provide a measure for the extent to which states have been able to improve both the academic outcomes and graduation rates of their secondary schools. The index measures

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4 Illinois and Washington were missing from the 2020-2021 data released by the National Center for Education Statistics.

5 Illinois, Texas, and Washington were all missing school level data for 2020.

improvement from 2011 to 2020, given that 2011 is the first year the ACGR became available and 2020 was the target year for the GradNation Campaign's 90 percent high school graduation goal. For NAEP proficiency rates, 2019 scores were used as the 8th grade NAEP was not administered in 2020.

The bulk of evidence from the Secondary School Improvement Index supports a picture of improvements in both graduation rates and other educational outcomes across the past decade of the GradNation Campaign. This is balanced by the fact that not all states experienced these outcomes, and much more work is needed to improve NAEP scores. More troubling, the pandemic wiped out much of the state progress across the Index, with 2021 NAEP scores showing significant declines, emphasizing the need to redouble efforts at improving academic outcomes.

## Plotting a Path to the Future Success for All Young People

Despite the great progress made over the course of the GradNation Campaign, there is still work to be done. The nation fell short of its 90 percent goal by 115,000 students and equity gaps still exist. As the world continues to emerge from the COVID-19 pandemic, there is still much to learn about its impact on student learning and health. As the GradNation Campaign concludes, subsequent efforts must take up the baton to ensure accountability and progress for improving outcomes and expanding opportunities for young people.

Building strong pathways to the future for all young people will require a successor effort, one that keeps attention on improving high school graduation rates, but also extends its view beyond the classroom to the world of credentials, college, community, and career. That is why Civic and the Everyone Graduates Center are partnering with other leaders in the field to explore a new campaign, taking the important lessons learned from the GradNation Campaign and applying them to future pathways for all young people.

## Policy Recommendations
### Continue to improve graduation rate data collection and reporting.

The ACGR is now in its ninth year and remains the gold standard of graduation rates, but more can be done. For one, variations in subgroup identification across states, such as for students with disabilities and English Learners, must be addressed. Other differences include how transfer students are counted and the definition of a "regular" diploma, which add to the difficulties in cross-state comparisons and can leave loopholes for states to make graduation rate calculations appear higher. There are additional layers of data not collected by the U.S. Department of Education that could provide valuable information. The creation of the Adjusted Cohort Graduation Rate, disaggregated by state, districts, schools, and demographics, provides a reliable and consistent indicator of high school success. Data at the postsecondary level, however, is not as readily available or reliable. State-level data on the percent of high school graduates that immediately enroll in postsecondary education disaggregated by subgroups is needed. This is a key metric of momentum toward postsecondary success.

### Strengthen the transition from high school to postsecondary and careers.

The transition from high school to postsecondary education to careers can be challenging for students. K–12 education leaders can ease this transition by providing students with resources to understand their postsecondary options, the application processes, and the course requirements for their chosen pathways. Leaders can also support students in other ways, such as increased access to dual enrollment, early college career academies, and career and technical education coursework. States should ensure students from all backgrounds have equal access to rigorous coursework such as Advanced Placement (AP) classes and high-quality science and math courses.

### Align state graduation requirements with college admission requirements.

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

remedial courses, which add time and financial burdens to a postsecondary education.

## Expand the use of the next generation of Early Warning Systems.

Although the idea of early warning systems has become widespread, half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of early warning systems (Issue Brief, 2016). Yet, early warning systems are one of the most effective means districts can use to increase graduation rates in their high schools. Recently, nine organizations that have been at the forefront of helping schools and districts implement early warning and on-track systems or represent key student groups have come together to form the GRAD Partnership, which is working to help schools and districts use a next generation of early warning systems designed to increase a school's capacity to meet the increased student needs resulting from the pandemic.

Research has identified attendance, behavior, and course performance (the "ABCs") as powerful predictors of high school completion (Bruce et al., 2011). More recently, the pandemic and students subsequent return to regular face-to-face schooling has highlighted the importance of school connectedness. The next generation of early warning systems, now being referred to as student success systems, incorporate school connectedness into the data schools are using to determine the most strategic ways to improve high school graduation outcomes. Early warning/student success systems

provide teams of teachers, counselors, and nonprofit partners with real-time data to signal which students (absent effective intervention) may not graduate or be on a path to postsecondary success, along with protocols and procedures to identify and implement interventions with the highest odds of success. This allows schools to target the right intervention at the right time to the right student. Next generation early warning/student success systems should be effectively implemented across the country.

## Grow the National Partnership for Student Success

Following the COVID-19 pandemic, there is an urgent and critical need to support and re-engage students. In the 2022 State of the Union address, President Biden called on more adults to serve as tutors and mentors in our nation's schools. To help achieve this, the National Partnership for Student Success, a public-private partnership between the US Department of Education, AmeriCorps, and the Everyone Graduates Center at Johns Hopkins University, supported by over 120 nonprofit organizations, was established to increase the number of tutors, mentors, success coaches, postsecondary advisors, and wrap-around/integrated student support coordinators working to provide evidence-based supports in our nation's schools and out-of-school-time opportunities (www.partnershipforstudentsuccess.org). NPSS has established voluntary quality standards for these roles, which opens the door for additional college students, adults over 50, 12th grade students, adults who work in out-of-school-time and youth development organizations, and AmeriCorps members

to be trained and supported to increase the number of students receiving critical supports in and out of school.

# Introduction

*While this will be the final report of the Grad Nation Campaign, renewed efforts are underway to bring the same energy and focus to ensuring all students have future pathways that link high school, training, postsecondary education, job opportunities, and civic engagement.*

For over two decades, there have been sustained efforts across the nation to increase high school graduation rates toward the goal of a 90 percent high school graduation rate for the Class of 2020 and improving educational outcomes for all students. The work of many educators, policymakers, organizations, and young people across the country resulted in significant gains for students from all backgrounds. While this will be the final report of the Grad Nation Campaign, with a look at the graduating cohorts of both 2020 and 2021, the work continues. Renewed efforts are underway to bring the same energy and focus the nation has dedicated to boosting high school graduation rates to ensuring all students have future pathways that link high school, training, postsecondary education, job opportunities, and civic engagement.

**The first section of this report examines efforts over the past 20 years to increase high school graduation rates and the progress it has helped spawn.** While the nation fell short of its 90 percent high school graduation rate by 2020 goal, significant progress toward it was achieved. **The national on-time high school graduation rate reached an estimated all-time high of 86.5 percent for the Class of 2020, up from 71 percent in 2001, resulting in more than 5 million more students graduating from high school on time rather than leaving high school without a diploma.** The 15-percentage point improvement in high school graduation rates between 2001 and 2020 is even more dramatic when compared to the prior 30 years from the 1970s through 2000 when graduation rates remained flat, fluctuating a few points forward and a few points back from 70 percent, even in the aftermath of the galvanizing *A Nation at Risk* report in 1983.

It is also notable and encouraging that historically marginalized groups benefited the most from efforts to increase high school graduation rates. African American, Hispanic, and low-income students saw the largest improvements and also more than doubled their enrollment in postsecondary institutions. The nation also saw significant gains in postsecondary attainment and credentials. As of 2021, across the nation 53.7 percent of 25-to-64-year-olds hold a postsecondary credential, up 16 percentage points from 2009 (A Stronger Nation).

**The second section of this report will explore these high school graduation trends across the nation, focusing on the 2020 cohort and including data on the 2021 cohort to deepen our understanding of how COVID-19 impacted high school graduation outcomes. We will also examine trends in postsecondary**

**attainment.** This will provide a baseline for improvement efforts going forward.

**The third section of this report will focus on the work that remains and how the nation can reach a 90 percent high school graduation rate for all students**, highlighting the continued progress of historically marginalized student subgroups and the equity gaps that remain.

**The fourth section of this report dives deeper** with new analysis of the High School Longitudinal Study of 2009 on the prevalence of credit recovery and the Secondary School Improvement Index developed by the authors of this report. This continues the work of the Grad Nation Campaign to increase the number of students earning meaningful high school diplomas.

**The report will conclude with policy recommendations and will chart a successor effort that puts all young people on a path to a thriving future.**

**We close this hopeful chapter in the nation's educational progress with a dedication – to General and Mrs. Colin Powell – for their relentless and consistent efforts over many years to help renew America's promise for all kids.**

# High School
## Graduation Trends

The national on-time high school graduation rate has reached an estimated all-time high of 86.5 percent for the Class of 2020, up from 71 percent in 2001, resulting in over 5 million more students graduating from high school on-time rather than leaving high school without a diploma.

### The Grad Nation Campaign Through the Years

For over three decades beginning in 1970, the national high school graduation rate hovered around 70 percent, meaning that about one-third of the nation's students were dropping out of high school, with huge consequences to them, society, and the economy. This flat-lining occurred even as more attention began to be paid to the national consequences of public education outcomes. The seminal report A Nation at Risk was published in 1983, awakening the country to its educational challenges and the impact it was having on our leadership in the world. In 1989, President George H.W. Bush and National Governors Association Chair William J. Clinton co-hosted an education summit with the nation's governors, resulting in calls for educational standards and accountability. In the 1990s, former Governor George Romney declared the need for a Presidents' Summit that would mobilize the nation to help America's youth. That vision came to life in 1997 when Presidents Clinton, George H.W. Bush, Jimmy Carter, Gerald Ford, and Nancy Reagan (on behalf of President Reagan) came together to challenge all Americans to support youth. Still, the high school graduation rate held stagnant into the new millennium.

In the early 2000s, however, many efforts converged to put the dropout crisis on the national agenda, providing hope that something could be done to address it.

Graduation rate accountability and data disaggregated by student subgroup were built into federal law. The National Governors Association created a Governors Compact that agreed to a common calculation of high school graduation rates, which was later adopted by the U.S. Department of Education and built into accountability systems. Johns Hopkins University released a report showing that 50 percent of the high school dropouts were found in just 15 percent of the nation's schools, enabling a focused effort to provide those students the supports they needed at the scale and intensity required. Civic Enterprises (now CIVIC), Hart Research, and the Bill & Melinda Gates Foundation conducted the first national sample of high school dropouts in 25 cities and towns across the United States and released The Silent Epidemic, spotlighting the stories of young people who had made the decision to drop out of high school. The report showed that dropping out was a slow process of disengagement from school, that there were early warning signs along the way, and that schools were often not connecting the dreams of students with pathways to a better future. The report brought

domestic and international attention to the perspectives of high school dropouts, launching a TIME cover story, two Oprah shows, syndicated columns on the drop-out crisis, and an action-forcing National Summit with the National Governors Association, TIME, Bill & Melinda Gates Foundation, and MTV.

This collective attention helped to stir the nation and educators, policymakers, nonprofits, businesses, and young people to pull together a plan of action with a commitment to measure progress over time. Annual national summits and more than 200 summits to spur action on the dropout crisis began to convene across the country.

In 2010, with the build-up of all of this work, the Grad Nation Campaign was formally launched in the Oval Office with President Barack Obama, led by General Colin and Mrs. Alma Powell of America's Promise Alliance. After decades of stagnant graduation rates and millions of young people every year leaving high school without a diploma, the Grad Nation Campaign coalesced around the ambitious goal of reaching a 90 percent high school graduation rate by the Class of 2020, a civic Marshall Plan of action to meet it, and mechanisms to keep partners accountable for progress over time.

A more detailed picture of the multiple efforts that emerged is included below in a

timeline. We are thankful for the incredible work, collaboration, and progress that was only possible thanks to the tireless efforts of countless policymakers, educators, students, and practitioners across the nation, and look forward to continuing the work of building a pipeline to future success for all young people.

## AT&T's Commitment to Building a Grad Nation

From its inception, the GradNation Campaign has been a leading example of the power of partnerships that bring together public and private sector, business, grassroots, and bipartisan coalitions. The work of AT&T highlights this model. As one of the earliest funders of the GradNation Campaign, AT&T supported the annual report to the nation from its inception. AT&T's Aspire initiative has committed $400 million since 2008 to graduate more students from high school ready for college and career. This remarkable contribution invested in organizations across the country with a proven track record of success in improving outcomes for students of all backgrounds. AT&T's commitment over the long run helped inspire a new generations of leaders.

# A TIMELINE OF THE
# BUILDING A GRAD NATION CAMPAIGN

The Grad Nation Campaign had three distinct phases that overlapped and built on each other. From 2001 to 2008, there was an awareness and call to action phase that demonstrated the nation's high school dropout crisis and increased understanding of why students were dropping out, which schools they were dropping out from, the warning signs that they were falling off the path to graduation, and the fact that it was in the nation's interest to address the crisis.

This was followed by a mobilization phase from 2006 to 2014 in which the federal government, states, districts, foundations, business leaders, community organizations, nonprofits, and associations all agreed on a set of actionable steps to improve high school graduation rates. Different locales chose different solutions, but nearly all combined a focus on increased accountability with proactive steps to keep students on track to graduation and increased recovery options.

The final phase was the stick-with-it and improvement phase. There was rapid growth in graduation rates from 2010 to 2014 when federal accountability kicked in, accompanied by the widespread use of effective solutions like early warning systems, high school reform, and multiple pathways to graduation. More work remained, but steady graduation rate improvement was maintained over a 14-year period

until the COVID-19 pandemic struck in full force in 2020. In the 2015-2020 phase, states, districts, and local communities continued to fine-tune and improve their strategies to graduate all their students, and continued to close graduation gaps.

## 2001

- President George W. Bush adds his signature to the Presidents' Summit Alliance Declaration.
- No Child Left Behind (NCLB) includes Grad Rate Accountability / disaggregation of student data.
- Harvard Civil Rights Project holds first conference with publication from leading researchers on the dropout crisis, including disproportionate impact on students of color.
- Alliance for Excellent Education (A4E) launched.
- Multiplicity of HS graduation rates – Jay Greene (Manhattan Institute); Chris Swanson (CPI); highlighting dropout problem, but lack of consistent measures.

## 2002

- School Improvement Grants (SIGs) enacted as part of NCLB.
- Large-scale effort to create small high schools, including back-on-track options, launched in New York City (NYC DOE, New Visions, Carnegie Corp).
- Partner organizations of the Early

College High School Initiative start to redesign 240+ schools in 28 states and District of Columbia.
- Investment of approximately $2 billion from Bill & Melinda Gates Foundation fuels era of district-led high school reform efforts to support creation of small high schools focused on relevance, rigor, and relationships. Continues through 2008.
- U.S. Department of Education establishes the What Works Clearinghouse, including evidence on dropout prevention, with evidence vetted by Mark Dynarski of Mathematica.
- ACHIEVE launches the American Diploma Project with the Education Trust, Thomas B. Fordham Institute, and the National Alliance of Business to identify the "must have" knowledge and skills needed for higher education and careers – a precursor to ACHIEVE's later work on raising graduation standards with states.

## 2003

- Validation and spread of evidence-based whole-school reform strategies and models for high schools: High Schools that Work, Talent Development High Schools, National Academy of Finance, First Things First, America's Choice.
- The Urban Institute Education Policy Center begins series of reports estimating graduation rates.

## 2004

- *Breaking Ranks II* (National Association of Secondary School Principals) is released, a widely disseminated guide to secondary school reform.
- *Locating the Dropout Crisis* (Johns Hopkins University) identifies number and locations of the nation's low-graduation rate high schools.
- Civic Enterprises, Hart Research, and Bill & Melinda Gates Foundation conduct first national sample of high school dropouts in 25 cities, towns, and rural areas across the United States, showing that with a focused effort, most students could graduate.
- A panel of experts convened by the U.S. Department of Education recommends using the Averaged Freshman Graduation Rate (AFGR) as an interim indicator of graduation rates until individual longitudinal student data are available.

## 2005

- National Governors Association (NGA) Graduation Rate Compact: the nation's governors agree to use a common graduation rate measure and make 2005 the Year of Reforming High Schools.
- U.S. Department of Education launches the Statewide Longitudinal Data Systems program. The program provides grants to states to design, develop, and implement statewide P-20 longitudinal data systems, and establishes unique student identifiers.

- National High School Center founded to provide technical assistance and help spread high school reform strategies.
- National League of Cities launches Helping Municipal Leaders Expand Options and Alternatives for High School project, which signals greater involvement of mayors in solving dropout crisis.
- Predictive power of early warning indicators, and ability to show who is on and off track to graduation, demonstrated for middle school students (Johns Hopkins and Philadelphia Education Fund) and ninth graders (UChicago Consortium of Chicago School Research).
- *Multiple Pathways to Graduation* (Youth Transitions Funders Group) focuses on struggling students and out-of-school youth.
- Paul Barton publishes *One Third of a Nation*, showcasing dropout crisis.

## 2006

- Georgia's Governor Purdue introduces GA's High School Graduation Coach initiative, funding "graduation coaches" in all 369 high schools across the state; this concept spreads to other states.
- Spread of early warning systems begins, supported by Everyone Graduates Center, CCSR, National High School Center, NGA Best Practices Center, and federal Regional Education Labs.
- *The Silent Epidemic: Perspectives of High School Dropouts* (Civic Enterprises) brings domestic and

international attention to the dropout crisis, including a TIME cover story "Dropout Nation," two Oprah shows, National Public Radio, and David Broder column. Also outlined a 10-point plan of action. Report shows that most students could graduate, many didn't see a connection between what they were learning in school and what they wanted to be in life, and many had real life challenges that stood in the way of graduating.
- Convening of policymakers, educators and nonprofits, and associations representing them to discuss creation of a "Civic Marshall Plan" to set national high school graduation rate goal of 90 percent by the Class of 2020 and determine elements of the plan to meet it.
- Mobilized major national nonprofits (Communities In Schools; City Year; Boys and Girls Club; Big Brothers Big Sisters; MENTOR; etc.) begin to focus efforts on evidence-based approaches to keeping students on track to graduate.
- Education Week's annual Diplomas Counts series begins.

## 2007

- United Way of Southeastern Michigan launches community effort to transform or replace 30 low-graduation-rate high schools in Greater Detroit, setting an example for a growing number of community-led efforts.
- National Summit on America's Silent Epidemic (Bill & Melinda Gates Foundation, Civic Enterprises, Na-

tional Governors Association, TIME & MTV). Congressional hearings are held on solving the dropout crisis; bipartisan high school reform legislation is introduced.

➤ *Raising the Compulsory School Attendance Age: The Case for Reform* (Civic Enterprises, Bill & Melinda Gates Foundation, The Case Foundation, and The MCJ Foundation) argues for states to increase the minimum age students can legally leave school and works with governors to get the majority of states to raise the compulsory school age in their states, while providing additional supports for students.

➤ *The Price We Pay: Economic and Social Consequences of Inadequate Education* (Belfield & Levin) shows the cost of students dropping out of school.

## 2008

➤ America's Promise, Civic Enterprises, Johns Hopkins University, and Alliance for Excellent Education host 105 dropout prevention summits in 55 cities in all 50 states, reaching 30,000 participants, 3,200 young people, and 1,400 organizations, and raising youth voice on local efforts.

➤ U.S. Department of Education establishes Graduation Rate Regulations with states expected to use and report common Adjusted Cohort Graduation Rate by 2010-11, set more ambitious graduation rate goals and growth targets.

➤ Jobs for the Future (JFF) launches

Back on Track Pathways, a collaboration of JFF, YouthBuild USA, and National Youth Employment Coalition.

➤ AT&T launches Aspire with a $100 million multi-year commitment to spread effective dropout recovery and second-chance efforts; program supports local organizations helping to reduce dropout rates.

➤ Early College High School Initiative goes to scale in North Carolina.

➤ United Way sets 10-year goal to reduce the dropout rate 50 percent by 2018.

➤ Everyone Graduates Center at Johns Hopkins launched.

➤ *One Dream, Two Realities* (Civic Enterprises, with Hart Research Associates and Bill & Melinda Gates Foundation), a report on perspectives of parents on America's high schools, is released.

## 2009

➤ GradNation releases its *Community Guidebook* (America's Promise Alliance, Civic, and Everyone Graduates Center at Johns Hopkins University).

➤ U.S. Department of Education implements Race to the Top and i3 (Investing in Innovation) grants that include a focus on turning around lowest-performing schools.

➤ American Recovery and Reinvestment Act greatly increases SIG funding, targets high schools with graduation rates below 60 percent and their feeder middle schools for turnaround.

➤ National Conference of State

Legislatures forms Task Force on Dropout Prevention and Recovery.

➤ *Putting Middle Grade Students on the Graduation Path* (Everyone Graduates Center) is released.

➤ *On the Frontlines of Schools: Perspectives of Teachers and Principals on the High School Dropout Problem* (Civic Enterprises, Hart Research Associates, the AT&T Foundation, and America's Promise Alliance) is released.

## 2010

➤ The GradNation Campaign launches more formally with President Barack Obama, General Colin Powell and Alma Powell, and Arne Duncan, in the Oval Office, setting the national goal of a high school graduation rate of 90 percent by 2020.

➤ U.S. Department of Education launches High School Graduation Initiative to support school districts doing dropout prevention and recovery work.

➤ *Building a Grad Nation* (Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, America's Promise Alliance, and Alliance for Excellent Education) inaugural report issued to provide annual update to nation on progress and challenges in meeting high school dropout crisis, featured on the PBS News Hour and in other media.

➤ *Raising Their Voices: Engaging Students, Teachers, and Parents to Help End the High School Dropout Epidemic* (Civic Enterprises, Hart

Research Associates, the AT&T Foundation, and America's Promise Alliance).

➢ Attendance Works is founded.

➢ School Improvement Grants begin funding implementation of reforms for high schools with graduation rates below 60 percent.

## 2011

➢ The GradNation Campaign releases the annual *Building a Grad Nation* report, showcasing a reduction in the number of high schools with low promotion power.

➢ America's Promise, Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, and Alliance for Excellent Education host first of four annual Building a GradNation summits.

➢ Common graduation rate measure – the Adjusted Cohort Graduation Rate (ACGR)— is reported for the first time in 47 states (three have extensions).

➢ *Education as a Data-Driven Enterprise* (Civic Enterprises, A4E, and the Data Quality Campaign for AT&T) is released.

➢ *A Path to Graduation for Every Child* is released by the National Conference of State Legislatures.

➢ Analysis of 2009-10 Civil Rights Data Collection (CRDC) shows suspensions and grade retention rates are disproportionate by race.

## 2012

➢ The 2012 *Building a Grad Nation* report shows continued improve-

ment, as the national graduation rate improves to 80 percent.

➢ America's Promise Alliance launches the Center for Promise to deepen the GradNation campaign's knowledge and understanding about what is needed to create the conditions for young people in America have the opportunity to succeed in school and life.

➢ States granted waivers from NCLB begin developing strategies to improve all high schools with graduation rates below 60 percent.

➢ *College Readiness: A Guide to the Field* (Annenberg Institute School Reform at Brown University, John W. Gardner Center at Stanford University, Chicago Consortium of School Research and the Bill & Melinda Gates Foundation) highlights what students need both in and out of school to be successful throughout college.

➢ Corporation for Public Broadcasting (CPB) launches *American Graduate: Let's Make It Happen*, a nationwide public media initiative to help communities across the country identify and implement solutions to the high school dropout crisis.

➢ 1st CPB American Graduate Day, a multiplatform media "call to action" event to improve graduation rates, is held in New York City.

## 2013

➢ The 2013 *Building a Grad Nation* report shows the nation is on-pace for its 90 percent graduation rate goal for the first time, as the

national graduation rate improves to 81.4 percent.

➢ America's Promise, Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, and Alliance for Excellent Education launch 100 community summits, reaching more than 24,500 people, including over 4,000 young people, over a two-year period to inspire local collaborative action to increase high school graduation rates.

➢ *Reforming Underperforming High Schools & Making it Happen* (MRDC) shows impact of NYC small schools reform efforts.

➢ Between 2002 and 2013, 18 states and D.C. raised legal age of leaving school to 18.

➢ George W. Bush Institute, Civic Enterprises, Everyone Graduates Center, and The Meadows Center for Preventing Educational Risk host first of series of Early Warning Systems (EWS) summits to expand use of these systems.

➢ 2nd CPB American Graduate Day is held; an evaluation of American Graduate shows early promise.

## 2014

➢ The 2014 *Building a Grad Nation* report highlights the best available data on what works for dropout prevention, as the national graduation rate improves to 82.3 percent.

➢ Center for Promise releases *Don't Call Them Dropouts* finding that the reasons why students leave school are complex and multifaceted.

➢ President Barack Obama signs The Presidents' Summit Declaration.

## 2015

- The 2015 *Building a Grad Nation* report announces the start of the 4th quarter of the GradNation Campaign, as the national graduation rate improves to 83.2 percent.
- Center for Promise releases *Don't Quit On Me* finding that too many young people are facing too many hurdles to graduation with too little help; relationships matter, but their importance to graduation varies by type, source, and intensity; and young people are more likely to graduate if they have access to a web of support.
- The Every Student Succeeds Act (ESSA) is passed, reauthorizing the Elementary and Secondary Education Act for the first time since No Child Left Behind in 2001. It requires all high schools with low graduation rates to engage in evidence-based comprehensive school improvement efforts.

## 2016

- The 2016 *Building a Grad Nation* report indicates that the nation has fallen off-pace of its 2020 goal, as the national graduation rate improves to 84.1 percent.
- Civic Enterprises and Everyone Graduates Center release *The College Gap*, detailing progress in postsecondary enrollment for high school grads and predictive factors for success beyond high school.
- The GradNation Campaign announces state activation partnerships with Arizona, Massachusetts, and Minnesota.
- The Obama Administration launches inter-agency effort, Every Student Every Day, to improve attendance. As part of ESSA, 35 states make chronic absenteesim their 5th accountability indicator.

## 2017

- The 2017 *Building a Grad Nation* report marks five years since the advent of the ACGR, as the national graduation rate improves to 84.6 percent.
- The campaign releases the Grad Nation Action Platform, an evidence-based framework of best practices to improve local graduation rates, and a communications strategy anchored in the places, partners, and practices emerging from the platform's tenets.
- Civic Enterprises releases *Hidden in Plain Sight* with the Raikes Foundation, raising awareness of the more than one million K-12 students experiencing homelessness in America's public schools and the fact that they have one of the highest dropout rates in the country.

## 2018

- The 2018 *Building a Grad Nation* report provides a baseline for state efforts under the Every Student Succeeds Act, as the national graduation rate improves to 85.3 percent.
- The campaign announces the Acceleration Initiative, partnering with five places where leaders have successfully identified specific student needs and corralled the resources to meet youth where they are.
- SchoolHouse Connection, Civic Enterprises, America's Promise Alliance, and the Institute for Children, Poverty, and Homelessness launch the Education Leads Home campaign to improve educational outcomes for children and youth who experience homelessness.
- Civic Enterprises and the Everyone Graduates Center release the *Great American High School Campaign*, targeting the remaining low-performing high schools and laying out a plan for support.
- For the first time with the Class of 2017-18, states are required to report the graduation rates of students experiencing homelessness.
- Civic Enterprises releases *Respected: Perspectives of Youth on High School & Social and Emotional Learning*.

## 2019

- The 2019 *Building a Grad Nation* report introduces the Secondary School Improvement Index to ensure graduation gains are being achieved with quality, as the national graduation rate improves to 85.8 percent.
- The National Commission on Social, Emotional, & Academic Development releases its concluding report *From a Nation at Risk to a Nation at Hope*, showing

that SEL is a booster rocket to just about everything schools and states already measure in terms of outcomes.

➢ The Everyone Graduates Center, with Boston Opportunity Agenda and Boston Public Schools, releases *College, Career, and Life Readiness*, which identifies high school indicators of 4-year college degree attainment.

## 2020

➢ The 2020 *Building a Grad Nation* details Meeting the Moment plans for each state, as the national graduation rate improves to 85.9 percent.

➢ COVID-19 reaches the United States, disrupting the education of students across the country and the globe. Civic co-founds and leads the COVID Collaborative to bring top leaders and institutions in health, education, the economy and representing the diversity together to address the COVID-19 pandemic in partnership with officials at the national, state, local, and tribal levels, including understanding and meeting the challenges facing students and their families.

➢ Civic Enterprises with Hart Research Associates releases *Ready to Engage*, offering a glimpse of how SEL and service learning can help respond to the COVID-19 pandemic.

➢ Civic and the Education Leads Home Campaign release *Strategies for Success*, collecting the stories

and strategies of over 30 McKinney-Vento Homeless Liaisons.

## 2021

➢ COVID Collaborative releases *Hidden Pain*, an analysis of the children who have lost a parent to COVID and what the country can do to support them.

➢ Civic, with support from the Lumina Foundation, releases two briefs on the postsecondary experiences of immigrant and Native American students.

## 2022

➢ Civic, with CASEL and the Coalition for Career Development Center, releases *Educating Future-Ready Students*, a policy roadmap for integrating SEL and career and workforce development.

## 2023

➢ The Grad Nation Campaign concludes with the final annual update to the nation.

➢ A subsequent effort on improving postsecondary outcomes is launched to continue its progress and uphold its promise.

# Progress
## Across the Nation

The culminating report marks an emphatic rise from a 71 percent graduation rate in 2001 to 86.5 percent in 2020, with progress led by historically marginalized students.

The remarkable collective action has led to direct results for students across the nation.

By the culmination of the campaign with the graduating class of 2020, the national on-time graduation rate had reached an estimated all-time high of 86.5 percent. This marks an increase of 7.5 percentage points from 79 percent in 2011, the first year the Four-Year Adjusted Cohort Graduation Rate was reported. Moreover, it marks an emphatic rise from 71 percent in 2001, when the Average Freshman Graduation Rate was still used, which closely approximated the ACGR. That has translated into more than five million more students graduating instead of dropping out.[6]

Still, the Grad Nation Campaign came up short of its 90 percent on-time high school graduation rate goal by the Class of 2020.  The nation fell about 115,000 graduates short of reaching 90 percent. This is offset to some extent by the fact that available state level data indicates that an additional two to four percentage points of students graduate high school within six years of their entry into 9th grade, suggesting the nation's effective high school graduation in 2020 was close to 90 percent.  Critical work remains,

particularly for students with disabilities, English learners, and students experiencing homelessness. Graduation rates for students in all of these categories are still in the low 70's, and in some locales the 60's, despite gains. There are also still too many districts in which low-income students and Black and Hispanic students have graduation rates below 75 percent. This tells us that the 13.5 percent of students still not graduating high school on time, and the 10 percent or so not graduating at all, are concentrated among the nation's most historically marginalized students. We must do better for these students, and the evidence is clear that we can do better.

Looking across the AFGR and ACGR measures, the nation has seen continuous improvement in graduation rates from 2007 to 2020. Improvements were most rapid in the years from 2010 to 2013 when the nation saw high school graduation rates increase by more than one percentage point per year. In more recent years, the rate of improvement has slowed, but still continued.  The national graduation rate increased 0.7 percentage points from 2019 to 2020, relatively similar to the more modest progress witnessed in the most recent years.  Still, any progress is noteworthy, as the Class of 2020 was the

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6  This is derived using an estimated national graduation rate based on available federal data and estimates for missing data from states that are not included in available data from the National Center for Education Statistics.

**Table 1** • 2020 ACGR by Select Subgroup

| Student Subgroup | 2011 ACGR | 2020 ACGR | Graduation Rate Change, 2011 to 2020 | One-Year Increase |
|---|---|---|---|---|
| All | 79% | 86.50% | 7.5 | 0.7 |
| Black | 67% | 81.10% | 14.1 | 1.5 |
| Hispanic | 71% | 82.50% | 11.5 | 0.8 |
| White | 84% | 90.20% | 6.2 | 0.8 |
| Low Income | 70% | 81.30% | 11.3 | 1.3 |
| English Learners | 57% | 71.30% | 14.3 | 2.1 |
| Students with Disabilities | 59% | 70.60% | 11.6 | 2.4 |

proved their graduation rates more than the national average (see Table 1).

This progress meant Black students became the most recent subgroup to break through the 80 percent mark, pushing their graduation rate to 81.1 percent nationwide. The graduation rates of students with disabilities (70.6 percent), English learners (71.3 percent), and low-income (81.3 percent) students also reached all-time highs.

Thanks to this progress, equity gaps have narrowed. In 2011, white students outpaced their Black and Hispanic peers by 17 percentage points and 13 percentage points respectively. By 2020, those gaps had both narrowed to 9.1 percentage points and 7.7 percentage points respectively.

first to deal with shutdowns and challenges related to the COVID-19 pandemic; ultimately, it took a pandemic to put an end, in 2021, to 13 years of steady gains.

Advances have been led by historically underserved students, including Black (increase of 14.1 percentage points

since 2011), Hispanic (11.5 percentage points), Native (9.9 percentage points), and low-income (11.3 percentage points) young people, all of whom outpaced the national average rate of gain (7.5 percentage points). Students with disabilities (11.6 percentage points) and English learners (14.3 percentage points) also im-

**FIGURE 1** • Adjusted Cohort Graduation Rate, by State 2020



Legend:
- 70-74.9%
- 75-79.9%
- 80-84.9%
- 85-89.9%
- 90% and above
- Data unavailable
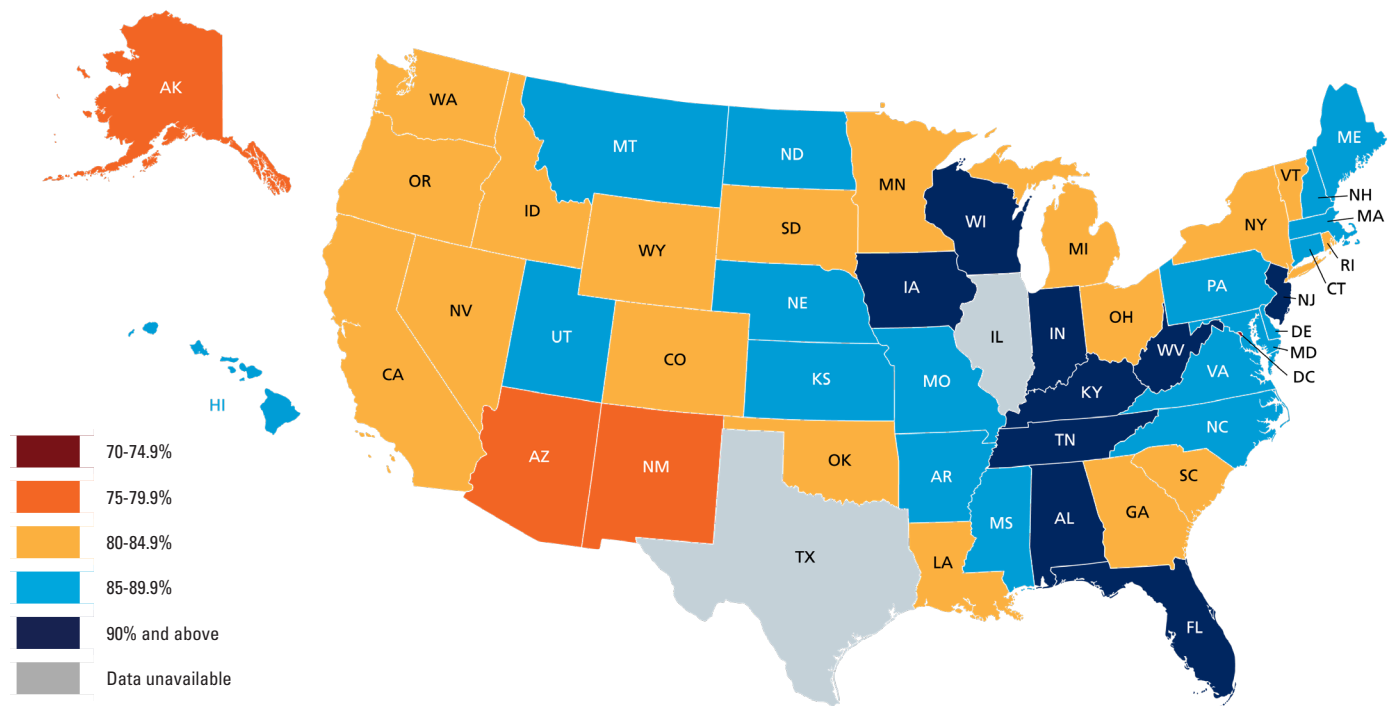
## Table 2 • State 2011 ACGR, by Range

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

** First Year of ACGR data was 2012-13

* First year of ACGR data was 2013-14

**Source:** NCES, US Department of Education

## Table 3 • State 2020 ACGR and Change since 2011, by Range

| State | 2020 ACGR | Change (% Point) | State | 2020 ACGR | Change (% Point) |
|-------|-----------|------------------|-------|-----------|------------------|
| **90-94%** | | | **80-84%** | | |
| West Virginia | 92.1% | 15.6 | Ohio | 84.4% | 4.4 |
| Iowa | 91.9% | 3.6 | California | 84.3% | 8.0 |
| Kentucky** | 91.1% | 5.0 | South Dakota | 84.3% | 0.9 |
| Indiana | 91.0% | 5.3 | Georgia | 83.8% | 16.3 |
| New Jersey | 91.0% | 7.8 | Minnesota | 83.8% | 6.9 |
| Alabama | 90.6% | 18.6 | Rhode Island | 83.6% | 6.3 |
| Tennessee | 90.4% | 4.9 | New York | 83.5% | 6.7 |
| Wisconsin | 90.4% | 3.4 | Vermont | 83.1% | -4.4 |
| Florida | 90.2% | 19.6 | Washington | 83.1% | 6.5 |
| Texas*** | 90.0% | 4.1 | Louisiana | 82.9% | 12.0 |
| **85-89%** | | | Nevada | 82.6% | 20.6 |
| Missouri | 89.5% | 8.2 | Oregon | 82.6% | 14.9 |
| Delaware | 89.0% | 10.5 | Wyoming | 82.3% | 2.5 |
| Massachusetts | 89.0% | 5.6 | Idaho* | 82.2% | 4.9 |
| North Dakota | 89.0% | 2.7 | South Carolina | 82.2% | 8.6 |
| Arkansas | 88.8% | 8.1 | Michigan | 82.1% | 7.8 |
| Virginia | 88.8% | 6.8 | Colorado | 81.8% | 7.9 |
| Connecticut | 88.2% | 5.2 | Oklahoma** | 80.7% | -4.1 |
| Utah | 88.2% | 12.2 | **75-79%** | | |
| Kansas | 88.1% | 5.1 | Alaska | 79.1% | 11.1 |
| New Hampshire | 88.1% | 2.0 | Arizona | 77.3% | -0.6 |
| Mississippi | 87.7% | 14.0 | New Mexico | 76.9% | 13.9 |
| North Carolina | 87.7% | 9.8 | | | |
| Nebraska | 87.6% | 1.6 | | | |
| Maine | 87.5% | 3.7 | | | |
| Pennsylvania | 87.3% | 4.7 | | | |
| Maryland | 86.8% | 4.0 | | | |
| Hawaii | 86.2% | 6.2 | | | |
| Montana | 85.9% | 3.7 | | | |

*** 2019 ACGR; no 2020 data available

** First Year of ACGR data was 2012-13

## State-Level Progress and Challenges

Looking across states makes the remarkable progress of the campaign clear. In 2011, there was not a single state with a high school graduation rate above 90 percent. Twelve states had graduation rates below 75 percent, including five that were below 70 percent.

In 2020, Florida and Indiana became the latest states to reach a 90 percent graduation rate, joining Alabama, Iowa, Kentucky, New Jersey, Tennessee, Texas[7], and West Virginia. This marks ten states that have reached the 90 percent goal. Another ten states (see Table 3) are within one percentage point, while 15

7  Texas had a 90 percent graduation rate in 2019. However, 2020 data is not available for the state.

**Table 4** • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2019-20

| Cohort Year | All Students (N) | American Indian/Alaska Native (N) | Asian/Pacific Islander (N) | Black (N) | Hispanic (N) | White (N) | Two or More Identities (N) | Students with Disabilities (N) | Low-Income (N) | Limited English Proficiency (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| 2019-20 | 115,462 | 5,958 | – | 45,020 | 59,464 | – | 7,140 | 83,213 | 142,261 | 47,014 |

states needed less than 1,000 additional graduates to reach the 90 percent goal in 2020 (see Appendix N for a full breakdown of the additional graduates needed to reach a 90 percent rate for each state). Altogether this indicates that in 2020, about one third of the high school students in the United States lived in states where the on-time graduation was at or near 90 percent. Promisingly, no states had a graduation rate below 75 percent, though after backsliding in 2020 Alaska fell below 80 percent, joining Arizona and New Mexico as the only three states with graduation rates in the seventies.

Over the past ten years, twelve states increased their graduation rates by more than ten percentage points. Another 19 increased their rates by more than five percentage points. Graduation rates have decreased in just three states (Arizona, Oklahoma, and Vermont) since states began reporting ACGR. In 2011, the state with the highest graduation rate (Iowa) outpaced the state with the lowest rate (New Mexico) by 25 percentage points. Thanks to efforts of the past twenty years, the gap between the states with the highest and lowest graduation rate has narrowed to 15.2 percentage points.

Further examination shows the unique journeys and challenges each state faces. In 2011, nine states recorded graduation rates above 85 percent (Indiana, Iowa, Nebraska, New Hampshire, North Dakota, Tennessee, Texas, Vermont, and Wisconsin). States in this group make up just half make up just half of the states that reached the 90 percent goal by 2020, emphasizing the difficulty in finishing the job. Meanwhile, the other five states averaged a 15.6 percentage point gain in their graduation rate, illustrating the great progress that is possible with concerted effort.

**Figure 2** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2001-2019
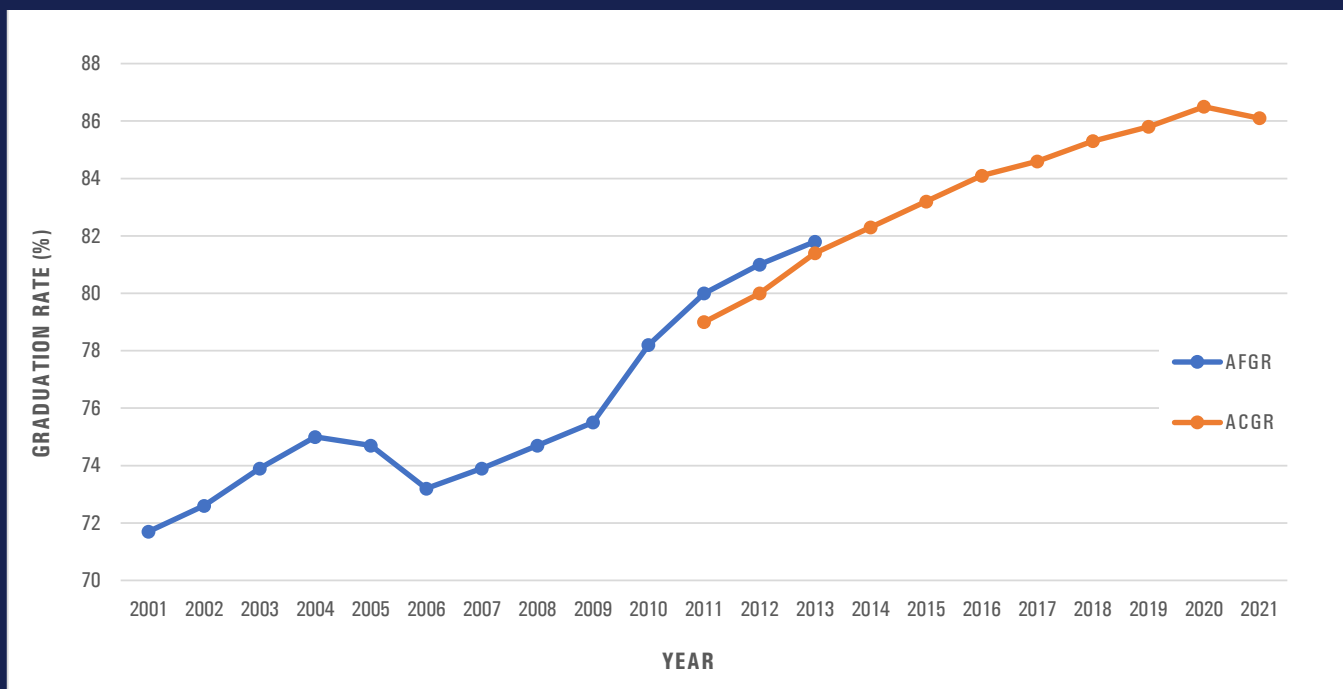
**FIGURE 3** • Adjusted Cohort Graduation Rate, by State 2021



70-74.9%
75-79.9%
80-84.9%
85-89.9%
90% and above
Data unavailable
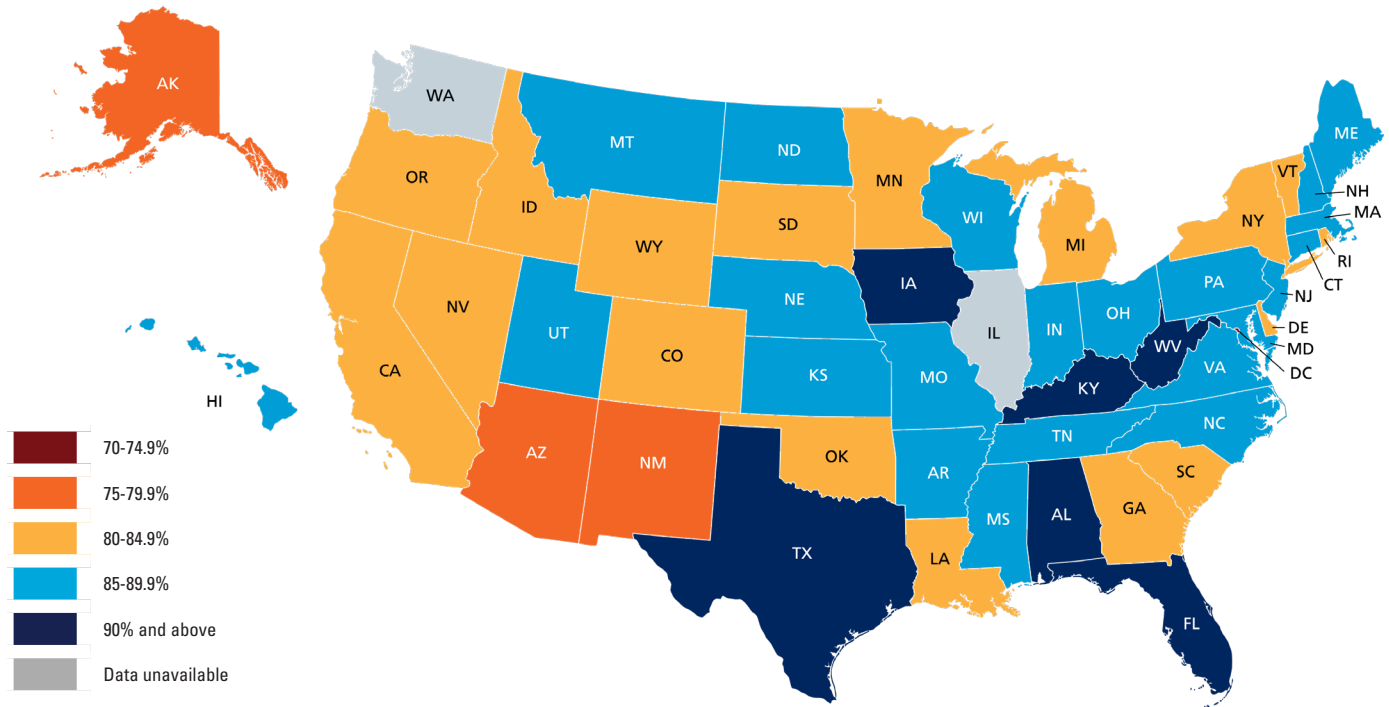
## A Glimpse at the Class of 2021

Given delays in reporting the 2020 graduation data due to COVID-19 complications, data for 2020 and 2021 were released simultaneously. This allows for a cursory understanding around virus impacts on graduation rates.

In 2021, the estimated national graduation rate, based on data in 48 states[1] was 86.1 percent. This marks a decrease of less than one percentage point from 2020's rate, the first annual decrease for the national graduation since the ACGR was calculated in 2011.

The class of 2021 marks the first cohort to have an entire school year marred by the COVID-19 pandemic. Evidence has emerged showing the many ways the pandemic impacted students, including their social-emotional development, academic progress, and mental well-being, as well as the well-being of their families. This included over 340,000 students who lost a parent or caregiver to COVID-19 (COVID Collaborative, 2021). These impacts can be seen in the graduation rate data from the class of 2021.

Historically underserved student popu-

lations especially felt the brunt of school shutdowns. Low-income (0.6 percentage points), Black (0.7), and Hispanic (0.8) students, and students with disabilities (0.4) saw the largest decreases from the class of 2020 to the class of 2021. In 2021, data from the 48 states that reported it and the District of Columbia yields an estimated 67.7 percent graduation rate for students experiencing homelessness, a slight decrease from 2020.

Remarkably, 2021 was the first year that white students comprised less than 50 percent of the graduating cohort, standing at 48 percent. This fact highlights the changing demographics in the United States and the importance of ensuring educational equity for all students, especially those from historically marginalized backgrounds.

**Figure 4** • Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010-11 to 2020-21
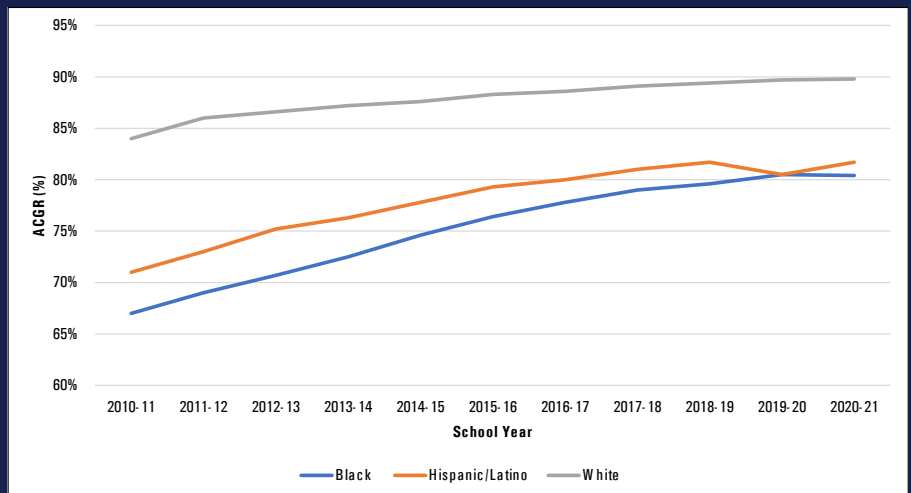


1. Illinois and Washington were missing from the 2020-2021 data released by the National Center for Education Statistics.

# Reaching a 90 Percent
# Graduation Rate for All Students

Despite progress driven by historically marginalized students, significant equity gaps remain.

## Where We Stand: Low-Income Students

In 2020, the on-time graduation rate for low-income students stood at 81.3 percent, representing a 1.3 percentage point increase from 2019. The disproportionate rate at which low-income students fall off track from graduating high school on time remains a critical challenge. Low-income students accounted for 49.6 percent of the 2020 graduating cohort, but 69.3 percent of students who failed to graduate on time.

Nevertheless, over the past ten years, low-income students represent a hope spot, as their graduation rate rose 10.2 percentage points. Progress at the state level has also been encouraging. In 2011, just two states held low-income graduation rates above 80 percent. Over the past decade, that number has increased to 21 states, including ten with rates above 85 percent (Alabama, Arkansas, Florida, Indiana, Kentucky, Mississippi, New Jersey, Oklahoma, and West Virginia).

With this progress, graduation gaps between low-income students and their non-low-income peers have narrowed. In 2020, the gap between low-income students and their non-low-income peers stood at 11.5 percentage points. Three states (Alabama, Connecticut, and Florida) were able to close the gap between low-income and non-low-income students by more than 10 percentage points

**Table 5** • States with the Largest Graduation Gap Between Low-Income and Non-Low-Income Students, 2020

| State | Low-Income 2020 ACGR (%) | Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2020 | Percent of Low-Income Students in the Cohort, 2020 (%) |
|---|---|---|---|
| Minnesota | 71.6% | 21.5 | 43.1% |
| South Dakota | 69.0% | 20.5 | 25.3% |
| Michigan | 71.6% | 19.9 | 47.3% |
| Wyoming | 71.6% | 19.1 | 44.1% |
| New Hampshire | 74.9% | 18.7 | 29.4% |
| Colorado | 72.3% | 17.8 | 46.6% |
| Idaho | 73.8% | 17.4 | 51.7% |
| Montana | 76.8% | 17.2 | 47.0% |
| Rhode Island | 75.9% | 17.0 | 54.8% |
| Ohio | 74.4% | 17.0 | 41.2% |

**Table 6** • States with the Highest Proportion of Low-Income Non-Graduates, 2019-20

| State | Percent of Non-Graduates That Are Low-Income, 2019-20 | Percent of Low-Income Students in the Cohort, 2020 | Low-Income ACGR |
|---|---|---|---|
| Nevada | 84.6% | 70.4% | 79.1% |
| Arkansas | 83.1% | 67.5% | 86.2% |
| California | 82.9% | 69.2% | 81.2% |
| Iowa | 82.4% | 46.3% | 85.6% |
| West Virginia | 82.3% | 50.4% | 87.1% |
| Louisiana | 81.5% | 64.5% | 78.4% |
| Rhode Island | 80.5% | 54.8% | 75.9% |
| Kansas | 80.0% | 50.9% | 81.3% |
| Maine | 80.0% | 47.4% | 78.9% |
| Connecticut | 79.6% | 48.4% | 80.6% |

**Table 7** • States with the Largest Graduation Gaps Between Black and White Students, 2019-2020

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Black: 2019-20 | Graduation Rate Gap Between White and Black Students, 2019-20 |
|---|---|---|---|
| Wisconsin | 94.2% | 70.8% | 23.4% |
| Minnesota | 89.0% | 69.2% | 19.8% |
| Wyoming | 84.0% | 66.0% | 18.0% |
| Nebraska | 92.2% | 75.0% | 17.2% |
| Nevada | 86.5% | 69.5% | 17.0% |
| Idaho | 84.3% | 69.0% | 15.3% |
| Ohio | 87.6% | 72.4% | 15.2% |
| Michigan | 85.5% | 70.4% | 15.1% |
| New York | 90.4% | 75.4% | 15.0% |
| Pennsylvania | 91.4% | 76.6% | 14.8% |

since 2011. Still, significant gaps remain the norm. Across states, the gap between low-income students and their counterparts ranged from 21.5 percentage points in Minnesota to a low of 1.9 percentage points in Indiana. In Oklahoma, low-income students outpaced their non-low-income peers by 11.6 percentage points, the only such exception.

In nine states, low-income students were over 80 percent of the students who did not graduate on-time in 2020. Looking at the states with the highest proportion of low-income non-graduates brings into view several distinct challenges. Most states that had low-income graduation rates greater than the national average were home to larger cohorts of low-income students. A few of the states with the highest proportions of low-income

non-graduates were among those with the highest overall graduation rates, including Iowa and West Virginia, where the on-time graduation rate was greater than 90 percent, highlighting the importance of targeting supports for low-income students even in places where high on-time graduation is the norm (see Table 6).

## Where We Stand: Black Students

Nationally, Black students continue to drive national graduation rate progress. For the first time in 2020, Black students recorded a graduation rate above 80 percent, reaching 81.1 percent after an increase of 1.5 percentage points since 2019. Over the past decade, Black students have led the charge, raising their high school graduation rates by 14.1 percentage points from 2011 to 2020, the largest gain of any student subgroup.

Black students' high school graduation rates ranged from a low of 66 percent in Wyoming to a high of 88.2 percent in Alabama. In three other states (Nevada, Minnesota, and Idaho), less than 7 in 10 Black students graduated on-time. Meanwhile, Black students in eight states (Alabama, Delaware, Florida, Mississippi, New Jersey, North Carolina, and West Virginia) had graduation rates above 85 percent. Notably, all of these are southern or east coast states.

While Black students have spurred gains nationally, their graduation rates continue to lag those of white students. In 2020, the graduation gap between Black and white students stood at 9.2 percentage points. Promisingly, equity gaps have closed considerably since 2011, when the graduation gap between Black and white

students stood at 17 percentage points, signifying a decrease of 7.8 percentage points over the past decade. In 2020, the gap between Black and white students' graduation rates ranged from a low of 2 percentage points in Hawaii to a high of 23.4 percentage points in Wisconsin (see Table 7).

In 2020, Black students accounted for 15.3 percent of the graduating cohort, but were overrepresented among the nation's non-graduates, at 21.4 percent. This disproportion is especially prevalent across southern states. Nine of the ten states with the highest rates of Black students failing to graduate on-time were in the South. In each of these nine states, more than 30% of non-graduating students were Black. In Mississippi and Louisiana more than half of the students not graduating on-time in 2020 were Black (see Table 8).

**Table 8** · States with the Highest Proportion of Black Non-Graduates, 2020

| State | Percent of Non-Graduates, Black, 2019-20 | Percent of Black Students in the Cohort, 2020 | Regulatory Adjusted Cohort Graduation Rate, Black, 2019-20 |
|---|---|---|---|
| Mississippi | 56.5% | 49.7% | 86.0% |
| Louisiana | 54.6% | 44.3% | 78.9% |
| South Carolina | 45.9% | 36.2% | 77.4% |
| Georgia | 42.4% | 36.9% | 81.4% |
| Alabama | 41.7% | 33.2% | 88.2% |
| Tennessee | 39.9% | 24.2% | 84.2% |
| Maryland | 38.2% | 33.0% | 84.7% |
| Delaware | 36.6% | 31.0% | 87.0% |
| Missouri | 32.0% | 15.9% | 78.8% |
| North Carolina | 30.6% | 25.3% | 85.1% |

**Figure 5** · Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010-11 to 2020-21
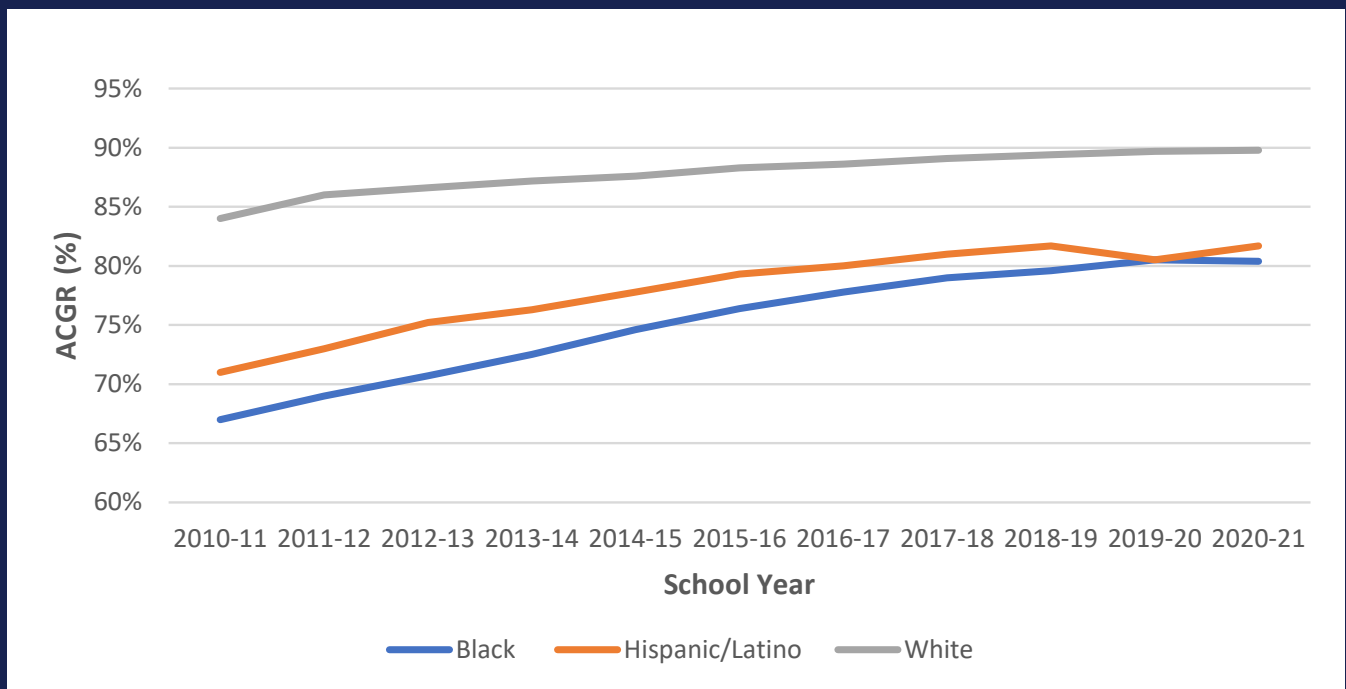
## Table 9 • States with the Largest Graduation Gaps Between Hispanic and White Students, 2019-2020

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2019-20 | Graduation Rate Gap Between White and Hispanic Students, 2019-20 |
|---|---|---|---|
| Maryland | 94.1% | 71.6% | 22.5% |
| Minnesota | 89.0% | 70.4% | 18.6% |
| South Dakota | 90.0% | 72.0% | 18.0% |
| Virginia | 93.0% | 75.4% | 17.6% |
| Massachusetts | 93.2% | 77.2% | 16.0% |
| New York | 90.4% | 74.6% | 15.8% |
| New Hampshire | 89.4% | 74.0% | 15.4% |
| Louisiana | 87.8% | 72.7% | 15.1% |
| Nebraska | 92.2% | 77.8% | 14.4% |
| North Dakota | 92.2% | 78.0% | 14.2% |

## Table 10 • States with the Highest Proportion of Hispanic Non-Graduates, 2020

| State | Percent of State's Non-Graduates that are Hispanic 2019-2020 | Percent of Students in the Cohort That Are Hispanic 2019-2020 | Regulatory Adjusted Cohort Graduation Rate, Black, 2019-20 |
|---|---|---|---|
| New Mexico | 63.5% | 61.4% | 76.1% |
| California | 61.3% | 54.1% | 82.2% |
| Arizona | 51.8% | 45.3% | 74.0% |
| Colorado | 45.7% | 33.8% | 75.4% |
| Nevada | 45.5% | 42.3% | 81.3% |
| New Jersey | 45.1% | 26.7% | 84.8% |
| Connecticut | 41.4% | 24.0% | 79.6% |
| Maryland | 40.6% | 18.9% | 71.6% |
| Massachusetts | 40.5% | 19.5% | 77.2% |
| Maryland | 38.9% | 26.5% | 75.9% |

### Where We Stand: Hispanic Students

After a decade of strong progress, Hispanic students' graduation rate increased 0.8 percentage points from 2019 to 2020. Hispanic students' 2020 graduation rate of 82.5 percent represented a 11.5 percentage point increase from 2011, helping to boost the national graduation rate during that time.

Over the past decade, the graduation gap between Hispanic students and white students has been reduced by 3.8 percentage points, from 13 percentage points in 2011 to 9.2 percentage points in 2020. Still, states must work to address stubborn equity gaps. The gap between Hispanic and white students' graduation rate stretched from a low of 2.2 percentage points in Florida to 22.5 percent in Maryland. In West Virginia, Hispanic

students graduated at rates slightly better than their white peers (see Table 9).

In seven states (Alabama, Arkansas, Delaware, Florida, Indiana, Missouri, and West Virginia) Hispanic students had graduation rates above 85 percent, surpassing a 90 percent rate in just West Virginia (93 percent). Encouragingly, for the first time Hispanic students did not record a graduation rate below 70 percent in a single state in 2020.

It is important to note that data for Texas and Illinois is missing for the 2019-2020 graduating cohort. Both Texas and Illinois have large populations of Hispanic students (and English Learners). Thus, the estimated cohort rate of 24 percent and non-graduate rate of 38 percent are both likely undercounts, perhaps significantly so. To this point, Texas' Hispanic student population comprised over 20 percent of all Hispanic students in the nation in 2019.

Still, the data makes clear that Hispanic students are disproportionately  among those who did not graduate on-time in 2020. Hispanic students made up more than half of the non-graduates in three states: Arizona (51.8 percent of non-graduates in the state), California (61.3 percent), and New Mexico (63.5 percent) (see Table 10).

### Where We Stand: Students Experiencing Homelessness

Data from the National Center for Homeless Education (NCHE) show that over 1.2 million public school students in 2019-20 and just over 1 million in 2020-21 were identified as experiencing homelessness. Both numbers represent sizable decreas-

es from 2018-19 when over 1.3 million students were identified as experiencing homelessness. COVID-19-related school shutdowns, however, significantly impacted identification of McKinney-Vento eligible students. As such, these numbers almost certainly represent a significant undercount of the students who have experienced homelessness over the past two school years and NCHE warns that the data should be used with caution.

The national graduation rate for students experiencing homelessness stood at 67.5 percent in 2020. This is consistent with the 2018-19 school year when students experiencing homelessness had an estimated graduation rate of 67.7 percent.

Still, as Figure 6 indicates, students experiencing homelessness graduate at rates well below their peers. Even low-income students graduated at rates higher than those of students experiencing homelessness, by 12.7 and 13 percentage points in 2020 and 2021 respectively, emphasizing the challenges these students face beyond conventional poverty. Graduation rates for students experiencing homelessness varied greatly, from a low of 48.6 percent (Arizona) to a high of 88 percent (Indiana) in 2020 and a low of 40 percent (South Dakota) to a high of 80 percent (Kentucky) in 2021. Graduation rates of just four in ten students experiencing homelessness in 2020 show that much more must be done to support these studentss, while rates in the 80's indicate that with the needed supports, students experiencing homelessness can graduate at the same rates as their peers.

States must address the fact that every year, one third of students experiencing homelessness fail to graduate on time.

**Figure 6 ·** Adjusted Cohort Graduation Rate, by Select Subgroup, 2020-2021
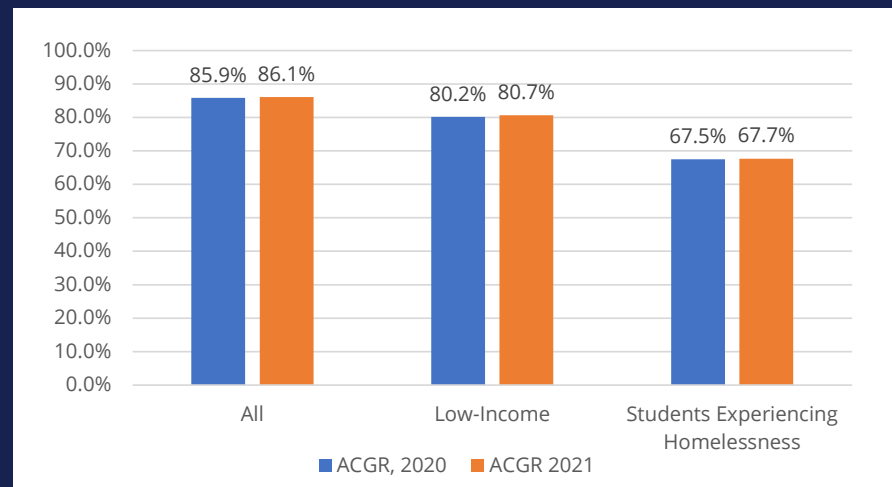


Moreover, the issues identifying students experiencing homelessness throughout the pandemic make it likely that many have fallen through the cracks, missing out on critical supports available to them under the McKinney-Vento Homeless Assistance Act.

## Where We Stand: Students with Disabilities

In 2020, the graduation rate for students with disabilities increased 2.4 percentage points to 70.6 percent. Even with an increase that exceeded any other subgroup over the past year, students with disabilities continue to graduate at rates well below their peers.

Yet, looking at progress over the life of the GradNation Campaign paints a more hopeful picture. Students with disabilities are one of four subgroups that increased their graduation rates over 10 percentage points since 2011.

Nationally, students with disabilities accounted for 13.1 percent of the graduating cohort but 30.3 percent of the students who did not graduate on time in 2020. With the disproportionate rate at which students with disabilities fall off track from on-time graduation, states must make major strides to target supports to these students if they are to reach a 90 percent graduation rate. Several states with statewide graduation rates approaching 90 percent in 2020, including Connecticut, Delaware, New Hampshire, and Massachusetts, make this apparent, as students with disabilities made up more than one third of the students that did not graduate on time in the state in 2020 (see Table 11).

Variations in state diploma requirements of students with disabilities—including reduced credit requirements, substitute courses, and lower performance criteria— make cross-state comparisons difficult. Additionally, these policy differences relative to their peers, including in identification, may not successfully prepare students with disabilities for postsecondary education. Research also shows that

**Table 11** • States with the Highest Proportion of Students with Disabilities Non-Graduates, 2020

| State | Percent of State's Non-Graduates that are Students with Disabilities, 2019-2020 | Percent of Students in the Cohort That Are Students with Disabilities, 2019-2020 | Regulatory Adjusted Cohort Graduation Rate, Students with Disabilities, 2019-20 |
|---|---|---|---|
| Connecticut | 46.2% | 17.1% | 68.1% |
| Ohio | 44.5% | 16.1% | 56.9% |
| Massachusetts | 44.3% | 19.4% | 74.9% |
| Maine | 43.3% | 20.8% | 74.0% |
| New York | 39.0% | 16.4% | 60.7% |
| Mississippi | 38.7% | 10.6% | 55.3% |
| Delaware | 37.7% | 15.4% | 73.0% |
| Pennsylvania | 37.4% | 17.4% | 72.8% |
| Iowa | 36.7% | 12.6% | 76.5% |
| New Hampshire | 36.5% | 16.1% | 73.0% |

**Table 12** • States with the Highest Proportion of English Learners Non-Graduates, 2020

| State | Percent of State's Non-Graduates that are English Language Learners 2019-2020 | Percent of Students in the Cohort That Are English Language Learners 2019-2020 | Regulatory Adjusted Cohort Graduation Rate, English Learners, 2019-20 |
|---|---|---|---|
| Virginia | 34.5% | 10.6% | 63.4% |
| New Mexico | 33.9% | 32.3% | 75.8% |
| Massachusetts | 28.3% | 9.8% | 68.3% |
| California | 28.2% | 14.3% | 69.1% |
| Maryland | 26.3% | 7.8% | 55.6% |
| Colorado | 22.3% | 13.6% | 70.2% |
| New York | 21.9% | 5.9% | 38.9% |
| Rhode Island | 21.2% | 11.2% | 69.0% |
| Nevada | 21.1% | 14.8% | 75.2% |
| Nebraska | 19.2% | 5.0% | 52.0% |

over half of states offer diploma options specifically for students with disabilities, but just seven states responded when asked if they report data on the number of students receiving different diploma types (Diplomas that Matter, 2016; Johnson et al., 2019).

The graduation rate gap between students with disabilities and their peers without disabilities stood at 18.1 percent-

age points in 2020. The gap ranged from a low of 5.5 percentage points in Arkansas to a high of 36.3 percentage points in Mississippi. Two other states—Ohio (32.8) and South Carolina (30.4) had graduation gaps above 30 percentage points between students with disabilities and those without. Eighteen states in total had graduation gaps above 20 percentage points. Conversely, in Oklahoma, students with disabilities (88.1 percent graduation rate) outpaced their peers (79.7 percent) by 8.4 percentage points.

## Where We Stand: English Learners

English learners'[8] graduation rate increased 2.1 percentage point to 71.3 percent in 2020. Over the past 10 years, English learners have boosted their graduation rate faster than any other student subgroup, rising from 57 percent in 2011 (a 14.3 percentage point increase).

Even with the progress, English learners graduated at a rate 16 percentage points below their non-English learner peers. Graduation gaps ranged from a low of 1.2 percentage points in South Carolina to a high of 47.4 percentage points in New York, where English learners' graduation rate was just 38.9 percent. New York's graduation gap for English learners was nearly 10 percentage points greater than the next closest state. In Oklahoma and West Virginia, English learners outpaced their non-English learner peers.

The proportion of students who are English learners has been steadily growing, from 8.1 percent of all K-12 public school

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

## Table 13 • Student Demographics at Low-Graduation-Rate High Schools, 2019-2020

| | Number of Schools | Total Enrollment | Low-Income Students | American Indian / Alaska Native | Asian | Hispanic | Black | White |
|---|---|---|---|---|---|---|---|---|
| Schools with 100 or more Students reporting 2019-20 ACGR | 16,315 | 13,452,981 | 43.6% | 1.0% | 5.5% | 23.8% | 15.2% | 50.4% |
| Schools with 100 or more Students and 2019-20 ACGR at or below 67% | 1,714 | 754,528 | 54.2% | 2.5% | 2.9% | 33.6% | 25.6% | 30.9% |

students in the U.S. in 2000 to 10.4 percent by the fall of 2019. Spanish is the home language of 75.9 percent of these students, followed by Arabic (2.6 percent), Chinese (2.0 percent), and Vietnamese (1.5 percent). While the same caveats apply given the missing data from Texas and Illinois, English learners still made up a larger percent of the graduating cohort, up to 7.7 percent in 2020 from 7.4 percent in 2019. The proportion of English learners within a state's graduating cohort varies widely, from 1 percent in West Virginia and Mississippi to 32 percent in New Mexico.

Despite their growing prevalence in schools, English learners continue to make up a disproportionate rate of the country's non-graduates. While they were 7.7 percent of the graduating cohort, English learners were 16.5 percent of the students who did not graduate on-time in 2020. In Virginia and New Mexico, English learners were over one-third of students who failed to graduate on-time in 2020 (see Table 12).

### Where We Stand: Low-Graduation-Rate High Schools

In 2015, the Every Student Succeeds Act (ESSA) required states to start identifying high schools enrolling at least 100 students with graduation rates of 67 percent or lower for comprehensive support and improvement. This was a welcome mandate, as this report has always focused on the nation's lowest performing schools as both an equity mandate (students of color disproportionately attend low-performing high schools) and to identify where additional supports and actions are most urgently required, as community and student needs are often concentrated in the districts where these schools are located.

In 2020, there were 1,714 schools enrolling 100 or more students that had a graduation rate below 67 percent (referred to as "low-graduation-rate high schools") in the 47 states (and the District of Columbia) where data was available[9] (Illinois, Texas, and Washington are all missing data). West Virginia continues to be the only state to not have a low-graduation-rate high school in the entire country. On the other end of the spectrum, four states have over 100 (California, Florida, Michigan, and New York). Appendices P, Q, and R provide a comprehensive breakdown of low-graduation-rate high schools in each state. While 5.6 percent of students in 2020 attended low-graduation-rate high schools, these schools accounted for 34 percent of non-grad-

uates. This represents considerable progress since 2011 when 2,778 high schools with 100 or more students had graduation rates of 67% or less. Almost all of these gains occurred among regular high schools which declined from 1,942 with low graduation rates in 2011 to 897 in 2020.

As mentioned previously, historically underserved students disproportionately attend low-graduation-rate high schools. Table 13 provides a comparison between the demographics of students at all high schools that reported ACGR in the United States in 2020 compared to those in low-graduation-rate high schools. Low-income (43.6 percent in all high schools with 100 or more students vs. 54.2 percent in low-graduation-rate high schools), Hispanic (23.8 percent vs 33.6 percent) and Black (15.2 percent vs 25.6 percent) were all overrepresented at low-graduation-rate high schools, emphasizing the specific need to improve outcomes at these schools for a more equitable and just education system (see Table 13).

Although only high schools with at least 100 students are flagged for comprehensive support and improvement, smaller schools with fewer students should also closely be monitored to ensure accountability. Schools with less than 100

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9   Illinois, Texas, and Washington were all missing school level data for 2020.

**Table 14** • Low-Graduation-Rate High Schools by Type, 2019-2020

| School Type | Percent of all High Schools | Percent of Total Low-Grad-Rate High Schools | Percent of School Type That Are Low-Grad-Rate High Schools |
|---|---|---|---|
| Regular District | 80% | 28% | 4% |
| Regular Charter | 10% | 15% | 16% |
| Total Regular | 90% | 43% | 5% |
| Alternative District | 4% | 27% | 67% |
| Alternative Charter | 1% | 9% | 88% |
| Total Alternative | 5% | 36% | 71% |
| Virtual | 2% | 13% | 55% |
| Total Charter | 11% | 24% | 23% |
| Total | 16,496 (N) | 1,714 (N) | 10% |

students accounted for 6 percent of all students who did not graduate on-time in 2020. In some states, schools with enrollments of fewer than 100 students accounted for significant proportions of the state's non-graduates. This is particularly true of states in the Great Plains and the West, including South Dakota (28 percent of the state's non-graduates in 2020 came from schools with fewer than 100 students), North Dakota (31 percent), and Nevada (40 percent). The rural nature of these states certainly contributes to smaller enrollment sizes, but it is important that states are accountable to improve even smaller schools that fall outside the purview of ESSA.

### Low-Graduation-Rate High Schools by Type

This report examines two broad types of low-graduation-rate high schools.[10] These types of schools account for the majority of schools reporting ACGR in 2020. In addition, this report looks at regular or alternative schools that are district- and charter-operated, as well as virtual schools.

Table 14 contains data on low-graduation-rate high schools by school type.

### Regular High Schools

Regular high schools accounted for 90 percent of all high schools and 43 percent of low-graduation-rate high schools in 2020. District-operated regular schools are considered traditional American high schools. Accordingly, they comprised the majority (80 percent) of high schools in the nation in 2020. Twenty-eight percent of low-graduation-rate high schools were regular district high schools in 2020. This means regular district high schools comprised just 4 percent of all-low-graduation-rate high schools that year.

Charter schools are publicly funded, privately operated schools. Five states—Montana, Nebraska, North Dakota, South Dakota, and Vermont—do not have laws governing charter schools (Education Commission of the States, 2020). In 2020, charter-operated regular schools comprised 10 percent of all high schools but 15 percent of all low-graduation-rate high

schools.

### Alternative High Schools

The characteristics and definitions of alternative schools vary significantly from state to state. A 2014 state scan found that 43 states and the District of Columbia have formal definitions of alternative schools, yet there is little consensus among states on how to define the term. This includes differences in student populations served, educational settings, the length of time students spend within alternative settings, and the instructional and environmental characteristics.

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

Alternative schools totaled 5 percent of all U.S. schools in 2020 but continue to be overrepresented in low-graduation-rate high schools. More than seven in ten alternative schools had a graduation rate at or below 67 percent in 2020, causing alternative schools to comprise nearly

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

four of every ten low-graduation-rate high schools. Moreover, while there are substantially fewer regular high schools with low graduation rates in 2020 than 2011, this is not the case for alternative schools.  There are slightly more low-graduation-rate alternative schools in 2020 (682) than in 2011 (667).

Similarly to regular schools, alternative schools can be district- or charter-operated. District-operated alternative schools made up four percent of all high schools in 2020 but 27 percent of all low-graduation-rate high schools, with 67 percent of district-operated alternative schools failing to surpass a 67 percent high school graduation rate. Charter-op-

erated alternative schools are similarly overrepresented: while they were just one percent of all high schools in 2020, they tallied nine percent of the nation's low-graduation-rate high schools. Eighty-eight percent of charter-operated alternative schools graduated less than 67 percent of their students on time.

## Virtual Schools

While virtual schools are only a small percent of the total number of schools in the United States, the majority have graduation rates below 67 percent, demanding added scrutiny from policymakers. In addition, the shift to virtual learning after the COVID-19 pandemic makes it even

more important to understand why a disproportionate rate of students in virtual settings are unable to graduate on time and how outcomes in these settings can be improved.

To this point, virtual schools accounted for 2 percent of all high schools but 13 percent of low-graduation-rate high schools in 2020. In total, 55 percent of virtual schools with 100 or more students graduated less than 67 percent of their students. In three states—Arizona, Colorado, and Oklahoma—more than one in five of students who did not graduate on time in 2020 attended a virtual school.

# Ensuring Quality

The GradNation Campaign has always sought to ensure progress in high school graduation rates was done with quality, rather than by lowering standards.

Throughout the past two decades, the GradNation Campaign has always sought to ensure progress in high school graduation rates was done with quality. That is why the campaign has focused attention on troubling trends and examined accusations related to graduation rate gaming. This section of the report continues this tradition with a first-of-its-kind analysis of the High School Longitudinal Study of 2009, which examined the prevalence of credit recovery for the class of 2013, and the Secondary School Improvement Index, which compares trends in high school graduation rates to other academic outcomes of states' secondary schools.

## Understanding the Use and Impact of Credit Recovery in High Schools:

### What Does the Data Say?

A key piece to improving graduation rates is intervening with students who fall off track to graduation. This includes offering students who fail required courses in high school the chance to make up the credit and graduate on time, which is typically referred to as credit recovery. In a 2015 report, the U.S. Department of Education defined credit recovery as "a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn cred-

it if the student successfully completes the course requirements."

Analyzing data from the High School Longitudinal Study of 2009, a nationally representative sample of 9th graders in 2009 who would have been expected to graduate high school by 2013, the authors of this report attempt to advance the field's understanding of the effectiveness of credit recovery courses. This is the first representative longitudinal sample following students from the start of high school in the 9th grade into postsecondary schooling that includes data on credit recovery classes. The period of 2009 to 2013 also coincides with the largest increases in the adjusted cohort graduation rate (ACGR). If credit recovery was a major driver of increased high school graduation rates it would be during this period that it would have had its greatest impact. It is possible that the use of credit recovery as a key strategy to improve high school graduation rates began after 2013, but this also coincides with the period when improvement in high school graduation rates slowed.

More research on the prevalence and characteristics of students in credit recovery has begun to emerge; even as participation rates increase, it is still an underexplored strategy. The What Works Clearinghouse at the U.S. Department of

Education has been unable to draw any conclusions about the effectiveness of credit recovery programs after a systematic review of available research.

Below are our key findings from the analysis of the Longitudinal Study of 2009, appearing publicly for the first time in this report.

### How prevalent was the use of credit recovery between 2009 and 2013?

Despite the attention credit recovery has received in the media and policy circles, it was not widely experienced by public high school students between 2009 and 2013. Less than one in 20 credits earned during this period was from credit recovery. Close to 97 percent of high school graduates in the class of 2013 did not take a credit recovery course. Among the 3 percent of high school graduates who did take a credit recovery course, the majority earned just one or two credits through credit recovery. This means only slightly more than one percent of high school graduates from the class of 2013 earned substantial (more than two) credits through credit recovery.

There is much wider variation among high school graduates in the total number of credits earned due to differences in local and state graduation requirements than between high school graduates who did and did not earn credits through credit recovery. For example, about 12 percent of high school graduates earned between 15 and 20 credits, while another 12 percent earned between 30 and 35 credits.

### Who took credit recovery courses?

The most notable difference among students who enrolled in credit recovery

courses and those that did not is that male high school students were more likely to take credit recovery courses than female students. Among high school students taking two or more credit recovery courses, 57 percent were male and 42 percent were female. This probably results, at least in part, from males failing more classes than females in high school, which in turn may be driving lower rates of male high school graduation and college enrollment and persistence. In 2019, 18- to 24-year-old males enrolled at college at lower rates than same-age females, with 37 percent and 44 percent enrolling, respectively (College Enrollment Rates, 2021).

The patterns for Black, Hispanic, and white students are interesting and require further analysis. Among high school students who took one credit recovery course, half were either Black or Hispanic students, though they only equal 36 percent of all students. Meanwhile, 33 percent of credit recovery course-takers were white, though they equal half of all students. Among students who took two credit recovery courses, the rates align more closely with each groups' percent of the population, with white students accounting for half the students taking two credit recovery courses. This may suggest a greater prevalence of credit recovery in schools with large Black and Hispanic populations for students who are one credit away from graduation.

Students in the lowest quintile (20 percent) of social-economic status (SES) are overrepresented among those taking credit recovery course, equaling about a quarter of all students participating, while the top two quintiles (40 percent) are underrepresented. This probably is

**Table 15** • ACGR by Credits Earned through Credit Recovery

| Credits Earned Through Credit Recovery | On-Time Graduation Rate (ACGR) |
|---|---|
| 0 | 88.5% |
| 1-2 Credits | 77.6% |
| 3 Credits | 74.8% |

the result of differences in course failure rates among lower- and higher-income students related to the greater challenges lower-income students typically face in succeeding at school, as well as differences in the resources and supports available to lower- and higher-income students in and outside of school.

Students who fall off track to high school graduation in the 9th grade by failing two or more courses used credit recovery more frequently than high school students in general but overall still rarely. About seven percent of students who failed two or more classes in 9th grade in 2009 took credit recovery classes. Half of them took between one and three credit recovery classes and half took four or more.

### What do we know about the impact of credit recovery on high school graduation?

Students who earned credits through credit recovery courses graduated at considerably lower rates than students who did not take credit recovery classes. Students who earned one or two credits through credit recovery had an on-time graduation rate of 77.6 percent, compared to 74.8 percent for students who recovered three credits.

Both of these graduation rates are significantly lower than the national average graduation from 2013 (81.4 percent) and

the graduation rate for students who did not earn any credits through credit recovery (88.5 percent).

For the small percent of students who took credit recovery courses, earning credits through credit recovery did substantially increase their odds of graduating. Controlling for race, gender, SES, and number of courses failed, for each additional credit recovery credit earned, the probability of graduation increased by 2.36 times.

The overall impact of this on the national graduation rate, though, is small: about one percentage point.

### What do we know about the impact of credit recovery on postsecondary success?

While there is evidence that participation in credit recovery can increase the odds of high school graduation for students who failed courses, this is not the case with postsecondary success. The more credits students earned through credit

recovery, the lower their odds of enrolling and succeeding in college (though the negative impacts are modest).

For each credit recovery course taken, the probability of not enrolling in college increased by a factor of 1.16, controlling for race, gender, SES, number of courses failed, and high school graduation status. For each additional credit recovery course taken, the probability of being on track to graduate college in four years decreased by a factor of 0.97, controlling

**Table 16** • Secondary School Improvement, 2011-2020

| State | High School Graduation Rate | | High School AP Scores Greater than 3 | | 8th Grade Reading Proficiency | | 8th Grade NAEP Mathematics Proficiency | | Total Index Score |
|---|---|---|---|---|---|---|---|---|---|
| **States That Showed Improvement on All 4 Indicators** | | | | | | | | | |
| District of Columbia | 15.8 | ↑ | 15.5 | ↑ | 6.9 | ↑ | 6.0 | ↑ | 44.2 |
| Florida | 19.2 | ↑ | 10.6 | ↑ | 4.1 | ↑ | 2.9 | ↑ | 36.8 |
| Georgia | 16.8 | ↑ | 5.4 | ↑ | 4.6 | ↑ | 3.4 | ↑ | 30.1 |
| California | 8.3 | ↑ | 10.4 | ↑ | 6.1 | ↑ | 3.2 | ↑ | 28.0 |
| Mississippi | 12.7 | ↑ | 3.6 | ↑ | 4.0 | ↑ | 5.1 | ↑ | 25.3 |
| Louisiana | 11.9 | ↑ | 5.8 | ↑ | 4.9 | ↑ | 0.8 | ↑ | 23.4 |
| Tennessee | 4.4 | ↑ | 5.3 | ↑ | 4.5 | ↑ | 7.3 | ↑ | 21.5 |
| Indiana | 5.0 | ↑ | 7.3 | ↑ | 5.2 | ↑ | 3.3 | ↑ | 20.8 |
| West Virginia | 14.1 | ↑ | 2.4 | ↑ | 1.2 | ↑ | 2.8 | ↑ | 20.5 |
| Utah | 12.2 | ↑ | 3.1 | ↑ | 2.4 | ↑ | 2.4 | ↑ | 20.1 |
| Illinois** | 2.5 | ↑ | 10.9 | ↑ | 1.6 | ↑ | 1.0 | ↑ | 16.0 |
| Wisconsin | 3.4 | ↑ | 7.2 | ↑ | 3.6 | ↑ | 0.3 | ↑ | 14.6 |
| Idaho* | 4.9 | ↑ | 1.7 | ↑ | 3.1 | ↑ | 0.5 | ↑ | 10.3 |
| **States That Showed Improvement on 3 of 4 Indicators** | | | | | | | | | |
| Nevada | 20.6 | ↑ | 8.8 | ↑ | 2.3 | ↑ | -2.9 | ↓ | 28.8 |
| Alabama | 18.6 | ↑ | 5.9 | ↑ | -2.0 | ↓ | 1.2 | ↑ | 23.7 |
| Oregon | 14.6 | ↑ | 5.5 | ↑ | 1.4 | ↑ | -1.4 | ↓ | 20.1 |
| Rhode Island | 6.6 | ↑ | 13.2 | ↑ | 1.6 | ↑ | -4.4 | ↓ | 17.0 |
| New York | 6.5 | ↑ | 8.9 | ↑ | -2.7 | ↓ | 3.5 | ↑ | 16.3 |
| New Mexico | 13.9 | ↑ | 4.1 | ↑ | 1.2 | ↑ | -3.0 | ↓ | 16.2 |
| North Carolina | 9.7 | ↑ | 4.4 | ↑ | 1.8 | ↑ | -0.4 | ↓ | 15.5 |
| South Carolina | 8.2 | ↑ | 6.6 | ↑ | 2.7 | ↑ | -2.9 | ↓ | 14.7 |
| Hawaii | 6.2 | ↑ | 7.6 | ↑ | 3.2 | ↑ | -2.4 | ↓ | 14.6 |
| Washington | 7.1 | ↑ | 6.1 | ↑ | 1.5 | ↑ | -0.4 | ↓ | 14.2 |
| Michigan | 8.1 | ↑ | 5.9 | ↑ | -0.6 | ↓ | 0.2 | ↑ | 13.6 |
| Connecticut | 5.2 | ↑ | 10.6 | ↑ | -3.7 | ↓ | 1.1 | ↑ | 13.2 |
| Arkansas | 7.8 | ↑ | 5.4 | ↑ | 1.7 | ↑ | -1.9 | ↓ | 13.0 |
| Ohio | 4.4 | ↑ | 6.5 | ↑ | 1.2 | ↑ | -1.4 | ↓ | 10.7 |
| Nebraska | 1.6 | ↑ | 3.9 | ↑ | -1.0 | ↓ | 4.1 | ↑ | 8.6 |

for race, gender, SES, number of courses failed, and high school graduation status.

In closing, there is still much to learn about credit recovery but a clearer picture is coming into view. At least through 2013, only a small percent of high school graduates made use of credit recovery and most who did earned one or two credits (out of the approximately 24 credits typically needed to graduate). What is apparent from analysis of the High School Longitudinal Study of 2009 is that course failures stand as an issue in need of immediate and continued attention. A staggering 27 percent of students in the class of 2013 failed two or more course in the 9th grade. These students had a 66 percent graduation rate, and only 29 percent were either on track to earn either a bachelor's or associate's degree by 2016. Ninth-grade and upper-grade course failure for the class of 2013 were far higher than participation rates in credit recovery, and it is through course failure that most students fall off track to high school graduation. Furthermore, while the quality of credit recovery courses can be suspect, helping students who might otherwise fall one or two credits short of graduation receive their diploma opens significant doors for them in the future.

**Table 16** • Secondary School Improvement, 2011-2020 (cont'd)

| State | High School Graduation Rate | | High School AP Scores Greater than 3 | | 8th Grade Reading Proficiency | | 8th Grade NAEP Mathematics Proficiency | | Total Index Score |
|---|---|---|---|---|---|---|---|---|---|
| **States That Showed Improvement on 2 of 4 Indicators** | | | | | | | | | |
| New Jersey | 8.0 | ↑ | 10.8 | ↑ | -1.9 | ↓ | -2.7 | ↓ | 14.2 |
| Delaware | 11.0 | ↑ | 5.8 | ↑ | -1.7 | ↓ | -2.7 | ↓ | 12.4 |
| Missouri | 8.5 | ↑ | 4.9 | ↑ | -1.9 | ↓ | 0.0 | = | 11.5 |
| Massachusetts | 6.0 | ↑ | 10.6 | ↑ | -1.5 | ↓ | -3.8 | ↓ | 11.3 |
| Pennsylvania | 4.3 | ↑ | 6.6 | ↑ | -2.8 | ↓ | -0.3 | ↓ | 7.8 |
| Colorado | 7.8 | ↑ | 7.7 | ↑ | -2.7 | ↓ | -6.5 | ↓ | 6.3 |
| Kentucky* | 5.0 | ↑ | 5.7 | ↑ | -2.9 | ↓ | -1.6 | ↓ | 6.2 |
| Virginia | 6.8 | ↑ | 3.8 | ↑ | -2.5 | ↓ | -1.9 | ↓ | 6.1 |
| Iowa | 3.9 | ↑ | 2.9 | ↑ | -0.1 | ↓ | -1.1 | ↓ | 5.6 |
| Arizona | -0.7 | ↓ | 5.8 | ↑ | 0.2 | ↑ | -0.5 | ↓ | 4.8 |
| Minnesota | 6.8 | ↑ | 5.0 | ↑ | -5.1 | ↓ | -3.4 | ↓ | 3.2 |
| Wyoming | 2.3 | ↑ | 3.3 | ↑ | -3.8 | ↓ | -0.3 | ↓ | 1.5 |
| Alaska | 11.1 | ↑ | 2.9 | ↑ | -7.7 | ↓ | -6.1 | ↓ | 0.2 |
| North Dakota | 3.0 | ↑ | 4.8 | ↑ | -2.4 | ↓ | -5.2 | ↓ | 0.2 |
| New Hampshire | 2.1 | ↑ | 5.0 | ↑ | -1.9 | ↓ | -5.1 | ↓ | 0.1 |
| Texas** | 4.0 | ↑ | 7.1 | ↑ | -1.5 | ↓ | -10.5 | ↓ | -0.9 |
| Maine | 3.5 | ↑ | 2.3 | ↑ | -3.0 | ↓ | -5.2 | ↓ | -2.4 |
| Maryland | 3.8 | ↑ | 5.0 | ↑ | -3.9 | ↓ | -7.8 | ↓ | -3.0 |
| South Dakota | 1.3 | ↑ | 0.5 | ↑ | -3.4 | ↓ | -2.2 | ↓ | -3.9 |
| Kansas | 5.1 | ↑ | 0.8 | ↑ | -3.2 | ↓ | -7.9 | ↓ | -5.2 |
| Montana | 3.9 | ↑ | 1.6 | ↑ | -7.2 | ↓ | -10.0 | ↓ | -11.7 |
| **States That Showed Improvement on 1 of 4 Indicators** | | | | | | | | | |
| Oklahoma* | -4.1 | ↓ | 0.5 | ↑ | -1.1 | ↓ | -1.8 | ↓ | -6.5 |
| Vermont | -3.9 | ↓ | 5.8 | ↑ | -4.1 | ↓ | -7.7 | ↓ | -9.9 |
| National Average | 7.5 | ↑ | 7.3 | ↑ | 0.8 | ↑ | -0.6 | ↓ | 15.0 |

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

** Final ACGR scores are taken from 2019 for Illinois and Texas since NCES did not report 2020 ACGR for those states.

## The Secondary School Improvement Index

In 2019, as high school graduation rates continued to rise, concerns arose that progress was driven by lowering standards rather than improving the education of young people. In order to dig more deeply into this question, the GradNation Campaign developed a state-level secondary school improvement index using four measures employed uniformly across states. These measures are the percent of students scoring proficient in Reading and Mathematics on the 8th grade NAEP exam, the percent of high school student graduates who score a three or higher on Advance Placement (AP) tests, and the percent of students who graduate on time within four years as measured by the Adjusted Cohort Graduation Rate. Taken together, these indicators provide a measure of the extent to which states have been able to improve both the graduation rates and academic outcomes of their secondary schools.

Eighth grade NAEP scores are used because they provide a measure of the academic skills with which students are entering high school. Increases in proficiency rates indicate elementary and middle schools within a state are increasing their capacity to prepare students to enter high school on a pathway to postsecondary success. AP scores of 3 or higher capture the percent of high school students who demonstrate the ability to do college-level work.

The index measures improvement from 2011 to 2020, given that 2011 is the first year the ACGR became available and 2020 was the target year for the GradNation Campaign's 90 percent high school grad-

uation goal. For NAEP proficiency rates, 2019 scores were used as the 8th grade NAEP was not administered in 2020.

Across the nation, there was strong improvement in the percent of students receiving at least a 3 on an AP exam in addition to increasing nation-wide high school graduation rates. The percent of students receiving at least a 3 on an AP exam increased 7.3 percentage points, from 17.1 percent to 24.4 percent, over the period from 2011 to 2020, an increase similar to the 7.5 percentage point increase in high school graduation rates. NAEP proficiency, however, paints a troubling picture, as reading scores increase marginally (0.8 percentage points) from 2011 to 2019 and math scores decreased slightly (-0.6 percentage points). While there is much room for improvement on NAEP scores, there is no strong evidence across these indicators that increases in high school graduation rates have come at the expense of academic outcomes and levels of postsecondary preparation, since AP scores indicate that more students in high school are already able to do college-level work (See Table 16).

At the state level, 12 states showed improvement on all four indicators, while another 15 states showed improvement on 3 of the 4 indicators, meaning that 27 of 50 states increased at least two measures of academic success in addition to their graduation rate. Encouragingly, every state in the nation increased the proportion of students receiving at least a 3 on an AP exam, emphasizing tremendous progress in the quality of courses being taken at high school, a leading indicator for success in postsecondary education. Only two states—Oklahoma and Vermont—showed improvement on

only one of the four indicators.

The percentage point change on each indicator was tallied to create a total index score, showing cumulative improvement across the Secondary School Improvement Index. Florida scored the highest of all states across the index with a score of 36.8. On the other end of the spectrum, eight states—Texas, Maine, Maryland, South Dakota, Kansas, Montana, Oklahoma, and Vermont—received negative index scores.

The bulk of evidence from the Secondary School Improvement Index supports a picture of improvements in other educational outcomes along with graduation rates during the past decade of the GradNation Campaign. This is to some degree countered by the fact that not all states experienced these outcomes; much work is needed to improve NAEP scores. More troubling, the pandemic wiped out much of the states' progress across the Index, with 2021 NAEP scores showing significant declines. This emphasizes the need to redouble efforts at improving academic outcomes.

# Plotting a Path to Future Success
## for All Young People

One of the most important lessons of the past two decades is that high school graduation can no longer be an end point for students. Rather, it is an on-track indicator for future success.

Despite the great progress made over the course of the GradNation Campaign, there is still work to be done. The nation fell short of its 90 percent goal and equity gaps still exist. As the world continues to emerge from the COVID-19 pandemic, there is still much to learn about its impact on student learning and health. The GradNation Campaign is concluding, yet subsequent efforts must take up the baton to ensure accountability for progress in improving outcomes and expanding opportunities for young people.

**One of the most important lessons of the past two decades is that high school graduation can no longer be an end point for students. Rather, it is an on-track indicator for future success.**

Yet postsecondary attainment remains elusive for far too many, sitting at just 51.9 percent for the nation overall (25- to 64-year-olds). Each year, over one million students leave high school without persisting on to a postsecondary program or credential, and there are an estimated 7,000 high schools nationwide where if you are Black, Hispanic, or low-income, your chances of continuing on to post-secondary education immediately after high school are no more than a 50 percent (Education Strategy Group, 2020).

There are systemic barriers for young people trying to transition from high school to postsecondary to career. Currently, in 44 of 49 states, graduating with a high school diploma does not qualify students for admission into the state's public flagship college or university. In addition, 29 states offer multiple high school diploma options (All4Ed, 2021). Meanwhile, school counselors are overburdened, placing the onus on students to navigate the confusing pathway to postsecondary education or career. While hundreds of thousands of high school students earn credentials each year, states do not have consistent definitions of what constitutes an industry-recognized credential, and just 18 percent of the credentials earned by K-12 students are those demanded by employers (*Credentials Matter*). Barriers are especially present for Black, Hispanic, and low-income students, all of whom are far less likely to attend schools where rigorous courses needed to pursue STEM pathways—and most predictive of success beyond high—are offered.

Due to this confusing landscape, often when students are able to persist on to higher education, they are required to take costly remedial courses. Only 60 percent of students who enroll in two- or four-year college or universities earned a degree within six years. The most likely outcome for community college students and students with low test scores

entering four-year institutions is leaving without a degree or credential.

These challenges, combined with the burgeoning cost of college and disruptions of COVID-19, have caused a reckoning in the higher education space. Surveys and benchmarks show high schoolers are unprepared for postsecondary and career. They worry about cost and burdensome debt.

Building strong pathways to the future for all young people will require a successor effort, one that keeps attention on improving high school graduation rates, but also extends its view beyond the classroom to the world of credentials, college, community, and career. That is why Civic and the Everyone Graduates Center are partnering with other leaders in the field to develop a new campaign, taking the important lessons learned from the GradNation Campaign and applying them beyond high school to chart a pathway to future success for all young people.

Many promising efforts are underway. Programs like P-TECH and Linked Learning have proven track records of preparing students for success beyond high school. Civic and CASEL have partnered on a policy roadmap exploring how social and emotional learning (SEL), a proven instrument in improving high school outcomes, and career and workforce development can be linked to prepare students for the future. Through Pathways to Adult Success, the Everyone Graduates Center is working with partners to improve postsecondary outcomes for all young people. While the vision for the successor campaign is still being developed, the goal is to create a national platform to build on and share the emerging work across the nation.

## Policy Recommendations

**Continue to improve graduation rate data collection and reporting.**

### High school graduation rates

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

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

### Postsecondary transitions and outcomes

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

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

**Promote policies that reduce detrimental academic disparities.**

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

postsecondary education opportunities.

## High- and low-poverty school districts

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

## Students with disabilities

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

The variation across states in graduation rates for students with disabilities should be further investigated to understand why some states have made progress while others continue to lag. All states should disaggregate data on the type of diplomas students with disabilities receive to better understand the education landscape for students with disabilities. NCES should also set a universal definition of a student with a disability and how those with more significant cognitive disabilities who graduate with a state-defined alternative diploma are counted. Finally, states should promote postsecondary success for students with disabilities by ensuring that their graduation requirements and diplomas align with those needed at the postsecondary level.

## Students experiencing homelessness

Students experiencing homelessness are disproportionately exposed to a host of risk factors that make succeeding in school more difficult (*Student Homelessness*, 2019). These students are more likely than their stably housed peers to be held back from grade to grade, have poor attendance or be chronically absent from school, fail courses, have more disciplinary issues, and drop out of school. These negative effects are amplified the longer a student remains homeless (Ingram et al., 2016). Schools, districts, and states should work to ensure that homeless liaisons in their local and state education agencies have ample resources to support students experiencing homelessness. Some ways to support students experiencing homelessness include basic needs donation drives, implementing positive school discipline policies, ensuring access to quality credit recovery and alternative programs where available, providing access to supports outside of the school day, offering transportation options to and from school, and

requiring McKinney-Vento Act training for school and district staff.

**Strengthen the transition from high school to postsecondary and careers.**

The transition from high school to postsecondary education to careers can be challenging for students. K-12 education leaders can ease this transition by providing students with resources to understand their postsecondary options, the application processes, and the course requirements for their chosen pathways. Leaders can also support students in other ways such as increased access to dual enrollment, early college career academies, and career and technical education coursework. States should ensure students from all backgrounds have equal access to rigorous coursework such as Advanced Placement (AP) classes and high-quality science and math courses.

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

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

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

**Align state graduation requirements with college admission requirements.**

States should work to strengthen the pathway between high school graduation and postsecondary enrollment. One way to do this is align high school graduation requirements with the state's public university system's admission requirements. It is alarming, however, that we found misalignment between high school graduation requirements and college admissions requirements of state university systems in nearly all states. Two reports on the quality of high school diplomas support this finding, as well as the number and demographics of students earning a college- and career-ready

diploma where available (Almond, 2017; Jimenez & Sargrad, 2018). Misalignment disadvantages students by leaving them unprepared for further education and increasing their chances of taking remedial courses, which add time and financial burdens to a postsecondary education.

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

**Further examine credit recovery programs.**

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

Credit recovery is a target of recent skepticism about high school graduation rate gaming. It is difficult to measure this, however, because few rigorous studies exist on the quality and effectiveness of credit recovery courses. Without further data, we cannot understand the impact of

these programs. It is therefore essential that credit recovery is further examined to clarify student demographics, the average number of courses, the percentage of total credits earned that are credit recovery courses, which courses are predominately taken as credit recovery, and the degree to which these courses enable students to learn course content and graduate with a legitimate diploma prepared to succeed in postsecondary education.

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

The COVID-19 pandemic paralyzed the U.S. beginning in March 2020 and continues to impact schools and communities. Schools across the country had to quickly transition to distance learning, leaving teachers and students to interact only virtually, if at all. This exposed many gaps in the U.S. education system— broadband access, socioeconomic disparities, and increased hardships for students experiencing homelessness and those with disabilities. In addition, states responded to the changing circumstances by altering graduation requirements for the class of 2020, making future data potentially unreliable. The ramifications of the COVID-19 crisis are still impossible to fully understand. Policymakers must continue to closely monitor its impact on student learning, including postsecondary preparedness and added trauma for youth in the aftermath of the pandemic. In addition, it will be essential to tailor policies and practices to support the most vulnerable students as schools reopen, including, but not limited to, providing mental health and basic needs supports.

**Expand the use of the next generation of Early Warning Systems.**

Although the idea of early warning systems has become widely disseminated, their effective implementation has not. Half the nation's high schools report they do not have access to early warning indicator data, and even fewer report effective use of early warning systems (Issue Brief, 2016). Yet early warning systems are one of the most effective means districts can use to increase graduation rates in all their high schools. Recently, nine organizations that have been at the forefront of helping schools and districts implement early warning and on-track systems or that represent key student groups have come together to form the GRAD Partnership, which is working to help schools and districts use a next generation of early warning/student success systems designed to increase schools capacity to meet the increased student needs resulting from the pandemic (www.gradpartnership.org).

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

The pandemic and students' subsequent return to regular face-to-face schooling has highlighted the importance of school connectedness. Students are connected to school when they believe there is an adult at school who knows them and cares about them as a person, have a supportive peer group, engage in activities where they are helping others, and feel welcome in school for who they are. The CDC found that high school students who reported that there was an adult at school who knew and cared about them as a person during the pandemic were half as likely to report mental health challenges as students who did not have this connection. Troublingly, only half of high school students reported they had this adult support. The next generation of early warning/student success systems, now being referred to as student success systems, incorporate school connectedness into the data schools are using to figure out the most strategic ways to improve high school graduation outcomes .

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

**Grow the National Partnership for Student Success**

Following the COVID-19 pandemic, there is an urgent and critical need to support and re-engage students. In the 2022 State of the Union address, President Biden called on more adults to serve as tutors and mentors in our nation's schools. To help achieve this, the National Partnership for Student Success, a public-private partnership between the US Department of Education, AmeriCorps, and the Everyone Graduates Center at Johns Hopkins University, supported by over 120 non-profit organizations, was established to increase the number of tutors, mentors, success coaches, postsecondary advisors, and wrap-around/integrated student support coordinators working to provide evidence-based supports in our nation's schools and out-of-school-time opportunities (www.partnershipforstudentsuccess.org). NPSS has established voluntary quality standards for these roles, which opens the door for additional college students, adults over 50, 12th grade students, adults who work in out-of-school-time and youth development organizations, and AmeriCorps members to be trained and supported to increase the number of students receiving critical supports in and out of school.

# Appendices

Throughout, data are missing for Texas and Illinois for the 2019-20 school year and Illinois and Washington in the 2020-21 school year. Illinois and Washington submitted data on-time, but NCES suppressed the data due to quality concerns. Texas, on the other hand, failed to submit their data to NCES on-time.

**Appendix A** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005-2021

| | 2005 (%) | 2006 (%) | 2007 (%) | 2008 (%) | 2009 (%) | 2010 (%) | 2011 (%) | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) | 2018 (%) | 2019 (%) | 2020 (%) | 2021 (%) | Average Annual Change in ACGR, 2011-2021 (% Point)* | Change in Four-Year Cohort Rate, 2011-2021 (%)** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All States** | | | | | | | | | | | | | | | | | | | |
| AFGR | 74.7 | 73.2 | 73.9 | 74.7 | 75.5 | 78.2 | 80.0 | 81.0 | 81.8 | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 79.0 | 80.0 | 81.4 | 82.3 | 83.2 | 84.1 | 84.6 | 85.3 | 85.8 | 86.5 | 86.1 | 0.7 | 7.1 |
| **Alabama** | | | | | | | | | | | | | | | | | | | |
| AFGR | 65.9 | 66.2 | 67.1 | 69.0 | 69.9 | 71.8 | 76.0 | 75.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 65.1 | — | 72.0 | 75.0 | 80.0 | 86.3 | 89.3 | 87.1 | 89.3 | 90.0 | 91.7 | 90.6 | 90.6 | 1.9 | 18.6 |
| **Alaska** | | | | | | | | | | | | | | | | | | | |
| AFGR | 64.1 | 66.5 | 69.1 | 69.1 | 72.6 | 75.5 | 78.0 | 79.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 68.0 | 70.0 | 71.8 | 71.1 | 75.6 | 76.1 | 78.2 | 78.5 | 80.4 | 79.1 | 78.2 | 1.0 | 10.2 |
| **Arizona** | | | | | | | | | | | | | | | | | | | |
| AFGR | 84.7 | 70.5 | 69.6 | 70.7 | 72.5 | 74.7 | 79.0 | 77.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 74.6 | 69.9 | 73.4 | 74.9 | 76.1 | 75.4 | 77.9 | 76.0 | 75.1 | 75.7 | 77.4 | 79.5 | 78.0 | 78.7 | 77.8 | 77.3 | 76.5 | -0.1 | -1.4 |
| **Arkansas** | | | | | | | | | | | | | | | | | | | |
| AFGR | 75.7 | 80.4 | 74.4 | 76.4 | 74.0 | 75.0 | 77.0 | 78.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 68.0 | 80.5 | 80.7 | 84.0 | 84.9 | 86.9 | 84.9 | 87.0 | 88.0 | 89.2 | 87.6 | 88.8 | 88.4 | 0.8 | 7.7 |
| **California** | | | | | | | | | | | | | | | | | | | |
| AFGR | 74.6 | 69.2 | 70.7 | 71.2 | 71.0 | 78.2 | 80.0 | 82.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 74.7 | 76.3 | 79.0 | 80.4 | 81.0 | 82.0 | 83.0 | 82.7 | 83.0 | 84.5 | 84.3 | 83.6 | 0.7 | 7.3 |
| **Colorado** | | | | | | | | | | | | | | | | | | | |
| AFGR | 76.7 | 75.5 | 76.6 | 75.4 | 77.6 | 79.8 | 82.0 | 82.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | 70.2 | 74.4 | 70.7 | 72.4 | 73.9 | 75.0 | 76.9 | 77.3 | 77.3 | 78.9 | 79.1 | 80.8 | 81.1 | 81.8 | 81.6 | 0.8 | 7.7 |
| **Connecticut** | | | | | | | | | | | | | | | | | | | |
| AFGR | 80.9 | 81.8 | 82.2 | 82.3 | 75.4 | 75.1 | 85.0 | 86.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 79.3 | 81.8 | 83.0 | 85.0 | 85.5 | 87.0 | 87.2 | 87.4 | 87.9 | 88.4 | 88.5 | 88.2 | 89.7 | 0.7 | 6.7 |
| **Delaware** | | | | | | | | | | | | | | | | | | | |
| AFGR | 73.1 | 76.3 | 71.9 | 72.1 | 73.7 | 75.5 | 76.0 | 77.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 75.8 | 78.5 | 80.0 | 80.4 | 87.0 | 85.6 | 85.5 | 86.9 | 86.9 | 89.0 | 89.0 | 80.5 | 0.2 | 2.0 |
| **District of Columbia** | | | | | | | | | | | | | | | | | | | |
| AFGR | 68.8 | — | 54.9 | 56.0 | 62.4 | 59.9 | 61.0 | 71.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 58.6 | 59.0 | 62.3 | 61.4 | 68.5 | 69.2 | 73.2 | 68.5 | 68.9 | 72.9 | 74.8 | 1.6 | 16.2 |
| **Florida** | | | | | | | | | | | | | | | | | | | |
| AFGR | 64.6 | 63.6 | 65.0 | 66.9 | 68.9 | 70.8 | 72.0 | 75.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 59.3 | 58.8 | 59.8 | 62.7 | 65.5 | 69.0 | 70.6 | 75.0 | 75.6 | 76.1 | 77.9 | 80.7 | 82.3 | 86.3 | 87.2 | 90.2 | 90.2 | 2.0 | 19.6 |
| **Georgia** | | | | | | | | | | | | | | | | | | | |
| AFGR | 61.7 | 62.4 | 64.1 | 65.4 | 67.8 | 69.9 | 70.0 | 70.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 58.6 | 64.0 | 67.5 | 70.0 | 71.7 | 72.5 | 78.8 | 79.4 | 80.6 | 81.6 | 82.0 | 83.8 | 83.7 | 1.6 | 16.2 |

**Appendix A** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005-2021 (cont'd)

| | 2005 (%) | 2006 (%) | 2007 (%) | 2008 (%) | 2009 (%) | 2010 (%) | 2011 (%) | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) | 2018 (%) | 2019 (%) | 2020 (%) | 2021 (%) | Average Annual Change in ACGR, 2011-2021 (% Point)* | Change in Four-Year Cohort Rate, 2011-2021 (%)** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Hawaii** | | | | | | | | | | | | | | | | | | | |
| AFGR | 75.1 | 75.5 | 75.4 | 76.0 | 75.3 | 75.4 | 74.0 | 78.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 80.0 | 81.0 | 82.4 | 81.8 | 81.6 | 82.7 | 82.7 | 84.5 | 85.2 | 86.2 | 86.0 | 0.6 | 6.0 |
| **Idaho** | | | | | | | | | | | | | | | | | | | |
| AFGR | 81.0 | 80.5 | 80.4 | 80.1 | 80.6 | 84.0 | 83.0 | 84.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | — | — | — | 77.3 | 78.9 | 79.7 | 79.7 | 80.7 | 80.8 | 82.2 | 80.2 | 0.4 | 2.9 |
| **Illinois** | | | | | | | | | | | | | | | | | | | |
| AFGR | 79.4 | 79.7 | 79.5 | 80.4 | 77.7 | 81.9 | 80.0 | 82.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 83.8 | 82.0 | 83.2 | 86.0 | 85.6 | 85.5 | 87.0 | 86.5 | 86.2 | — | — | 0.3 | 2.4 |
| **Indiana** | | | | | | | | | | | | | | | | | | | |
| AFGR | 73.2 | 73.3 | 73.9 | 74.1 | 75.2 | 77.2 | 80.0 | 80.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 81.5 | 84.1 | 85.7 | 86.0 | 87.0 | 87.9 | 87.1 | 86.8 | 83.8 | 88.1 | 87.2 | 91.0 | 88.2 | 0.3 | 2.5 |
| **Iowa** | | | | | | | | | | | | | | | | | | | |
| AFGR | 86.6 | 86.9 | 86.5 | 86.4 | 85.7 | 87.9 | 89.0 | 89.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 88.8 | 88.3 | 89.0 | 89.7 | 90.5 | 90.8 | 91.3 | 91.0 | 91.4 | 91.6 | 91.9 | 90.2 | 0.2 | 1.9 |
| **Kansas** | | | | | | | | | | | | | | | | | | | |
| AFGR | 79.2 | 77.6 | 78.9 | 79.1 | 80.2 | 84.5 | 87.0 | 89.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 80.7 | 83.0 | 85.0 | 85.7 | 85.7 | 85.7 | 85.7 | 86.5 | 87.2 | 87.2 | 88.1 | 87.9 | 0.5 | 4.9 |
| **Kentucky** | | | | | | | | | | | | | | | | | | | |
| AFGR | 75.9 | 77.2 | 76.4 | 74.4 | 77.6 | 79.9 | 81.0 | 82.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | — | — | 86.1 | 87.5 | 88.0 | 88.6 | 89.7 | 90.3 | 90.6 | 91.1 | 90.2 | 0.5 | 4.1 |
| **Louisiana** | | | | | | | | | | | | | | | | | | | |
| AFGR | 63.9 | 59.5 | 61.3 | 63.5 | 67.3 | 68.8 | 71.0 | 72.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | 64.8 | 66.3 | 66.0 | 67.3 | 67.2 | 70.9 | 72.0 | 73.5 | 74.6 | 77.5 | 78.6 | 78.1 | 81.4 | 80.1 | 82.9 | 82.1 | 1.1 | 11.2 |
| **Maine** | | | | | | | | | | | | | | | | | | | |
| AFGR | 78.6 | 76.3 | 78.5 | 79.1 | 79.9 | 82.8 | 86.0 | 87.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 80.4 | 82.8 | 83.8 | 85.0 | 86.4 | 86.5 | 87.5 | 87.0 | 86.9 | 86.7 | 87.4 | 87.5 | 86.0 | 0.2 | 2.2 |
| **Maryland** | | | | | | | | | | | | | | | | | | | |
| AFGR | 79.3 | 79.9 | 80.0 | 80.4 | 80.1 | 82.2 | 84.0 | 84.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 82.0 | 82.8 | 84.0 | 85.0 | 86.4 | 87.0 | 87.6 | 87.7 | 87.1 | 86.9 | 86.8 | 87.2 | 0.4 | 4.4 |
| **Massachusetts** | | | | | | | | | | | | | | | | | | | |
| AFGR | 78.7 | 79.5 | 80.8 | 81.5 | 83.3 | 82.6 | 85.0 | 86.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | 79.9 | 80.9 | 81.2 | 81.5 | 82.1 | 83.4 | 85.0 | 85.0 | 86.1 | 87.3 | 87.5 | 88.3 | 87.8 | 88.0 | 89.0 | 89.8 | 0.6 | 6.4 |
| **Michigan** | | | | | | | | | | | | | | | | | | | |
| AFGR | 73.0 | 72.2 | 77.0 | 76.3 | 75.3 | 75.9 | 75.0 | 77.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | 75.5 | 75.5 | 75.2 | 76.0 | 74.3 | 76.0 | 77.0 | 78.6 | 79.8 | 79.7 | 80.2 | 80.6 | 81.4 | 82.1 | 80.5 | 0.6 | 6.2 |
| **Minnesota** | | | | | | | | | | | | | | | | | | | |
| AFGR | 85.9 | 86.2 | 86.5 | 86.4 | 87.4 | 88.2 | 89.0 | 88.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 74.8 | 75.2 | 74.8 | 74.3 | 74.3 | 75.5 | 76.9 | 78.0 | 79.8 | 81.2 | 81.9 | 82.2 | 82.7 | 83.2 | 83.7 | 83.8 | 83.4 | 0.7 | 6.5 |
| **Mississippi** | | | | | | | | | | | | | | | | | | | |
| AFGR | 63.3 | 63.5 | 63.6 | 63.9 | 62.0 | 63.8 | 69.0 | 68.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | 70.8 | 73.8 | 72.0 | 71.6 | 71.4 | 73.7 | 75.0 | 75.5 | 77.6 | 75.4 | 82.3 | 83.0 | 84.0 | 85.0 | 87.7 | 88.3 | 1.5 | 14.6 |
| **Missouri** | | | | | | | | | | | | | | | | | | | |
| AFGR | 80.6 | 81.0 | 81.9 | 82.4 | 83.1 | 83.7 | 85.0 | 86.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 81.3 | 86.0 | 85.7 | 87.3 | 87.8 | 89.0 | 88.3 | 89.2 | 89.7 | 89.5 | 89.2 | 0.8 | 8.0 |
| **Montana** | | | | | | | | | | | | | | | | | | | |
| AFGR | 81.5 | 81.9 | 81.5 | 82.0 | 82.0 | 81.9 | 84.0 | 86.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 82.2 | 84.0 | 84.4 | 85.4 | 86.0 | 85.6 | 85.8 | 86.4 | 86.6 | 85.9 | 86.1 | 0.4 | 3.9 |

**Appendix A** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005-2021 (cont'd)

| | 2005 (%) | 2006 (%) | 2007 (%) | 2008 (%) | 2009 (%) | 2010 (%) | 2011 (%) | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) | 2018 (%) | 2019 (%) | 2020 (%) | 2021 (%) | Average Annual Change in ACGR, 2011-2021 (% Point)* | Change in Four-Year Cohort Rate, 2011-2021 (%)** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Nebraska** | | | | | | | | | | | | | | | | | | | |
| AFGR | 87.8 | 87.0 | 86.3 | 83.8 | 82.9 | 83.8 | 90.0 | 93.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 86.0 | 88.0 | 88.5 | 89.7 | 88.9 | 89.3 | 89.1 | 88.7 | 88.4 | 87.6 | 87.6 | 0.2 | 1.6 |
| **Nevada** | | | | | | | | | | | | | | | | | | | |
| AFGR | 55.8 | 55.8 | 54.2 | 56.3 | 56.3 | 57.8 | 59.0 | 60.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 62.0 | 63.0 | 70.7 | 70.0 | 71.3 | 73.6 | 80.9 | 83.2 | 84.1 | 82.6 | 81.3 | 1.9 | 19.3 |
| **New Hampshire** | | | | | | | | | | | | | | | | | | | |
| AFGR | 80.1 | 81.1 | 81.7 | 83.4 | 84.3 | 86.3 | 87.0 | 87.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 85.9 | 86.1 | 86.0 | 87.3 | 88.1 | 88.1 | 88.2 | 88.9 | 88.8 | 88.4 | 88.1 | 87.1 | 0.1 | 1.0 |
| **New Jersey** | | | | | | | | | | | | | | | | | | | |
| AFGR | 85.1 | 84.8 | 84.4 | 84.6 | 85.3 | 87.2 | 87.0 | 87.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 83.2 | 86.0 | 87.5 | 88.6 | 89.7 | 90.1 | 90.5 | 90.9 | 90.6 | 91.0 | 88.6 | 0.5 | 5.4 |
| **New Mexico** | | | | | | | | | | | | | | | | | | | |
| AFGR | 65.4 | 67.3 | 59.1 | 66.8 | 64.8 | 67.3 | 71.0 | 74.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | 60.3 | 66.1 | 67.3 | 63.0 | 70.0 | 70.3 | 68.5 | 68.6 | 71.0 | 71.1 | 73.9 | 75.1 | 76.9 | 76.6 | 1.4 | 13.6 |
| **New York** | | | | | | | | | | | | | | | | | | | |
| AFGR | 65.3 | 67.4 | 68.8 | 70.8 | 73.5 | 76.0 | 78.0 | 78.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 65.8 | 67.2 | 71.0 | 73.6 | 74.0 | 76.0 | 76.8 | 77.0 | 76.8 | 77.8 | 79.2 | 80.4 | 81.8 | 82.3 | 82.8 | 83.5 | 84.9 | 0.8 | 8.1 |
| **North Carolina** | | | | | | | | | | | | | | | | | | | |
| AFGR | 72.6 | 71.8 | 68.6 | 72.8 | 75.1 | 76.9 | 77.0 | 79.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | 68.3 | 69.5 | 70.3 | 71.8 | 74.2 | 77.9 | 80.0 | 82.5 | 83.9 | 85.6 | 85.9 | 86.6 | 86.3 | 86.5 | 87.7 | 87.0 | 0.9 | 9.1 |
| **North Dakota** | | | | | | | | | | | | | | | | | | | |
| AFGR | 86.3 | 82.1 | 83.1 | 83.8 | 87.4 | 88.4 | 90.0 | 91.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 86.7 | 86.2 | 87.7 | 86.9 | 85.4 | 86.2 | 86.3 | 87.0 | 87.5 | 87.2 | 86.6 | 87.5 | 87.2 | 88.1 | 88.3 | 89.0 | 87.0 | 0.1 | 0.8 |
| **Ohio** | | | | | | | | | | | | | | | | | | | |
| AFGR | 80.2 | 79.2 | 78.7 | 79.0 | 79.6 | 81.4 | 82.0 | 84.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 78.0 | 80.0 | 81.0 | 82.2 | 81.8 | 80.7 | 83.5 | 84.2 | 82.1 | 82.0 | 84.4 | 85.4 | 0.5 | 5.4 |
| **Oklahoma** | | | | | | | | | | | | | | | | | | | |
| AFGR | 76.9 | 77.8 | 77.8 | 78.0 | 77.3 | 78.5 | 80.0 | 79.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | — | — | 84.8 | 82.7 | 82.5 | 81.6 | 82.6 | 81.8 | 84.9 | 80.7 | 80.1 | -0.6 | -4.7 |
| **Oregon** | | | | | | | | | | | | | | | | | | | |
| AFGR | 74.2 | 73.0 | 73.8 | 76.7 | 76.5 | 76.3 | 78.0 | 78.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | 66.2 | 66.4 | 67.7 | 68.0 | 68.7 | 72.0 | 73.8 | 74.8 | 76.7 | 78.7 | 80.0 | 82.6 | 80.6 | 1.3 | 12.9 |
| **Pennsylvania** | | | | | | | | | | | | | | | | | | | |
| AFGR | 82.5 | — | 83.0 | 82.7 | 80.5 | 84.1 | 86.0 | 88.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 77.8 | 82.6 | 84.0 | 85.5 | 85.3 | 84.8 | 86.1 | 86.6 | 85.9 | 86.5 | 87.3 | 86.7 | 0.4 | 4.1 |
| **Rhode Island** | | | | | | | | | | | | | | | | | | | |
| AFGR | 78.4 | 77.8 | 78.4 | 76.4 | 75.3 | 76.4 | 77.0 | 76.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | 73.9 | 75.5 | 75.8 | 77.3 | 77.0 | 79.7 | 80.8 | 83.2 | 82.8 | 84.1 | 84.0 | 83.9 | 83.6 | 83.7 | 0.6 | 6.4 |
| **South Carolina** | | | | | | | | | | | | | | | | | | | |
| AFGR | 60.1 | — | 58.9 | 62.2 | 66.0 | 68.2 | 69.0 | 72.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 72.0 | 73.6 | 75.0 | 77.6 | 80.1 | 80.3 | 82.6 | 83.6 | 81.0 | 81.1 | 82.2 | 83.3 | 1.0 | 9.7 |
| **South Dakota** | | | | | | | | | | | | | | | | | | | |
| AFGR | 82.3 | 84.5 | 82.5 | 84.4 | 81.7 | 81.8 | 82.0 | 83.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 83.4 | 83.0 | 82.7 | 82.7 | 83.9 | 83.9 | 83.7 | 84.1 | 84.1 | 84.3 | 82.9 | -0.0 | -0.5 |
| **Tennessee** | | | | | | | | | | | | | | | | | | | |
| AFGR | 68.5 | 70.6 | 72.6 | 74.9 | 77.4 | 80.4 | 81.0 | 83.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 85.5 | 87.0 | 86.3 | 87.2 | 87.9 | 88.5 | 89.8 | 90.0 | 90.5 | 90.4 | 89.3 | 0.4 | 3.8 |

**Appendix A** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2005-2021 (cont'd)

| | 2005 (%) | 2006 (%) | 2007 (%) | 2008 (%) | 2009 (%) | 2010 (%) | 2011 (%) | 2012 (%) | 2013 (%) | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) | 2018 (%) | 2019 (%) | 2020 (%) | 2021 (%) | Average Annual Change in ACGR, 2011-2021 (% Point)* | Change in Four-Year Cohort Rate, 2011-2021 (%)** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Texas** | | | | | | | | | | | | | | | | | | | |
| AFGR | 74.0 | 72.5 | 71.9 | 73.1 | 75.4 | 78.9 | 81.0 | 82.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | 84.0 | 80.4 | 78.0 | 79.1 | 80.6 | 84.3 | 85.9 | 88.0 | 88.0 | 88.3 | 89.0 | 89.1 | 89.7 | 90.0 | 90.0 | — | 90.0 | 0.4 | 4.1 |
| **Utah** | | | | | | | | | | | | | | | | | | | |
| AFGR | 84.4 | 78.6 | 76.6 | 74.3 | 79.4 | 78.6 | 78.0 | 78.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | 69.0 | 72.0 | 75.0 | 76.0 | 80.0 | 83.0 | 83.9 | 84.8 | 85.2 | 86.0 | 87.0 | 87.4 | 88.2 | 88.1 | 1.2 | 12.1 |
| **Vermont** | | | | | | | | | | | | | | | | | | | |
| AFGR | 86.5 | 82.3 | 88.6 | 89.3 | 89.6 | 91.4 | 93.0 | 93.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | 85.1 | 86.4 | 85.7 | 85.6 | 87.5 | 87.5 | 88.0 | 86.6 | 87.8 | 87.7 | 87.7 | 89.1 | 85.1 | 84.5 | 83.1 | 83.2 | -0.4 | -4.3 |
| **Virginia** | | | | | | | | | | | | | | | | | | | |
| AFGR | 79.6 | 74.5 | 75.5 | 77.0 | 78.4 | 81.2 | 83.0 | 84.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | — | 82.0 | 83.0 | 84.5 | 85.3 | 85.7 | 86.7 | 86.9 | 87.5 | 87.5 | 88.8 | 89.8 | 0.8 | 7.8 |
| **Washington** | | | | | | | | | | | | | | | | | | | |
| AFGR | 75.0 | 72.9 | 74.8 | 71.9 | 73.7 | 77.2 | 79.0 | 79.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 75.4 | 76.6 | 77.0 | 76.4 | 78.2 | 78.2 | 79.7 | 79.4 | 86.7 | 81.1 | 83.1 | — | 0.7 | 6.5 |
| **West Virginia** | | | | | | | | | | | | | | | | | | | |
| AFGR | 77.3 | 76.9 | 78.2 | 77.3 | 77.0 | 78.3 | 78.0 | 80.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 75.5 | 76.5 | 79.0 | 81.4 | 84.5 | 86.5 | 89.8 | 89.4 | 90.2 | 91.3 | 92.1 | 91.1 | 1.5 | 14.6 |
| **Wisconsin** | | | | | | | | | | | | | | | | | | | |
| AFGR | 86.7 | 87.5 | 88.5 | 89.6 | 90.7 | 91.1 | 92.0 | 92.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 85.7 | 87.0 | 88.0 | 88.0 | 88.6 | 88.4 | 88.2 | 88.6 | 89.7 | 90.1 | 90.4 | 89.5 | 0.3 | 2.5 |
| **Wyoming** | | | | | | | | | | | | | | | | | | | |
| AFGR | 76.7 | 76.1 | 75.8 | 76.0 | 75.2 | 80.3 | 80.0 | 80.0 | — | — | — | — | — | — | — | — | — | — | — |
| ACGR | — | — | — | — | — | 80.4 | 79.7 | 79.0 | 77.0 | 78.6 | 79.3 | 90.0 | 86.2 | 81.7 | 82.1 | 82.3 | 82.5 | 0.3 | 2.8 |

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

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

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

**Appendix B** • Adjusted Cohort Graduation Rates, by State and Subgroup, 2019-20

| State | Regulatory Adjusted Cohort Graduation Rate, All Students: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Black: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, White: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2019-20 |
|---|---|---|---|---|---|---|
| Alabama | 90.6% | 88.2% | 88.0% | 92.2% | 95.0% | 93.0% |
| Alaska | 79.1% | 74.0% | 77.0% | 84.4% | 87.0% | 68.0% |
| Arizona | 77.3% | 71.7% | 74.0% | 83.1% | 91.0% | 63.9% |
| Arkansas | 88.8% | 84.5% | 86.7% | 90.9% | 86.0% | 89.0% |
| California | 84.3% | 76.9% | 82.2% | 87.9% | 92.2% | 76.0% |
| Colorado | 81.8% | 76.6% | 75.4% | 86.0% | 90.0% | 67.0% |
| Connecticut | 88.2% | 80.0% | 79.6% | 93.4% | 95.0% | 88.0% |
| Delaware | 89.0% | 87.0% | 86.0% | 90.5% | 95.0% | 83.0% |
| Florida | 90.2% | 86.9% | 89.7% | 91.9% | 97.7% | 84.0% |
| Georgia | 83.8% | 81.4% | 77.8% | 87.3% | 92.5% | 76.0% |
| Hawaii | 86.2% | 84.0% | 81.0% | 86.0% | 86.6% | – |
| Idaho | 82.2% | 69.0% | 75.7% | 84.3% | 87.0% | 65.0% |
| Illinois | – | – | – | – | – | – |
| Indiana | 91.0% | 84.5% | 88.1% | 92.5% | 96.0% | 89.0% |
| Iowa | 91.9% | 81.0% | 84.8% | 93.8% | 92.0% | 83.0% |
| Kansas | 88.1% | 80.0% | 83.8% | 90.2% | 94.0% | 82.0% |
| Kentucky | 91.1% | 83.3% | 84.4% | 92.8% | 94.0% | 90.0% |
| Louisiana | 82.9% | 78.9% | 72.7% | 87.8% | 94.0% | 78.0% |
| Maine | 87.5% | 83.0% | 82.0% | 87.8% | 94.0% | 72.0% |
| Maryland | 86.8% | 84.7% | 71.6% | 94.1% | 95.9% | 87.0% |
| Massachusetts | 89.0% | 83.1% | 77.2% | 93.2% | 95.0% | 86.0% |
| Michigan | 82.1% | 70.4% | 75.5% | 85.5% | 93.0% | 74.0% |
| Minnesota | 83.8% | 69.2% | 70.4% | 89.0% | 88.9% | 56.0% |
| Mississippi | 87.7% | 86.0% | 84.0% | 89.9% | 92.0% | 81.0% |
| Missouri | 89.5% | 78.8% | 86.6% | 92.2% | 93.0% | 88.0% |
| Montana | 85.9% | 77.0% | 82.0% | 88.7% | 92.0% | 68.0% |
| Nebraska | 87.6% | 75.0% | 77.8% | 92.2% | 86.0% | 72.0% |
| Nevada | 82.6% | 69.5% | 81.3% | 86.5% | 91.7% | 74.0% |
| New Hampshire | 88.1% | 77.0% | 74.0% | 89.4% | 92.0% | 85.0% |
| New Jersey | 91.0% | 85.7% | 84.8% | 94.9% | 96.8% | 89.0% |
| New Mexico | 76.9% | 74.0% | 76.1% | 80.7% | 87.0% | 72.0% |
| New York | 83.5% | 75.4% | 74.6% | 90.4% | 89.9% | 75.0% |
| North Carolina | 87.7% | 85.1% | 81.7% | 90.8% | 94.4% | 85.0% |
| North Dakota | 89.0% | 82.0% | 78.0% | 92.2% | 88.0% | 73.0% |
| Ohio | 84.4% | 72.4% | 76.5% | 87.6% | 91.4% | 78.0% |
| Oklahoma | 80.7% | 75.0% | 76.5% | 82.8% | 83.0% | 80.3% |
| Oregon | 82.6% | 76.0% | 79.5% | 83.9% | 90.0% | 67.0% |
| Pennsylvania | 87.3% | 76.6% | 77.2% | 91.4% | 92.6% | 78.0% |
| Rhode Island | 83.6% | 80.0% | 75.9% | 87.9% | 91.0% | 69.0% |
| South Carolina | 82.2% | 77.4% | 80.1% | 85.4% | 93.0% | 81.0% |
| South Dakota | 84.3% | 80.0% | 72.0% | 90.0% | 83.0% | 53.0% |
| Tennessee | 90.4% | 84.2% | 82.6% | 93.9% | 95.0% | 91.0% |
| Texas | – | – | – | – | – | – |
| Utah | 88.2% | 79.0% | 80.2% | 90.6% | 87.0% | 73.0% |
| Vermont | 83.1% | 70.0% | 82.0% | 84.6% | 74.0% | 75.0% |
| Virginia | 88.8% | 86.5% | 75.4% | 93.0% | 95.5% | 88.0% |
| Washington | 83.1% | 76.5% | 77.8% | 84.8% | 89.4% | 70.0% |
| West Virginia | 92.1% | 86.0% | 93.0% | 92.4% | 97.5% | 90.0% |
| Wisconsin | 90.4% | 70.8% | 83.7% | 94.2% | 92.0% | 85.0% |
| Wyoming | 82.3% | 66.0% | 78.0% | 84.0% | 86.0% | 62.0% |
| United States | 86.5% | 81.1% | 82.5% | 90.2% | 92.5% | 74.9% |

Source EDFacts/Consolidated State Performance Report, 2018-19: http://www2.ed.gov/admins/lead/account/consolidated/index.html

**Appendix B** • Adjusted Cohort Graduation Rates, by State and Subgroup, 2019-20 (cont'd)

| State | Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Low Income: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Children with Disabilities: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Homeless: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Foster Care: 2019-20 |
|---|---|---|---|---|---|---|
| Alabama | 92.0% | 85.5% | 68.9% | 72.0% | 74.0% | 67.0% |
| Alaska | 75.0% | 72.3% | 59.0% | 68.0% | 58.0% | 54.0% |
| Arizona | 72.8% | 73.6% | 66.2% | 55.2% | 48.6% | 45.0% |
| Arkansas | 86.0% | 86.2% | 84.0% | 84.4% | 78.0% | 65.0% |
| California | 78.7% | 81.2% | 68.4% | 69.1% | 69.6% | 58.2% |
| Colorado | 82.0% | 72.3% | 61.8% | 70.2% | 56.7% | 31.0% |
| Connecticut | 90.0% | 80.6% | 68.1% | 67.0% | 65.0% | 47.0% |
| Delaware | 89.0% | 82.0% | 73.0% | 76.0% | 73.0% | 74.0% |
| Florida | 90.8% | 87.1% | 82.9% | 85.8% | 80.0% | 57.0% |
| Georgia | 85.7% | 79.6% | 70.2% | 61.9% | 65.8% | |
| Hawaii | – | 81.5% | 65.0% | 71.0% | 69.0% | 69.0% |
| Idaho | 79.0% | 73.8% | 59.0% | 65.0% | 61.0% | 40.0% |
| Illinois | – | – | – | – | – | – |
| Indiana | 88.0% | 89.8% | 79.1% | 89.0% | 88.0% | 67.0% |
| Iowa | 89.0% | 85.6% | 76.5% | 77.0% | 76.0% | 64.0% |
| Kansas | 87.0% | 81.3% | 81.0% | 83.5% | 68.0% | 62.0% |
| Kentucky | 89.0% | 88.1% | 78.0% | 74.0% | 85.0% | – |
| Louisiana | 83.0% | 78.4% | 68.6% | 50.0% | 67.0% | 54.0% |
| Maine | 82.0% | 78.9% | 74.0% | 81.0% | 62.0% | 53.0% |
| Maryland | 92.0% | 79.2% | 68.5% | 55.6% | 66.0% | 50.0% |
| Massachusetts | 89.0% | 80.5% | 74.9% | 68.3% | 64.0% | 58.0% |
| Michigan | 76.8% | 71.6% | 59.3% | 73.7% | 60.0% | 40.0% |
| Minnesota | 73.0% | 71.6% | 65.0% | 66.1% | 50.0% | – |
| Mississippi | 86.0% | 85.9% | 55.3% | 62.0% | 75.0% | 65.0% |
| Missouri | 87.0% | 82.5% | 77.2% | 73.0% | 78.0% | 69.0% |
| Montana | 84.0% | 76.8% | 75.0% | 65.0% | 63.0% | 71.0% |
| Nebraska | 83.0% | 79.6% | 65.0% | 52.0% | 63.0% | 55.0% |
| Nevada | 85.0% | 79.1% | 66.0% | 75.2% | 75.0% | 50.0% |
| New Hampshire | 84.0% | 74.9% | 73.0% | 67.0% | 58.0% | 43.0% |
| New Jersey | 92.0% | 85.0% | 80.4% | 73.0% | 74.0% | 55.0% |
| New Mexico | – | 71.7% | 66.3% | 75.8% | 59.0% | 39.0% |
| New York | 83.2% | 77.2% | 60.7% | 38.9% | 60.9% | 57.0% |
| North Carolina | 85.4% | 82.3% | 72.2% | 71.4% | 72.3% | 57.0% |
| North Dakota | – | 77.0% | 72.0% | 83.0% | 65.0% | 73.0% |
| Ohio | 80.5% | 74.4% | 56.9% | 68.1% | 58.6% | 57.0% |
| Oklahoma | 84.0% | 87.2% | 88.1% | 84.0% | 66.0% | 58.0% |
| Oregon | 81.0% | 77.6% | 68.0% | 65.0% | 60.5% | |
| Pennsylvania | 81.4% | 79.6% | 72.8% | 69.0% | 70.0% | 56.0% |
| Rhode Island | 77.0% | 75.9% | 63.0% | 69.0% | 57.0% | 57.0% |
| South Carolina | – | 76.2% | 55.8% | 81.1% | 64.0% | 44.0% |
| South Dakota | 78.0% | 69.0% | 69.0% | 65.0% | 53.0% | 43.0% |
| Tennessee | – | 84.4% | 74.5% | 68.8% | 78.0% | 60.0% |
| Texas | – | – | – | – | – | – |
| Utah | 88.0% | 78.3% | 73.3% | 73.0% | – | – |
| Vermont | 76.0% | 75.0% | 69.0% | 49.0% | 55.0% | 0.0% |
| Virginia | 91.9% | 82.5% | 67.5% | 63.4% | 62.0% | 54.0% |
| Washington | 84.0% | 75.2% | 64.6% | 68.4% | 69.4% | 50.0% |
| West Virginia | 88.0% | 87.1% | 84.0% | 97.5% | 82.0% | 0.0% |
| Wisconsin | 87.0% | 81.5% | 69.7% | 77.0% | 67.0% | 60.0% |
| Wyoming | 80.0% | 71.6% | 63.0% | 60.0% | 64.0% | 0.0% |
| United States | 83.4% | 81.3% | 70.6% | 71.3% | 67.8% | 55.7% |

**Appendix C** • Adjusted Cohort Graduation Rates, by State and Subgroup, 2020-21

| State | Regulatory Adjusted Cohort Graduation Rate, All Students: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Black: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, White: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Asian and Pacific Islander: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, American Indian and Alaskan Native: 2020-21 |
|---|---|---|---|---|---|---|
| Alabama | 90.6% | 88.3% | 88.1% | 92.1% | 96.0% | 95.0% |
| Alaska | 78.2% | 76.0% | 77.0% | 83.7% | 84.0% | 66.0% |
| Arizona | 76.5% | 70.7% | 71.9% | 82.9% | 90.0% | 63.9% |
| Arkansas | 88.4% | 84.5% | 87.6% | 90.0% | 89.0% | 85.0% |
| California | 83.6% | 72.5% | 80.5% | 88.2% | 93.5% | 73.0% |
| Colorado | 81.6% | 76.0% | 74.3% | 86.6% | 90.0% | 64.0% |
| Connecticut | 89.7% | 81.5% | 82.4% | 94.1% | 96.0% | 91.0% |
| Delaware | 80.5% | 75.7% | 75.0% | 85.3% | 94.0% | 83.0% |
| Florida | 90.2% | 87.2% | 89.4% | 91.9% | 97.2% | 89.0% |
| Georgia | 83.7% | 81.4% | 77.8% | 86.9% | 93.8% | 82.0% |
| Hawaii | 86.0% | 85.0% | 83.0% | 87.0% | 85.9% | – |
| Idaho | 80.2% | 68.0% | 71.8% | 82.5% | 83.0% | 69.0% |
| Illinois | – | – | – | – | – | – |
| Indiana | 88.2% | 79.3% | 84.0% | 90.4% | 95.0% | 77.0% |
| Iowa | 90.2% | 78.0% | 81.0% | 92.6% | 90.0% | 77.0% |
| Kansas | 87.9% | 82.0% | 83.3% | 90.1% | 95.0% | 84.0% |
| Kentucky | 90.2% | 83.9% | 83.5% | 91.6% | 95.0% | 82.0% |
| Louisiana | 82.1% | 76.3% | 74.1% | 88.0% | 92.0% | 85.0% |
| Maine | 86.0% | 76.0% | 77.0% | 86.9% | 91.0% | 71.0% |
| Maryland | 87.2% | 83.4% | 76.0% | 93.6% | 96.6% | 93.0% |
| Massachusetts | 89.8% | 84.4% | 80.1% | 93.2% | 95.9% | 82.0% |
| Michigan | 80.5% | 67.7% | 74.7% | 84.0% | 92.3% | 70.0% |
| Minnesota | 83.4% | 70.4% | 69.3% | 88.3% | 87.1% | 53.0% |
| Mississippi | 88.3% | 87.3% | 85.0% | 89.8% | 94.0% | 87.0% |
| Missouri | 89.2% | 78.9% | 86.1% | 91.6% | 94.0% | 86.0% |
| Montana | 86.1% | 76.0% | 79.0% | 89.1% | 88.0% | 69.0% |
| Nebraska | 87.6% | 75.0% | 79.1% | 91.9% | 88.0% | 73.0% |
| Nevada | 81.3% | 70.3% | 79.6% | 85.0% | 91.1% | 72.0% |
| New Hampshire | 87.1% | 75.0% | 76.0% | 88.1% | 92.0% | 88.0% |
| New Jersey | 88.6% | 81.4% | 82.2% | 92.8% | 96.6% | 88.0% |
| New Mexico | 76.6% | 75.0% | 75.9% | 80.1% | 89.0% | 71.0% |
| New York | 84.9% | 78.2% | 76.9% | 91.1% | 91.1% | 77.0% |
| North Carolina | 87.0% | 83.8% | 81.7% | 90.3% | 95.0% | 83.0% |
| North Dakota | 87.0% | 81.0% | 73.0% | 90.8% | 82.0% | 70.0% |
| Ohio | 85.4% | 73.5% | 75.6% | 88.8% | 92.3% | 79.0% |
| Oklahoma | 80.1% | 74.1% | 76.6% | 82.1% | 84.0% | 81.0% |
| Oregon | 80.6% | 73.0% | 77.0% | 82.1% | 88.0% | 67.0% |
| Pennsylvania | 86.7% | 75.6% | 74.7% | 91.0% | 93.6% | 76.0% |
| Rhode Island | 83.7% | 82.0% | 76.7% | 87.9% | 88.0% | 76.0% |
| South Carolina | 83.3% | 78.1% | 81.2% | 86.9% | 92.0% | 77.0% |
| South Dakota | 82.9% | 84.0% | 67.0% | 89.8% | 90.0% | 45.0% |
| Tennessee | 89.3% | 83.1% | 83.3% | 92.5% | 95.0% | 88.0% |
| Texas | 90.0% | 86.4% | 88.1% | 93.8% | 96.5% | 87.0% |
| Utah | 88.1% | 77.0% | 80.5% | 90.3% | 88.0% | 78.0% |
| Vermont | 83.2% | 69.0% | 75.0% | 83.9% | 78.0% | 90.0% |
| Virginia | 89.8% | 86.2% | 80.4% | 93.0% | 96.4% | 88.0% |
| Washington | – | – | – | – | – | – |
| West Virginia | 91.1% | 87.0% | 89.0% | 91.3% | 97.5% | 90.0% |
| Wisconsin | 89.5% | 66.6% | 82.7% | 93.9% | 92.0% | 78.0% |
| Wyoming | 82.5% | 80.0% | 78.0% | 84.5% | 90.0% | 53.0% |
| United States | 86.1% | 80.4% | 81.7% | 89.8% | 93.1% | 73.7% |

**Source** EDFacts / Consolidated State Performance Report, 2018-19: http://www2.ed.gov/admins/lead/account/consolidated/index.html

**Appendix C** • Adjusted Cohort Graduation Rates, by State and Subgroup, 2020-21 (cont'd)

| State | Regulatory Adjusted Cohort Graduation Rate, Two or More Races: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Low Income: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Children with Disabilities: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Limited English Proficient: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Homeless: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Foster Care: 2020-21 |
|---|---|---|---|---|---|---|
| Alabama | 93.0% | 86.6% | 73.0% | 75.0% | 77.0% | 69.0% |
| Alaska | 73.0% | 69.9% | 59.0% | 69.0% | 51.0% | 45.0% |
| Arizona | 72.0% | 72.3% | 66.0% | 54.8% | 41.6% | 41.0% |
| Arkansas | 86.0% | 86.6% | 83.1% | 84.0% | 76.0% | 64.0% |
| California | 83.4% | 80.4% | 68.6% | 67.1% | 67.8% | 55.7% |
| Colorado | 82.0% | 70.5% | 66.3% | 67.5% | 54.0% | 31.0% |
| Connecticut | 89.0% | 82.2% | 68.6% | 74.0% | 66.0% | 55.0% |
| Delaware | 85.0% | 70.8% | 64.0% | 61.0% | 57.0% | 45.0% |
| Florida | 89.9% | 87.2% | 82.4% | 86.1% | 78.3% | 62.0% |
| Georgia | 83.5% | 80.5% | 70.2% | 65.9% | 63.6% | 45.0% |
| Hawaii | – | 81.1% | 66.0% | 69.0% | 69.0% | 67.0% |
| Idaho | 77.0% | 70.1% | 56.0% | 61.0% | 54.0% | 39.0% |
| Illinois | – | – | – | – | – | – |
| Indiana | 84.3% | 84.8% | 75.1% | 84.0% | 78.0% | 59.0% |
| Iowa | 86.0% | 82.3% | 73.8% | 76.0% | 65.0% | 62.0% |
| Kansas | 84.0% | 81.1% | 81.7% | 82.4% | 69.0% | 63.0% |
| Kentucky | 90.0% | 86.9% | 78.0% | 75.0% | 80.0% | – |
| Louisiana | 85.0% | 77.2% | 69.2% | 53.0% | 64.0% | 56.0% |
| Maine | 82.0% | 76.6% | 73.0% | 76.0% | 56.0% | 59.0% |
| Maryland | 91.0% | 79.0% | 68.1% | 60.7% | 65.0% | 57.0% |
| Massachusetts | 89.0% | 81.7% | 76.6% | 71.8% | 77.0% | 65.0% |
| Michigan | 74.4% | 68.9% | 57.0% | 72.4% | 54.0% | 40.0% |
| Minnesota | 75.0% | 70.3% | 63.9% | 64.8% | 45.0% | 37.0% |
| Mississippi | 86.0% | 90.1% | 59.8% | 65.0% | 71.0% | 60.0% |
| Missouri | 88.0% | 81.3% | 76.8% | 74.0% | 75.0% | 70.0% |
| Montana | 84.0% | 76.6% | 77.0% | 70.0% | 62.0% | 82.0% |
| Nebraska | 81.0% | 79.9% | 65.0% | 58.0% | 64.0% | 43.0% |
| Nevada | 83.0% | 79.0% | 64.6% | 71.2% | 73.0% | 43.0% |
| New Hampshire | 82.0% | 72.2% | 72.0% | 65.0% | 58.0% | 45.0% |
| New Jersey | 88.0% | 82.1% | 67.0% | 72.8% | 68.0% | 47.0% |
| New Mexico | – | 72.3% | 67.9% | 74.7% | 62.0% | 37.0% |
| New York | 84.0% | 79.6% | 62.4% | 46.1% | 64.4% | 49.0% |
| North Carolina | 85.0% | 80.1% | 71.3% | 68.9% | 69.3% | 57.0% |
| North Dakota | – | 73.0% | 72.0% | 74.0% | 61.0% | 45.0% |
| Ohio | 80.9% | 75.4% | 63.6% | 69.6% | 57.4% | 59.4% |
| Oklahoma | 78.7% | 82.6% | 82.9% | 81.0% | 62.0% | 65.0% |
| Oregon | 79.0% | 77.0% | 66.1% | 64.0% | 55.4% | 48.0% |
| Pennsylvania | 81.4% | 79.5% | 73.0% | 66.9% | 69.0% | 53.0% |
| Rhode Island | 76.0% | 76.3% | 65.0% | 69.0% | 61.0% | 49.0% |
| South Carolina | – | 75.5% | 56.7% | 80.2% | 62.0% | 38.0% |
| South Dakota | 74.0% | 69.0% | 60.0% | 64.0% | 40.0% | 38.0% |
| Tennessee | – | 82.2% | 72.4% | 71.3% | 73.0% | 54.0% |
| Texas | 90.9% | 86.7% | 79.6% | 80.0% | 79.2% | 61.0% |
| Utah | 87.0% | 77.8% | 73.2% | 75.0% | – | – |
| Vermont | 83.0% | 74.0% | 70.0% | 63.0% | 57.0% | 48.0% |
| Virginia | 92.4% | 83.3% | 69.4% | 70.4% | 65.0% | 55.0% |
| Washington | – | – | – | – | – | – |
| West Virginia | 90.0% | 85.5% | 83.0% | 91.0% | 77.0% | 63.0% |
| Wisconsin | 84.0% | 78.4% | 69.2% | 76.0% | 64.0% | 52.0% |
| Wyoming | 77.0% | 70.1% | 65.0% | 64.0% | 61.0% | 55.0% |
| United States | 84.1% | 80.7% | 70.2% | 71.3% | 67.9% | 54.3% |

**Appendix D** • Adjusted Cohort Graduation Rate Gaps—Black and White Students, 2019-20

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Black: 2019-20 | Graduation Rate Gap Between White and Black Students, 2019-20 |
|---|---|---|---|
| Alabama | 92.2% | 88.2% | 4.0% |
| Alaska | 84.4% | 74.0% | 10.4% |
| Arizona | 83.1% | 71.7% | 11.4% |
| Arkansas | 90.9% | 84.5% | 6.4% |
| California | 87.9% | 76.9% | 11.0% |
| Colorado | 86.0% | 76.6% | 9.4% |
| Connecticut | 93.4% | 80.0% | 13.4% |
| District of Columbia | 93.0% | 72.9% | 20.1% |
| Delaware | 90.5% | 87.0% | 3.5% |
| Florida | 91.9% | 86.9% | 5.0% |
| Georgia | 87.3% | 81.4% | 5.9% |
| Hawaii | 86.0% | 84.0% | 2.0% |
| Idaho | 84.3% | 69.0% | 15.3% |
| Illinois | – | – | – |
| Indiana | 92.5% | 84.5% | 8.0% |
| Iowa | 93.8% | 81.0% | 12.8% |
| Kansas | 90.2% | 80.0% | 10.2% |
| Kentucky | 92.8% | 83.3% | 9.5% |
| Louisiana | 87.8% | 78.9% | 8.9% |
| Maine | 87.8% | 83.0% | 4.8% |
| Maryland | 94.1% | 84.7% | 9.4% |
| Massachusetts | 93.2% | 83.1% | 10.1% |
| Michigan | 85.5% | 70.4% | 15.1% |
| Minnesota | 89.0% | 69.2% | 19.8% |
| Mississippi | 89.9% | 86.0% | 3.9% |
| Missouri | 92.2% | 78.8% | 13.4% |
| Montana | 88.7% | 77.0% | 11.7% |
| Nebraska | 92.2% | 75.0% | 17.2% |
| Nevada | 86.5% | 69.5% | 17.0% |
| New Hampshire | 89.4% | 77.0% | 12.4% |
| New Jersey | 94.9% | 85.7% | 9.2% |
| New Mexico | 80.7% | 74.0% | 6.7% |
| New York | 90.4% | 75.4% | 15.0% |
| North Carolina | 90.8% | 85.1% | 5.7% |
| North Dakota | 92.2% | 82.0% | 10.2% |
| Ohio | 87.6% | 72.4% | 15.2% |
| Oklahoma | 82.8% | 75.0% | 7.8% |
| Oregon | 83.9% | 76.0% | 7.9% |
| Pennsylvania | 91.4% | 76.6% | 14.8% |
| Rhode Island | 87.9% | 80.0% | 7.9% |
| South Carolina | 85.4% | 77.4% | 8.0% |
| South Dakota | 90.0% | 80.0% | 10.0% |
| Tennessee | 93.9% | 84.2% | 9.7% |
| Texas | – | – | – |
| Utah | 90.6% | 79.0% | 11.6% |
| Vermont | 84.6% | 70.0% | 14.6% |
| Virginia | 93.0% | 86.5% | 6.5% |
| Washington | 84.8% | 76.5% | 8.3% |
| West Virginia | 92.4% | 86.0% | 6.4% |
| Wisconsin | 94.2% | 70.8% | 23.4% |
| Wyoming | 84.0% | 66.0% | 18.0% |
| United States | 90.2% | 81.1% | 9.1% |

## Appendix E • Adjusted Cohort Graduation Rate Gaps—Black and White Students, 2020-21

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Black: 2020-21 | Graduation Rate Gap Between White and Black Students, 2020-21 |
|---|---|---|---|
| Alabama | 92.1% | 88.3% | 3.8% |
| Alaska | 83.7% | 76.0% | 7.7% |
| Arizona | 82.9% | 70.7% | 12.2% |
| Arkansas | 90.0% | 84.5% | 5.5% |
| California | 88.2% | 72.5% | 15.7% |
| Colorado | 86.6% | 76.0% | 10.6% |
| Connecticut | 94.1% | 81.5% | 12.6% |
| District of Columbia | 92.0% | 73.4% | 18.6% |
| Delaware | 85.3% | 75.7% | 9.6% |
| Florida | 91.9% | 87.2% | 4.7% |
| Georgia | 86.9% | 81.4% | 5.5% |
| Hawaii | 87.0% | 85.0% | 2.0% |
| Idaho | 82.5% | 68.0% | 14.5% |
| Illinois | – | – | – |
| Indiana | 90.4% | 79.3% | 11.1% |
| Iowa | 92.6% | 78.0% | 14.6% |
| Kansas | 90.1% | 82.0% | 8.1% |
| Kentucky | 91.6% | 83.9% | 7.7% |
| Louisiana | 88.0% | 76.3% | 11.7% |
| Maine | 86.9% | 76.0% | 10.9% |
| Maryland | 93.6% | 83.4% | 10.2% |
| Massachusetts | 93.2% | 84.4% | 8.8% |
| Michigan | 84.0% | 67.7% | 16.3% |
| Minnesota | 88.3% | 70.4% | 17.9% |
| Mississippi | 89.8% | 87.3% | 2.5% |
| Missouri | 91.6% | 78.9% | 12.7% |
| Montana | 89.1% | 76.0% | 13.1% |
| Nebraska | 91.9% | 75.0% | 16.9% |
| Nevada | 85.0% | 70.3% | 14.7% |
| New Hampshire | 88.1% | 75.0% | 13.1% |
| New Jersey | 92.8% | 81.4% | 11.4% |
| New Mexico | 80.1% | 75.0% | 5.1% |
| New York | 91.1% | 78.2% | 12.9% |
| North Carolina | 90.3% | 83.8% | 6.5% |
| North Dakota | 90.8% | 81.0% | 9.8% |
| Ohio | 88.8% | 73.5% | 15.3% |
| Oklahoma | 82.1% | 74.1% | 8.0% |
| Oregon | 82.1% | 73.0% | 9.1% |
| Pennsylvania | 91.0% | 75.6% | 15.4% |
| Rhode Island | 87.9% | 82.0% | 5.9% |
| South Carolina | 86.9% | 78.1% | 8.8% |
| South Dakota | 89.8% | 84.0% | 5.8% |
| Tennessee | 92.5% | 83.1% | 9.4% |
| Texas | 93.8% | 86.4% | 7.4% |
| Utah | 90.3% | 77.0% | 13.3% |
| Vermont | 83.9% | 69.0% | 14.9% |
| Virginia | 93.0% | 86.2% | 6.8% |
| Washington | – | – | – |
| West Virginia | 91.3% | 87.0% | 4.3% |
| Wisconsin | 93.9% | 66.6% | 27.3% |
| Wyoming | 84.5% | 80.0% | 4.5% |
| United States | 89.8% | 80.4% | 9.4% |

**Appendix F** • Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, 2019-20

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2019-20 | Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2019-20 | Graduation Rate Gap Between White and Hispanic Students, 2019-20 |
|---|---|---|---|
| Alabama | 92.2% | 88.0% | 4.2% |
| Alaska | 84.4% | 77.0% | 7.4% |
| Arizona | 83.1% | 74.0% | 9.1% |
| Arkansas | 90.9% | 86.7% | 4.2% |
| California | 87.9% | 82.2% | 5.7% |
| Colorado | 86.0% | 75.4% | 10.6% |
| Connecticut | 93.4% | 79.6% | 13.8% |
| District of Columbia | 93.0% | 64.0% | 29.0% |
| Delaware | 90.5% | 86.0% | 4.5% |
| Florida | 91.9% | 89.7% | 2.2% |
| Georgia | 87.3% | 77.8% | 9.5% |
| Hawaii | 86.0% | 81.0% | 5.0% |
| Idaho | 84.3% | 75.7% | 8.6% |
| Illinois | – | – | – |
| Indiana | 92.5% | 88.1% | 4.4% |
| Iowa | 93.8% | 84.8% | 9.0% |
| Kansas | 90.2% | 83.8% | 6.4% |
| Kentucky | 92.8% | 84.4% | 8.4% |
| Louisiana | 87.8% | 72.7% | 15.1% |
| Maine | 87.8% | 82.0% | 5.8% |
| Maryland | 94.1% | 71.6% | 22.5% |
| Massachusetts | 93.2% | 77.2% | 16.0% |
| Michigan | 85.5% | 75.5% | 10.0% |
| Minnesota | 89.0% | 70.4% | 18.6% |
| Mississippi | 89.9% | 84.0% | 5.9% |
| Missouri | 92.2% | 86.6% | 5.6% |
| Montana | 88.7% | 82.0% | 6.7% |
| Nebraska | 92.2% | 77.8% | 14.4% |
| Nevada | 86.5% | 81.3% | 5.2% |
| New Hampshire | 89.4% | 74.0% | 15.4% |
| New Jersey | 94.9% | 84.8% | 10.1% |
| New Mexico | 80.7% | 76.1% | 4.6% |
| New York | 90.4% | 74.6% | 15.8% |
| North Carolina | 90.8% | 81.7% | 9.1% |
| North Dakota | 92.2% | 78.0% | 14.2% |
| Ohio | 87.6% | 76.5% | 11.1% |
| Oklahoma | 82.8% | 76.5% | 6.3% |
| Oregon | 83.9% | 79.5% | 4.4% |
| Pennsylvania | 91.4% | 77.2% | 14.2% |
| Rhode Island | 87.9% | 75.9% | 12.0% |
| South Carolina | 85.4% | 80.1% | 5.3% |
| South Dakota | 90.0% | 72.0% | 18.0% |
| Tennessee | 93.9% | 82.6% | 11.3% |
| Texas | – | – | – |
| Utah | 90.6% | 80.2% | 10.4% |
| Vermont | 84.6% | 82.0% | 2.6% |
| Virginia | 93.0% | 75.4% | 17.6% |
| Washington | 84.8% | 77.8% | 7.0% |
| West Virginia | 92.4% | 93.0% | -0.6% |
| Wisconsin | 94.2% | 83.7% | 10.5% |
| Wyoming | 84.0% | 78.0% | 6.0% |
| United States | 90.2% | 82.5% | 7.7% |

**Appendix G** • Adjusted Cohort Graduation Rate Gaps—Hispanic and White Students, 2020-21

| State | Regulatory Adjusted Cohort Graduation Rate, White: 2020-21 | Regulatory Adjusted Cohort Graduation Rate, Hispanic: 2020-21 | Graduation Rate Gap Between White and Hispanic Students, 2020-21 |
|---|---|---|---|
| Alabama | 92.1% | 88.1% | 4.0% |
| Alaska | 83.7% | 77.0% | 6.7% |
| Arizona | 82.9% | 71.9% | 11.0% |
| Arkansas | 90.0% | 87.6% | 2.4% |
| California | 88.2% | 80.5% | 7.7% |
| Colorado | 86.6% | 74.3% | 12.3% |
| Connecticut | 94.1% | 82.4% | 11.7% |
| District of Columbia | 92.0% | 70.0% | 22.0% |
| Delaware | 85.3% | 75.0% | 10.3% |
| Florida | 91.9% | 89.4% | 2.5% |
| Georgia | 86.9% | 77.8% | 9.1% |
| Hawaii | 87.0% | 83.0% | 4.0% |
| Idaho | 82.5% | 71.8% | 10.7% |
| Illinois | – | – | – |
| Indiana | 90.4% | 84.0% | 6.4% |
| Iowa | 92.6% | 81.0% | 11.6% |
| Kansas | 90.1% | 83.3% | 6.8% |
| Kentucky | 91.6% | 83.5% | 8.1% |
| Louisiana | 88.0% | 74.1% | 13.9% |
| Maine | 86.9% | 77.0% | 9.9% |
| Maryland | 93.6% | 76.0% | 17.6% |
| Massachusetts | 93.2% | 80.1% | 13.1% |
| Michigan | 84.0% | 74.7% | 9.3% |
| Minnesota | 88.3% | 69.3% | 19.0% |
| Mississippi | 89.8% | 85.0% | 4.8% |
| Missouri | 91.6% | 86.1% | 5.5% |
| Montana | 89.1% | 79.0% | 10.1% |
| Nebraska | 91.9% | 79.1% | 12.8% |
| Nevada | 85.0% | 79.6% | 5.4% |
| New Hampshire | 88.1% | 76.0% | 12.1% |
| New Jersey | 92.8% | 82.2% | 10.6% |
| New Mexico | 80.1% | 75.9% | 4.2% |
| New York | 91.1% | 76.9% | 14.2% |
| North Carolina | 90.3% | 81.7% | 8.6% |
| North Dakota | 90.8% | 73.0% | 17.8% |
| Ohio | 88.8% | 75.6% | 13.2% |
| Oklahoma | 82.1% | 76.6% | 5.5% |
| Oregon | 82.1% | 77.0% | 5.1% |
| Pennsylvania | 91.0% | 74.7% | 16.3% |
| Rhode Island | 87.9% | 76.7% | 11.2% |
| South Carolina | 86.9% | 81.2% | 5.7% |
| South Dakota | 89.8% | 67.0% | 22.8% |
| Tennessee | 92.5% | 83.3% | 9.2% |
| Texas | 93.8% | 88.1% | 5.7% |
| Utah | 90.3% | 80.5% | 9.8% |
| Vermont | 83.9% | 75.0% | 8.9% |
| Virginia | 93.0% | 80.4% | 12.6% |
| Washington | – | – | – |
| West Virginia | 91.3% | 89.0% | 2.3% |
| Wisconsin | 93.9% | 82.7% | 11.2% |
| Wyoming | 84.5% | 78.0% | 6.5% |
| United States | 89.8% | 81.7% | 8.1% |

**Appendix H** • 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, 2011-20

| State | Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011 | Overall 2020 ACGR (%) | Percent of Low-Income Students in the Cohort, 2020 (%) | Estimated Non-Low-Income 2020 ACGR (%) | Low-Income 2020 ACGR (%) | Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2020 | Gap Change Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-20 |
|---|---|---|---|---|---|---|---|
| Alabama | 19.73 | 90.6% | 44.4% | 94.7% | 85.5% | 9.2 | 10.6 |
| Alaska | 18.28 | 79.1% | 42.3% | 84.1% | 72.3% | 11.8 | 6.5 |
| Arizona | 7.94 | 77.3% | 40.4% | 79.8% | 73.6% | 6.2 | 1.7 |
| Arkansas | 12.14 | 88.8% | 67.5% | 94.2% | 86.2% | 8.0 | 4.1 |
| California | 15.49 | 84.3% | 69.2% | 91.3% | 81.2% | 10.1 | 5.4 |
| Colorado | 19.13 | 81.8% | 46.6% | 90.1% | 72.3% | 17.8 | 1.3 |
| Connecticut | 27.38 | 88.2% | 48.4% | 95.3% | 80.6% | 14.7 | 12.6 |
| Delaware | 12.40 | 89.0% | 24.8% | 91.3% | 82.0% | 9.3 | 3.1 |
| Florida | 17.86 | 90.2% | 53.5% | 93.8% | 87.1% | 6.7 | 11.2 |
| Georgia | 15.05 | 83.8% | 55.6% | 89.1% | 79.6% | 9.5 | 5.6 |
| Hawaii | 8.43 | 86.2% | 56.8% | 92.4% | 81.5% | 10.9 | -2.4 |
| Idaho | † | 82.2% | 51.7% | 91.2% | 73.8% | 17.4 | † |
| Illinois | 14.66 | – | – | – | – | – | – |
| Indiana | 10.55 | 91.0% | 37.0% | 91.7% | 89.8% | 1.9 | 8.6 |
| Iowa | 15.48 | 91.9% | 46.3% | 97.3% | 85.6% | 11.7 | 3.7 |
| Kansas | 19.57 | 88.1% | 50.9% | 95.2% | 81.3% | 13.9 | 5.7 |
| Kentucky | † | 91.1% | 51.4% | 94.3% | 88.1% | 6.2 | † |
| Louisiana | 14.11 | 82.9% | 64.5% | 91.1% | 78.4% | 12.7 | 1.4 |
| Maine | 13.41 | 87.5% | 47.4% | 95.2% | 78.9% | 16.3 | -2.9 |
| Maryland | 12.62 | 86.8% | 34.0% | 90.7% | 79.2% | 11.5 | 1.1 |
| Massachusetts | 21.53 | 89.0% | 42.7% | 95.3% | 80.5% | 14.8 | 6.7 |
| Michigan | 18.65 | 82.1% | 47.3% | 91.5% | 71.6% | 19.9 | -1.3 |
| Minnesota | 27.81 | 83.8% | 43.1% | 93.1% | 71.6% | 21.5 | 6.3 |
| Mississippi | 12.52 | 87.7% | 67.1% | 91.4% | 85.9% | 5.5 | 7.0 |
| Missouri | 9.83 | 89.5% | 42.3% | 94.6% | 82.5% | 12.1 | -2.3 |
| Montana | 18.71 | 85.9% | 47.0% | 94.0% | 76.8% | 17.2 | 1.6 |
| Nebraska | 11.89 | 87.6% | 42.5% | 93.5% | 79.6% | 13.9 | -2.0 |
| Nevada | 17.22 | 82.6% | 70.4% | 90.9% | 79.1% | 11.8 | 5.4 |
| New Hampshire | 20.69 | 88.1% | 29.4% | 93.6% | 74.9% | 18.7 | 2.0 |
| New Jersey | 15.91 | 91.0% | 33.3% | 94.0% | 85.0% | 9.0 | 6.9 |
| New Mexico | 16.36 | 76.9% | 64.5% | 86.3% | 71.7% | 14.6 | 1.7 |
| New York | 13.24 | 83.5% | 52.9% | 90.6% | 77.2% | 13.4 | -0.1 |
| North Carolina | 11.73 | 87.7% | 34.8% | 90.6% | 82.3% | 8.3 | 3.4 |
| North Dakota | 13.38 | 89.0% | 27.9% | 93.7% | 77.0% | 16.7 | -3.3 |
| Ohio | 23.35 | 84.4% | 41.2% | 91.4% | 74.4% | 17.0 | 6.3 |
| Oklahoma | † | 80.7% | 43.8% | 75.6% | 87.2% | -11.6 | † |
| Oregon | 13.67 | 82.6% | 56.6% | 89.1% | 77.6% | 11.5 | 2.1 |
| Pennsylvania | 17.71 | 87.3% | 36.4% | 91.7% | 79.6% | 12.1 | 5.6 |
| Rhode Island | 22.12 | 83.6% | 54.8% | 92.9% | 75.9% | 17.0 | 5.1 |
| South Carolina | 13.26 | 82.2% | 53.2% | 89.0% | 76.2% | 12.8 | 0.4 |
| South Dakota | 22.25 | 84.3% | 25.3% | 89.5% | 69.0% | 20.5 | 1.8 |
| Tennessee | 14.03 | 90.4% | 39.1% | 94.3% | 84.4% | 9.9 | 4.2 |
| Texas | 3.74 | – | – | – | – | – | – |
| Utah | 15.46 | 88.2% | 27.3% | 91.9% | 78.3% | 13.6 | 1.8 |
| Vermont | 16.29 | 83.1% | 45.8% | 89.9% | 75.0% | 14.9 | 1.4 |
| Virginia | 17.06 | 88.8% | 37.4% | 92.6% | 82.5% | 10.1 | 7.0 |
| Washington | 17.38 | 83.1% | 50.8% | 91.3% | 75.2% | 16.1 | 1.3 |
| West Virginia | 19.86 | 92.1% | 50.4% | 97.2% | 87.1% | 10.1 | 9.8 |
| Wisconsin | 18.00 | 90.4% | 35.0% | 95.2% | 81.5% | 13.7 | 4.3 |
| Wyoming | 21.66 | 82.3% | 44.1% | 90.7% | 71.6% | 19.1 | 2.5 |

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

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

**Appendix I** • 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 2011-2021

| State | Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2011 | Overall 2021 ACGR (%) | Percent of Low-Income Students in the Cohort, 2021 (%) | Estimated Non-Low-Income 2021 ACGR (%) | Low-Income 2021 ACGR (%) | Gap Between Non-Low-Income and Low-Income ACGR (Percentage Points), 2021 | Gap ChangeBetween Non-Low-Income and Low-Income ACGR (Percentage Points), 2011-21 |
|---|---|---|---|---|---|---|---|
| Alabama | 19.73 | 90.6% | 48.9% | 94.4% | 86.6% | 7.8 | 11.9 |
| Alaska | 18.28 | 78.2% | 38.1% | 83.3% | 69.9% | 13.4 | 4.9 |
| Arizona | 7.94 | 76.5% | 38.2% | 79.1% | 72.3% | 6.8 | 1.1 |
| Arkansas | 12.14 | 88.4% | 63.9% | 91.6% | 86.6% | 5.0 | 7.1 |
| California | 15.49 | 83.6% | 68.6% | 90.6% | 80.4% | 10.2 | 5.3 |
| Colorado | 19.13 | 81.6% | 45.9% | 91.0% | 70.5% | 20.5 | -1.4 |
| Connecticut | 27.38 | 89.7% | 45.7% | 96.0% | 82.2% | 13.8 | 13.6 |
| Delaware | 12.40 | 80.5% | 28.7% | 84.4% | 70.8% | 13.6 | -1.2 |
| Florida | 17.86 | 90.2% | 57.1% | 94.2% | 87.2% | 7.0 | 10.9 |
| Georgia | 15.05 | 83.7% | 55.2% | 87.6% | 80.5% | 7.1 | 7.9 |
| Hawaii | 8.43 | 86.0% | 59.6% | 93.2% | 81.1% | 12.1 | -3.7 |
| Idaho | † | 80.2% | 47.3% | 89.3% | 70.1% | 19.2 | † |
| Illinois | 14.66 | – | – | – | – | – | – |
| Indiana | 10.55 | 88.2% | 36.2% | 90.1% | 84.8% | 5.3 | 5.2 |
| Iowa | 15.48 | 90.2% | 46.7% | 97.1% | 82.3% | 14.8 | 0.7 |
| Kansas | 19.57 | 87.9% | 49.4% | 94.5% | 81.1% | 13.4 | 6.1 |
| Kentucky | † | 90.2% | 52.5% | 93.9% | 86.9% | 7.0 | † |
| Louisiana | 14.11 | 82.1% | 66.0% | 91.6% | 77.2% | 14.4 | -0.3 |
| Maine | 13.41 | 86.0% | 46.5% | 94.2% | 76.6% | 17.6 | -4.2 |
| Maryland | 12.62 | 87.2% | 33.9% | 91.4% | 79.0% | 12.4 | 0.2 |
| Massachusetts | 21.53 | 89.8% | 45.6% | 96.6% | 81.7% | 14.9 | 6.6 |
| Michigan | 18.65 | 80.5% | 46.1% | 90.4% | 68.9% | 21.5 | -2.9 |
| Minnesota | 27.81 | 83.4% | 41.9% | 92.8% | 70.3% | 22.5 | 5.3 |
| Mississippi | 12.52 | 88.3% | 96.4% | 40.6% | 90.1% | -49.5 | 62.0 |
| Missouri | 9.83 | 89.2% | 38.0% | 94.0% | 81.3% | 12.7 | -2.9 |
| Montana | 18.71 | 86.1% | 46.6% | 94.4% | 76.6% | 17.8 | 0.9 |
| Nebraska | 11.89 | 87.6% | 44.2% | 93.7% | 79.9% | 13.8 | -1.9 |
| Nevada | 17.22 | 81.3% | 74.1% | 87.9% | 79.0% | 8.9 | 8.3 |
| New Hampshire | 20.69 | 87.1% | 27.8% | 92.8% | 72.2% | 20.6 | 0.1 |
| New Jersey | 15.91 | 88.6% | 42.6% | 93.4% | 82.1% | 11.3 | 4.6 |
| New Mexico | 16.36 | 76.6% | 64.2% | 84.3% | 72.3% | 12.0 | 4.3 |
| New York | 13.24 | 84.9% | 52.9% | 90.8% | 79.6% | 11.2 | 2.0 |
| North Carolina | 11.73 | 87.0% | 29.9% | 89.9% | 80.1% | 9.8 | 1.9 |
| North Dakota | 13.38 | 87.0% | 24.6% | 91.6% | 73.0% | 18.6 | -5.2 |
| Ohio | 23.35 | 85.4% | 40.9% | 92.3% | 75.4% | 16.9 | 6.4 |
| Oklahoma | † | 80.1% | 44.3% | 78.1% | 82.6% | -4.5 | † |
| Oregon | 13.67 | 80.6% | 64.9% | 87.3% | 77.0% | 10.3 | 3.4 |
| Pennsylvania | 17.71 | 86.7% | 39.6% | 91.4% | 79.5% | 11.9 | 5.8 |
| Rhode Island | 22.12 | 83.7% | 53.5% | 92.2% | 76.3% | 15.9 | 6.2 |
| South Carolina | 13.26 | 83.3% | 53.6% | 92.3% | 75.5% | 16.8 | -3.6 |
| South Dakota | 22.25 | 82.9% | 26.2% | 87.8% | 69.0% | 18.8 | 3.4 |
| Tennessee | 14.03 | 89.3% | 38.4% | 93.7% | 82.2% | 11.5 | 2.5 |
| Texas | 3.74 | 90.0% | 53.0% | 93.7% | 86.7% | 7.0 | -3.3 |
| Utah | 15.46 | 88.1% | 24.3% | 91.4% | 77.8% | 13.6 | 1.8 |
| Vermont | 16.29 | 83.2% | 42.9% | 90.1% | 74.0% | 16.1 | 0.2 |
| Virginia | 17.06 | 89.8% | 37.5% | 93.7% | 83.3% | 10.4 | 6.6 |
| Washington | 17.38 | – | – | – | – | – | – |
| West Virginia | 19.86 | 91.1% | 51.1% | 96.9% | 85.5% | 11.4 | 8.4 |
| Wisconsin | 18.00 | 89.5% | 33.5% | 95.1% | 78.4% | 16.7 | 1.3 |
| Wyoming | 21.66 | 82.5% | 42.1% | 91.5% | 70.1% | 21.4 | 0.3 |

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

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

**Appendix J** • Adjusted Cohort Graduation Rate for Students with Disabilities (SPED) Versus Non-SPED Students, 2019-20

| State | Percent of Students with Disabilities Within the 2020 Cohort (%) | Estimated Non-SPED 2020 ACGR (%) | SPED 2020 ACGR (%) | GapBetween Non-SPED and SPED 2020 ACGR (Percentage Points) |
|---|---|---|---|---|
| Alabama | 9.8% | 93.0% | 68.9% | 24.1 |
| Alaska | 12.9% | 82.1% | 59.0% | 23.1 |
| Arizona | 9.8% | 78.5% | 66.2% | 12.3 |
| Arkansas | 12.1% | 89.5% | 84.0% | 5.5 |
| California | 12.2% | 86.5% | 68.4% | 18.1 |
| Colorado | 10.6% | 84.2% | 61.8% | 22.4 |
| Connecticut | 17.1% | 92.3% | 68.1% | 24.2 |
| Delaware | 15.4% | 91.9% | 73.0% | 18.9 |
| Florida | 10.7% | 91.1% | 82.9% | 8.2 |
| Georgia | 11.4% | 85.6% | 70.2% | 15.4 |
| Hawaii | 11.6% | 89.0% | 65.0% | 24.0 |
| Idaho | 10.3% | 84.9% | 59.0% | 25.9 |
| Illinois | – | – | – | – |
| Indiana | 12.4% | 92.7% | 79.1% | 13.6 |
| Iowa | 12.6% | 94.1% | 76.5% | 17.6 |
| Kansas | 13.6% | 89.2% | 81.0% | 8.2 |
| Kentucky | 9.0% | 92.4% | 78.0% | 14.4 |
| Louisiana | 10.1% | 84.5% | 68.6% | 15.9 |
| Maine | 20.8% | 91.0% | 74.0% | 17.0 |
| Maryland | 9.3% | 88.7% | 68.5% | 20.2 |
| Massachusetts | 19.4% | 92.4% | 74.9% | 17.5 |
| Michigan | 11.7% | 85.1% | 59.3% | 25.8 |
| Minnesota | 15.5% | 87.2% | 65.0% | 22.2 |
| Mississippi | 10.6% | 91.6% | 55.3% | 36.3 |
| Missouri | 11.2% | 91.1% | 77.2% | 13.9 |
| Montana | 12.3% | 87.4% | 75.0% | 12.4 |
| Nebraska | 12.0% | 90.7% | 65.0% | 25.7 |
| Nevada | 11.0% | 84.7% | 66.0% | 18.7 |
| New Hampshire | 16.1% | 91.0% | 73.0% | 18.0 |
| New Jersey | 15.0% | 92.9% | 80.4% | 12.5 |
| New Mexico | 15.2% | 78.8% | 66.3% | 12.5 |
| New York | 16.4% | 88.0% | 60.7% | 27.3 |
| North Carolina | 12.5% | 89.9% | 72.2% | 17.7 |
| North Dakota | 11.7% | 91.3% | 72.0% | 19.3 |
| Ohio | 16.1% | 89.7% | 56.9% | 32.8 |
| Oklahoma | 12.1% | 79.7% | 88.1% | (8.4) |
| Oregon | 14.8% | 85.1% | 68.0% | 17.1 |
| Pennsylvania | 17.4% | 90.4% | 72.8% | 17.6 |
| Rhode Island | 15.5% | 87.4% | 63.0% | 24.4 |
| South Carolina | 13.1% | 86.2% | 55.8% | 30.4 |
| South Dakota | 7.6% | 85.6% | 69.0% | 16.6 |
| Tennessee | 13.0% | 92.8% | 74.5% | 18.3 |
| Texas | – | – | – | – |
| Utah | 10.0% | 89.9% | 73.3% | 16.6 |
| Vermont | 17.1% | 86.0% | 69.0% | 17.0 |
| Virginia | 12.3% | 91.8% | 67.5% | 24.3 |
| Washington | 12.4% | 85.7% | 64.6% | 21.1 |
| West Virginia | 14.8% | 93.5% | 84.0% | 9.5 |
| Wisconsin | 11.4% | 93.1% | 69.7% | 23.4 |
| Wyoming | 14.0% | 85.4% | 63.0% | 22.4 |

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

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

**Appendix K** • Adjusted Cohort Graduation Rate for Students with Disabilities (SPED) Versus Non-SPED Students, 2020-21

| State | Percent of Students with Disabilities Within the 2021 Cohort (%) | Estimated Non-SPED 2021 ACGR (%) | SPED 2021 ACGR (%) | Gap Between Non-SPED and SPED 2021 ACGR (Percentage Points) |
|---|---|---|---|---|
| Alabama | 9.3% | 92.4% | 73.0% | 19.4 |
| Alaska | 12.1% | 80.8% | 59.0% | 21.8 |
| Arizona | 10.0% | 77.7% | 66.0% | 11.7 |
| Arkansas | 12.7% | 89.2% | 83.1% | 6.1 |
| California | 12.7% | 85.8% | 68.6% | 17.2 |
| Colorado | 11.0% | 83.5% | 66.3% | 17.2 |
| Connecticut | 16.5% | 93.9% | 68.6% | 25.3 |
| Delaware | 17.7% | 84.1% | 64.0% | 20.1 |
| Florida | 12.3% | 91.3% | 82.4% | 8.9 |
| Georgia | 11.5% | 85.4% | 70.2% | 15.2 |
| Hawaii | 11.8% | 88.7% | 66.0% | 22.7 |
| Idaho | 10.7% | 83.1% | 56.0% | 27.1 |
| Illinois | – | – | – | – |
| Indiana | 13.0% | 90.1% | 75.1% | 15.0 |
| Iowa | 12.6% | 92.6% | 73.8% | 18.8 |
| Kansas | 13.4% | 88.9% | 81.7% | 7.2 |
| Kentucky | 9.9% | 91.5% | 78.0% | 13.5 |
| Louisiana | 10.1% | 83.5% | 69.2% | 14.3 |
| Maine | 19.9% | 89.2% | 73.0% | 16.2 |
| Maryland | 9.6% | 89.2% | 68.1% | 21.1 |
| Massachusetts | 19.8% | 93.1% | 76.6% | 16.5 |
| Michigan | 11.7% | 83.6% | 57.0% | 26.6 |
| Minnesota | 15.2% | 86.9% | 63.9% | 23.0 |
| Mississippi | 11.2% | 91.9% | 59.8% | 32.1 |
| Missouri | 11.9% | 90.9% | 76.8% | 14.1 |
| Montana | 13.1% | 87.5% | 77.0% | 10.5 |
| Nebraska | 12.4% | 90.8% | 65.0% | 25.8 |
| Nevada | 11.3% | 83.4% | 64.6% | 18.8 |
| New Hampshire | 16.1% | 90.0% | 72.0% | 18.0 |
| New Jersey | 17.5% | 93.2% | 67.0% | 26.2 |
| New Mexico | 15.4% | 78.2% | 67.9% | 10.3 |
| New York | 16.9% | 89.5% | 62.4% | 27.1 |
| North Carolina | 12.5% | 89.2% | 71.3% | 17.9 |
| North Dakota | 12.2% | 89.1% | 72.0% | 17.1 |
| Ohio | 15.9% | 89.5% | 63.6% | 25.9 |
| Oklahoma | 12.9% | 79.7% | 82.9% | (3.2) |
| Oregon | 14.7% | 83.1% | 66.1% | 17.0 |
| Pennsylvania | 17.9% | 89.7% | 73.0% | 16.7 |
| Rhode Island | 16.2% | 87.3% | 65.0% | 22.3 |
| South Carolina | 13.2% | 87.3% | 56.7% | 30.6 |
| South Dakota | 9.9% | 85.4% | 60.0% | 25.4 |
| Tennessee | 12.9% | 91.8% | 72.4% | 19.4 |
| Texas | 9.0% | 91.0% | 79.6% | 11.4 |
| Utah | 10.0% | 89.8% | 73.2% | 16.6 |
| Vermont | 17.8% | 86.1% | 70.0% | 16.1 |
| Virginia | 12.4% | 92.7% | 69.4% | 23.3 |
| Washington | – | – | – | – |
| West Virginia | 14.8% | 92.5% | 83.0% | 9.5 |
| Wisconsin | 12.2% | 92.3% | 69.2% | 23.1 |
| Wyoming | 13.6% | 85.2% | 65.0% | 20.2 |

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

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

**Appendix L** • Adjusted Cohort Graduation Rate for Limited English Proficient (LEP) Students Versus Non-LEP Students, 2019-20

| State | State Abbreviation | Percent of Limited English Proficient Students Within the 2020 Cohort (%) | Estimated Non-LEP 2020 ACGR (%) | LEP 2020 ACGR (%) | Gap Between Non-LEP and LEP 2020 ACGR (Percentage Points) |
|---|---|---|---|---|---|
| Alabama | AL | 1.9% | 91.0% | 72.0% | 19.0% |
| Alaska | AK | 10.5% | 80.4% | 68.0% | 12.4% |
| Arizona | AZ | 4.7% | 78.4% | 55.2% | 23.2% |
| Arkansas | AR | 9.4% | 89.3% | 84.4% | 4.9% |
| California | CA | 14.3% | 86.8% | 69.1% | 17.7% |
| Colorado | CO | 13.6% | 83.6% | 70.2% | 13.4% |
| Connecticut | CT | 6.4% | 89.6% | 67.0% | 22.6% |
| Delaware | DE | 5.1% | 89.7% | 76.0% | 13.7% |
| Florida | FL | 10.7% | 90.7% | 85.8% | 4.9% |
| Georgia | GA | 5.3% | 85.0% | 61.9% | 23.1% |
| Hawaii | HI | 7.7% | 87.5% | 71.0% | 16.5% |
| Idaho | ID | 3.9% | 82.9% | 65.0% | 17.9% |
| Illinois | IL | – | – | – | – |
| Indiana | IN | 3.5% | 91.1% | 89.0% | 2.1% |
| Iowa | IA | 5.5% | 92.8% | 77.0% | 15.8% |
| Kansas | KS | 12.0% | 88.7% | 83.5% | 5.2% |
| Kentucky | KY | 3.5% | 91.7% | 74.0% | 17.7% |
| Louisiana | LA | 2.7% | 83.8% | 50.0% | 33.8% |
| Maine | ME | 3.6% | 87.7% | 81.0% | 6.7% |
| Maryland | MD | 7.8% | 89.4% | 55.6% | 33.8% |
| Massachusetts | MA | 9.8% | 91.3% | 68.3% | 23.0% |
| Michigan | MI | 5.2% | 82.6% | 73.7% | 8.9% |
| Minnesota | MN | 9.0% | 85.5% | 66.1% | 19.4% |
| Mississippi | MS | 1.1% | 88.0% | 62.0% | 26.0% |
| Missouri | MO | 2.1% | 89.9% | 73.0% | 16.9% |
| Montana | MT | 3.7% | 86.7% | 65.0% | 21.7% |
| Nebraska | NE | 5.0% | 89.5% | 52.0% | 37.5% |
| Nevada | NV | 14.8% | 83.9% | 75.2% | 8.7% |
| New Hampshire | NH | 3.0% | 88.8% | 67.0% | 21.8% |
| New Jersey | NJ | 5.6% | 92.1% | 73.0% | 19.1% |
| New Mexico | NM | 32.3% | 77.4% | 75.8% | 1.6% |
| New York | NY | 5.9% | 86.3% | 38.9% | 47.4% |
| North Carolina | NC | 5.9% | 88.7% | 71.4% | 17.3% |
| North Dakota | ND | 3.8% | 89.2% | 83.0% | 6.2% |
| Ohio | OH | 3.2% | 84.9% | 68.1% | 16.8% |
| Oklahoma | OK | 5.0% | 80.5% | 84.0% | -3.5% |
| Oregon | OR | 4.8% | 83.5% | 65.0% | 18.5% |
| Pennsylvania | PA | 3.7% | 88.0% | 69.0% | 19.0% |
| Rhode Island | RI | 11.2% | 85.4% | 69.0% | 16.4% |
| South Carolina | SC | 6.3% | 82.3% | 81.1% | 1.2% |
| South Dakota | SD | 3.6% | 85.0% | 65.0% | 20.0% |
| Tennessee | TN | 4.7% | 91.5% | 68.8% | 22.7% |
| Texas | TX | – | – | – | – |
| Utah | UT | 5.8% | 89.1% | 73.0% | 16.1% |
| Vermont | VT | 2.2% | 83.9% | 49.0% | 34.9% |
| Virginia | VA | 10.6% | 91.8% | 63.4% | 28.4% |
| Washington | WA | 8.8% | 84.5% | 68.4% | 16.1% |
| West Virginia | WV | 0.5% | 92.1% | 97.5% | -5.4% |
| Wisconsin | WI | 3.9% | 90.9% | 77.0% | 13.9% |
| Wyoming | WY | 3.3% | 83.1% | 60.0% | 23.1% |

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

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

**Appendix M** • Adjusted Cohort Graduation Rate (ACGR, 2020-21) for Limited English Proficient (LEP) Students Versus Non-LEP Students

| State | State Abbreviation | Percent of Limited English Proficient Students Within the 2021 Cohort (%) | Estimated Non-LEP 2021 ACGR (%) | LEP 2021 ACGR (%) | Gap Between Non-LEP and LEP 2021 ACGR (Percentage Points) |
|---|---|---|---|---|---|
| Alabama | AL | 1.9% | 90.9% | 75.0% | 15.9% |
| Alaska | AK | 10.3% | 79.3% | 69.0% | 10.3% |
| Arizona | AZ | 5.6% | 77.8% | 54.8% | 23.0% |
| Arkansas | AR | 8.9% | 88.8% | 84.0% | 4.8% |
| California | CA | 13.5% | 86.2% | 67.1% | 19.1% |
| Colorado | CO | 12.8% | 83.7% | 67.5% | 16.2% |
| Connecticut | CT | 5.9% | 90.7% | 74.0% | 16.7% |
| Delaware | DE | 6.0% | 81.7% | 61.0% | 20.7% |
| Florida | FL | 9.4% | 90.6% | 86.1% | 4.5% |
| Georgia | GA | 5.5% | 84.7% | 65.9% | 18.8% |
| Hawaii | HI | 7.7% | 87.4% | 69.0% | 18.4% |
| Idaho | ID | 3.7% | 80.9% | 61.0% | 19.9% |
| Illinois | IL | – | – | – | – |
| Indiana | IN | 3.5% | 88.4% | 84.0% | 4.4% |
| Iowa | IA | 5.5% | 91.0% | 76.0% | 15.0% |
| Kansas | KS | 12.0% | 88.7% | 82.4% | 6.3% |
| Kentucky | KY | 3.0% | 90.7% | 75.0% | 15.7% |
| Louisiana | LA | 2.4% | 82.8% | 53.0% | 29.8% |
| Maine | ME | 3.1% | 86.3% | 76.0% | 10.3% |
| Maryland | MD | 5.9% | 88.9% | 60.7% | 28.2% |
| Massachusetts | MA | 9.3% | 91.7% | 71.8% | 19.9% |
| Michigan | MI | 5.0% | 80.9% | 72.4% | 8.5% |
| Minnesota | MN | 7.3% | 84.9% | 64.8% | 20.1% |
| Mississippi | MS | 1.1% | 88.6% | 65.0% | 23.6% |
| Missouri | MO | 1.9% | 89.5% | 74.0% | 15.5% |
| Montana | MT | 4.0% | 86.8% | 70.0% | 16.8% |
| Nebraska | NE | 4.3% | 88.9% | 58.0% | 30.9% |
| Nevada | NV | 13.9% | 82.9% | 71.2% | 11.7% |
| New Hampshire | NH | 2.6% | 87.7% | 65.0% | 22.7% |
| New Jersey | NJ | 6.3% | 89.7% | 72.8% | 16.9% |
| New Mexico | NM | 29.7% | 77.4% | 74.7% | 2.7% |
| New York | NY | 6.2% | 87.5% | 46.1% | 41.4% |
| North Carolina | NC | 5.6% | 88.1% | 68.9% | 19.2% |
| North Dakota | ND | 3.3% | 87.4% | 74.0% | 13.4% |
| Ohio | OH | 3.2% | 85.9% | 69.6% | 16.3% |
| Oklahoma | OK | 5.2% | 80.1% | 81.0% | -0.9% |
| Oregon | OR | 5.4% | 81.5% | 64.0% | 17.5% |
| Pennsylvania | PA | 3.6% | 87.4% | 66.9% | 20.5% |
| Rhode Island | RI | 10.5% | 85.4% | 69.0% | 16.4% |
| South Carolina | SC | 6.7% | 83.5% | 80.2% | 3.3% |
| South Dakota | SD | 3.4% | 83.6% | 64.0% | 19.6% |
| Tennessee | TN | 4.3% | 90.1% | 71.3% | 18.8% |
| Texas | TX | 11.9% | 91.4% | 80.0% | 11.4% |
| Utah | UT | 5.7% | 88.9% | 75.0% | 13.9% |
| Vermont | VT | 1.6% | 83.5% | 63.0% | 20.5% |
| Virginia | VA | 9.1% | 91.7% | 70.4% | 21.3% |
| Washington | WA | – | – | – | – |
| West Virginia | WV | 1.0% | 91.1% | 91.0% | 0.1% |
| Wisconsin | WI | 3.3% | 90.0% | 76.0% | 14.0% |
| Wyoming | WY | 2.8% | 83.0% | 64.0% | 19.0% |

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

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

**Appendix N** • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2019-20

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

| State | All Students (N) | American Indian/Alaska Native (N) | Asian/Pacific Islander (N) | Black (N) | Hispanic (N) | White (N) | Two or More Identities (N) | Students with Disabilities (N) | Low-Income (N) | Limited English Proficiency (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | – | – | – | 315 | 75 | – | – | 1,096 | 1,055 | 183 |
| Alaska | 1,025 | 458 | 27 | 47 | 88 | 249 | 151 | 375 | 705 | 218 |
| Arizona | 11,273 | 1,003 | – | 873 | 6,427 | 2,330 | 619 | 2,070 | 5,880 | 1,442 |
| Arkansas | 442 | 2 | 36 | 413 | 159 | – | 32 | 267 | 944 | 193 |
| California | 28,009 | 377 | – | 3,652 | 20,731 | 2,382 | 2,221 | 12,920 | 29,939 | 14,697 |
| Colorado | 5,531 | 109 | – | 427 | 3,330 | 1,438 | 202 | 2,017 | 5,565 | 1,819 |
| Connecticut | 750 | 2 | – | 558 | 1,039 | – | – | 1,560 | 1,896 | 610 |
| Delaware | 95 | 3 | – | 88 | 56 | – | 2 | 248 | 189 | 68 |
| Florida | – | 45 | – | 1,425 | 204 | – | – | 1,590 | 3,235 | 935 |
| Georgia | 8,202 | 39 | – | 4,202 | 2,477 | 1,431 | 179 | 2,987 | 7,646 | 1,958 |
| Hawaii | 494 | – | 337 | 22 | 33 | 85 | – | 376 | 627 | 191 |
| Idaho | 1,840 | 70 | 12 | 69 | 607 | 1,012 | 63 | 750 | 1,975 | 228 |
| Illinois | – | – | – | – | – | – | – | – | – | – |
| Indiana | – | 2 | – | 499 | 167 | – | 65 | 1,030 | 56 | 27 |
| Iowa | – | 9 | – | 189 | 198 | – | 11 | 611 | 730 | 256 |
| Kansas | 689 | 25 | – | 262 | 428 | – | 56 | 444 | 1,607 | 283 |
| Kentucky | – | – | – | 376 | 184 | – | 14 | 529 | 479 | 273 |
| Louisiana | 3,605 | 39 | – | 2,495 | 559 | 505 | 61 | 1,097 | 3,800 | 542 |
| Maine | 346 | 21 | – | 37 | 25 | 272 | 21 | 460 | 728 | 45 |
| Maryland | 2,150 | 5 | – | 1,173 | 2,332 | – | – | 1,340 | 2,465 | 1,805 |
| Massachusetts | 742 | 6 | – | 488 | 1,856 | – | 21 | 2,174 | 3,012 | 1,583 |
| Michigan | 9,344 | 127 | – | 3,930 | 1,288 | 3,627 | 488 | 4,245 | 10,294 | 1,000 |
| Minnesota | 4,192 | 426 | 50 | 1,601 | 1,217 | 455 | 412 | 2,614 | 5,368 | 1,449 |
| Mississippi | 772 | 8 | – | 667 | 66 | 15 | 17 | 1,239 | 923 | 103 |
| Missouri | 330 | 5 | – | 1,171 | 145 | – | 62 | 948 | 2,093 | 237 |
| Montana | 430 | 256 | – | 12 | 39 | 108 | 21 | 193 | 650 | 96 |
| Nebraska | 567 | 47 | 27 | 224 | 571 | – | 54 | 710 | 1,046 | 445 |
| Nevada | 2,772 | 52 | – | 874 | 1,378 | 417 | 106 | 989 | 2,875 | 820 |
| New Hampshire | 265 | 2 | – | 44 | 132 | 72 | 17 | 381 | 621 | 96 |
| New Jersey | – | 1 | – | 700 | 1,467 | – | – | 1,522 | 1,757 | 1,013 |
| New Mexico | 3,391 | 522 | 14 | 105 | 2,208 | 557 | – | 931 | 3,054 | 1,188 |
| New York | 13,502 | 210 | 20 | 5,377 | 7,995 | – | 224 | 9,967 | 14,054 | 6,264 |
| North Carolina | 2,774 | 72 | – | 1,495 | 1,697 | – | 227 | 2,687 | 3,233 | 1,322 |
| North Dakota | 75 | 125 | 4 | 34 | 41 | – | – | 158 | 272 | 20 |
| Ohio | 7,608 | 21 | – | 3,722 | 994 | 2,343 | 595 | 7,248 | 8,730 | 963 |
| Oklahoma | 4,874 | 722 | 88 | 712 | 1,199 | 1,881 | 237 | 120 | 642 | 157 |
| Oregon | 3,380 | 146 | – | 149 | 1,115 | 1,740 | 237 | 1,488 | 3,206 | 544 |
| Pennsylvania | 3,676 | 27 | – | 2,669 | 2,008 | – | 308 | 4,086 | 5,149 | 1,060 |
| Rhode Island | 729 | 21 | – | 104 | 425 | 136 | 51 | 476 | 880 | 268 |
| South Carolina | 4,608 | 34 | – | 2,694 | 515 | 1,414 | – | 2,641 | 4,338 | 333 |
| South Dakota | 535 | 373 | 13 | 29 | 94 | – | 32 | 150 | 499 | 84 |
| Tennessee | – | – | – | 1,002 | 539 | – | – | 1,438 | 1,562 | 703 |
| Texas | – | – | – | – | – | – | – | – | – | – |
| Utah | 886 | 92 | 50 | 87 | 874 | – | 24 | 824 | 1,569 | 485 |
| Vermont | 398 | 2 | 21 | 23 | 10 | 269 | 28 | 207 | 396 | 52 |
| Virginia | 1,180 | 5 | – | 754 | 2,345 | – | – | 2,727 | 2,758 | 2,760 |
| Washington | 5,762 | 210 | 47 | 522 | 2,282 | 2,396 | 362 | 2,638 | 6,283 | 1,585 |
| West Virginia | – | – | – | 35 | – | – | 8 | 169 | 277 | – |
| Wisconsin | – | 38 | – | 1,150 | 469 | – | 61 | 1,504 | 1,933 | 330 |
| Wyoming | 531 | 61 | 3 | 16 | 115 | 326 | 15 | 260 | 559 | 69 |
| Totals | 115,462 | 5,958 | – | 45,020 | 59,464 | – | 7,140 | 83,213 | 142,261 | 47,014 |

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

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

**Appendix O •** Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2020-21

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

| State | All Students (N) | American Indian/Alaska Native (N) | Asian/Pacific Islander (N) | Black (N) | Hispanic (N) | White (N) | Two or More Identities (N) | Students with Disabilities (N) | Low-Income (N) | Limited English Proficiency (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | – | – | – | 274 | 77 | – | – | 818 | 855 | 150 |
| Alaska | 1,102 | 483 | 55 | 33 | 84 | 287 | 166 | 351 | 716 | 202 |
| Arizona | 12,019 | 1,033 | – | 939 | 7,253 | 2,452 | 469 | 2,132 | 6,017 | 1,766 |
| Arkansas | 576 | 12 | 9 | 392 | 116 | – | 37 | 315 | 782 | 193 |
| California | 32,011 | 444 | – | 4,951 | 25,781 | 2,068 | 1,288 | 13,550 | 32,962 | 15,462 |
| Colorado | 5,744 | 121 | – | 428 | 3,665 | 1,231 | 218 | 1,779 | 6,121 | 1,974 |
| Connecticut | 123 | – | – | 448 | 747 | – | 13 | 1,455 | 1,464 | 386 |
| Delaware | 1,063 | 4 | – | 494 | 294 | 234 | 15 | 516 | 616 | 195 |
| Florida | – | 7 | – | 1,228 | 411 | – | 7 | 1,922 | 3,293 | 755 |
| Georgia | 8,249 | 17 | – | 4,092 | 2,500 | 1,622 | 286 | 2,970 | 6,869 | 1,729 |
| Hawaii | 517 | – | 405 | 16 | 22 | 66 | – | 365 | 686 | 208 |
| Idaho | 2,370 | 59 | 27 | 62 | 782 | 1,370 | 87 | 876 | 2,277 | 262 |
| Illinois | – | – | – | – | – | – | – | – | – | – |
| Indiana | 1,373 | 21 | – | 953 | 547 | – | 187 | 1,473 | 1,438 | 159 |
| Iowa | – | 15 | – | 252 | 351 | – | 48 | 737 | 1,302 | 278 |
| Kansas | 768 | 19 | – | 203 | 481 | – | 113 | 407 | 1,610 | 334 |
| Kentucky | – | 5 | – | 340 | 219 | – | – | 586 | 803 | 219 |
| Louisiana | 3,879 | 18 | – | 2,901 | 503 | 451 | 46 | 1,030 | 4,149 | 440 |
| Maine | 553 | 22 | – | 74 | 42 | 382 | 22 | 467 | 862 | 60 |
| Maryland | 1,844 | – | – | 1,452 | 1,615 | – | – | 1,390 | 2,452 | 1,137 |
| Massachusetts | 148 | 14 | – | 383 | 1,468 | – | 23 | 1,974 | 2,810 | 1,260 |
| Michigan | 11,112 | 150 | – | 4,386 | 1,383 | 4,751 | 622 | 4,534 | 11,388 | 1,023 |
| Minnesota | 4,525 | 465 | 134 | 1,449 | 1,325 | 785 | 413 | 2,723 | 5,660 | 1,267 |
| Mississippi | 555 | 3 | – | 426 | 62 | 29 | 20 | 1,108 | – | 93 |
| Missouri | 527 | 10 | – | 1,127 | 174 | – | 46 | 1,031 | 2,176 | 205 |
| Montana | 410 | 239 | 2 | 14 | 57 | 75 | 19 | 179 | 657 | 84 |
| Nebraska | 573 | 53 | 14 | 232 | 503 | – | 73 | 742 | 1,065 | 330 |
| Nevada | 3,265 | 56 | – | 847 | 1,656 | 586 | 157 | 1,073 | 3,058 | 982 |
| New Hampshire | 396 | 1 | – | 46 | 118 | 222 | 23 | 396 | 674 | 87 |
| New Jersey | 1,491 | 3 | – | 1,365 | 2,294 | – | 32 | 4,279 | 3,582 | 1,163 |
| New Mexico | 3,353 | 526 | 5 | 85 | 2,186 | 566 | – | 854 | 2,843 | 1,137 |
| New York | 10,625 | 182 | – | 4,286 | 7,068 | – | 216 | 9,724 | 11,458 | 5,658 |
| North Carolina | 3,613 | 95 | – | 1,838 | 1,736 | – | 262 | 2,814 | 3,568 | 1,430 |
| North Dakota | 235 | 153 | 16 | 38 | 69 | – | – | 172 | 329 | 42 |
| Ohio | 6,201 | 20 | – | 3,430 | 1,127 | 1,157 | 569 | 5,668 | 8,049 | 893 |
| Oklahoma | 5,196 | 601 | 78 | 711 | 1,232 | 2,044 | 562 | 482 | 1,722 | 244 |
| Oregon | 4,351 | 137 | 45 | 187 | 1,406 | 2,255 | 326 | 1,628 | 3,907 | 649 |
| Pennsylvania | 4,497 | 30 | – | 2,783 | 2,434 | – | 345 | 4,144 | 5,661 | 1,130 |
| Rhode Island | 706 | 10 | 7 | 80 | 405 | 133 | 56 | 454 | 821 | 247 |
| South Carolina | 3,872 | 54 | – | 2,397 | 492 | 939 | – | 2,539 | 4,493 | 382 |
| South Dakota | 680 | 465 | – | 19 | 131 | 14 | 51 | 284 | 527 | 83 |
| Tennessee | 495 | 6 | – | 1,176 | 505 | – | – | 1,612 | 2,121 | 567 |
| Texas | – | 40 | – | 1,783 | 3,828 | – | – | 3,626 | 6,796 | 4,626 |
| Utah | 963 | 71 | 35 | 95 | 869 | – | 40 | 851 | 1,505 | 434 |
| Vermont | 390 | – | 19 | 26 | 19 | 312 | 14 | 204 | 393 | 24 |
| Virginia | 194 | 5 | – | 808 | 1,441 | – | – | 2,482 | 2,443 | 1,738 |
| Washington | – | – | – | – | – | – | – | – | – | – |
| West Virginia | – | – | – | 24 | 3 | – | – | 188 | 418 | – |
| Wisconsin | 325 | 86 | – | 1,358 | 563 | – | 131 | 1,656 | 2,527 | 305 |
| Wyoming | 538 | 83 | – | 7 | 121 | 307 | 28 | 243 | 601 | 52 |
| Totals | 141,028 | 5,831 | – | 51,472 | 80,357 | 4,042 | 6,801 | 91,071 | 167,239 | 52,212 |

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

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

**Appendix P** • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2019-20

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

| Cohort Year | All Students (N) | American Indian/Alaska Native (N) | Asian/Pacific Islander (N) | Black (N) | Hispanic (N) | White (N) | Two or More Identities (N) | Students with Disabilities (N) | Low-Income (N) | Limited English Proficiency (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| 2019-20 | 115,462 | 5,958 | – | 45,020 | 59,464 | – | 7,140 | 83,213 | 142,261 | 47,014 |

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

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

**Appendix Q** • Estimated Number of Additional Graduates Needed to Reach a 90 Percent Adjusted Cohort Graduation Rate (ACGR) by State and Subgroup, 2020-21

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

| Cohort Year | All Students (N) | American Indian/Alaska Native (N) | Asian/Pacific Islander (N) | Black (N) | Hispanic (N) | White (N) | Two or More Identities (N) | Students with Disabilities (N) | Low-Income (N) | Limited English Proficiency (N) |
|---|---|---|---|---|---|---|---|---|---|---|
| 2020-21 | 141,028 | 5,831 | – | 51,472 | 80,357 | 4,042 | 6,801 | 91,071 | 167,239 | 52,212 |

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

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

**Appendix R •** ESSA High Schools (100 or More Students) with ACGR of 67 Percent or Below, by State and Type, 2019-20

| State | Number of Schools with ACGR <=67% & Enrollment>=100 | # Regular | # Special Education | # Vocational | # Alternative | % Regular | % Special Education | % Vocational | % Alternative |
|---|---|---|---|---|---|---|---|---|---|
| ALABAMA | 5 | 1 | 4 | 0 | 0 | 20% | 80% | 0% | 0% |
| ALASKA | 24 | 19 | 1 | 0 | 4 | 79% | 4% | 0% | 17% |
| ARIZONA | 97 | 20 | 0 | 0 | 77 | 21% | 0% | 0% | 79% |
| ARKANSAS | 3 | 3 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| CALIFORNIA | 370 | 152 | 36 | 0 | 182 | 41% | 10% | 0% | 49% |
| COLORADO | 81 | 23 | 2 | 1 | 55 | 28% | 2% | 1% | 68% |
| CONNECTICUT | 6 | 6 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| DELAWARE | 6 | 0 | 5 | 0 | 1 | 0% | 83% | 0% | 17% |
| DISTRICT OF COLUMBIA | 10 | 6 | 0 | 0 | 4 | 60% | 0% | 0% | 40% |
| FLORIDA | 117 | 4 | 9 | 0 | 104 | 3% | 8% | 0% | 89% |
| GEORGIA | 34 | 27 | 1 | 0 | 6 | 79% | 3% | 0% | 18% |
| HAWAII | 2 | 1 | 0 | 0 | 1 | 50% | 0% | 0% | 50% |
| IDAHO | 28 | 7 | 0 | 0 | 21 | 25% | 0% | 0% | 75% |
| ILLINOIS | – | – | – | – | – | – | – | – | – |
| INDIANA | 26 | 26 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| IOWA | 7 | 3 | 1 | 0 | 3 | 43% | 14% | 0% | 43% |
| KANSAS | 6 | 6 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| KENTUCKY | 13 | 0 | 1 | 0 | 12 | 0% | 8% | 0% | 92% |
| LOUISIANA | 45 | 45 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| MAINE | 4 | 4 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| MARYLAND | 35 | 17 | 8 | 2 | 8 | 49% | 23% | 6% | 23% |
| MASSACHUSETTS | 27 | 22 | 0 | 1 | 4 | 81% | 0% | 4% | 15% |
| MICHIGAN | 178 | 36 | 34 | 0 | 108 | 20% | 19% | 0% | 61% |
| MINNESOTA | 59 | 30 | 4 | 0 | 25 | 51% | 7% | 0% | 42% |
| MISSISSIPPI | 5 | 5 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| MISSOURI | 14 | 14 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| MONTANA | 5 | 5 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| NEBRASKA | 2 | 2 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| NEVADA | 11 | 1 | 3 | 0 | 7 | 9% | 27% | 0% | 64% |
| NEW HAMPSHIRE | 2 | 2 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| NEW JERSEY | 11 | 11 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| NEW MEXICO | 39 | 29 | 0 | 0 | 10 | 74% | 0% | 0% | 26% |
| NEW YORK | 131 | 121 | 2 | 3 | 5 | 92% | 2% | 2% | 4% |
| NORTH CAROLINA | 25 | 13 | 4 | 0 | 8 | 52% | 16% | 0% | 32% |
| NORTH DAKOTA | 2 | 2 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| OHIO | 94 | 90 | 4 | 0 | 0 | 96% | 4% | 0% | 0% |
| OKLAHOMA | 20 | 20 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| OREGON | 22 | 13 | 0 | 0 | 9 | 59% | 0% | 0% | 41% |
| PENNSYLVANIA | 44 | 41 | 2 | 1 | 0 | 93% | 5% | 2% | 0% |
| RHODE ISLAND | 4 | 4 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| SOUTH CAROLINA | 9 | 7 | 1 | 0 | 1 | 78% | 11% | 0% | 11% |
| SOUTH DAKOTA | 7 | 6 | 0 | 0 | 1 | 86% | 0% | 0% | 14% |
| TENNESSEE | 18 | 15 | 3 | 0 | 0 | 83% | 17% | 0% | 0% |
| TEXAS | – | – | – | – | – | – | – | – | – |
| UTAH | 18 | 6 | 2 | 0 | 10 | 33% | 11% | 0% | 56% |
| VERMONT | 2 | 2 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| VIRGINIA | 8 | 3 | 0 | 0 | 5 | 38% | 0% | 0% | 63% |
| WASHINGTON | – | – | – | – | – | – | – | – | – |
| WEST VIRGINIA | 0 | 0 | 0 | 0 | 0 | – | – | – | – |
| WISCONSIN | 32 | 21 | 0 | 0 | 11 | 66% | 0% | 0% | 34% |
| WYOMING | 6 | 6 | 0 | 0 | 0 | 100% | 0% | 0% | 0% |
| Total | 1714 | 897 | 127 | 8 | 682 | 52% | 7% | 0% | 40% |

**Appendix S** • Low-Graduation-Rate High Schools (100 or More Students) and Number of Non-Graduates That Attended Them, by State and Locale, 2019-20

| State | All Schools | | City | | Suburb | | Town | | Rural | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # of Schools | # of Non-Graduates | # of Schools | # of Non-Graduates | # of Schools | # of Non-Graduates | # of Schools | # of Non-Graduates | # of Schools | # of Non-Graduates |
| ALABAMA | 5 | 139 | 1 | 22 | 3 | 106 | 1 | 11 | 0 | 0 |
| ALASKA | 24 | 752 | 7 | 207 | 2 | 173 | 1 | 34 | 14 | 338 |
| ARIZONA | 97 | 11,098 | 66 | 8,980 | 13 | 1,246 | 11 | 611 | 7 | 261 |
| ARKANSAS | 3 | 246 | 3 | 246 | 0 | 0 | 0 | 0 | 0 | 0 |
| CALIFORNIA | 370 | 37,519 | 182 | 16,459 | 154 | 18,761 | 17 | 1,076 | 17 | 1,223 |
| COLORADO | 81 | 5,963 | 52 | 4,343 | 20 | 1,216 | 3 | 167 | 6 | 237 |
| CONNECTICUT | 6 | 460 | 6 | 460 | 0 | 0 | 0 | 0 | 0 | 0 |
| DELAWARE | 6 | 74 | 1 | 16 | 4 | 50 | 1 | 8 | 0 | 0 |
| DISTRICT OF COLUMBIA | 10 | 720 | 10 | 720 | 0 | 0 | 0 | 0 | 0 | 0 |
| FLORIDA | 117 | 8,428 | 49 | 3,259 | 56 | 4,758 | 3 | 82 | 9 | 329 |
| GEORGIA | 34 | 6,614 | 7 | 1,723 | 21 | 3,122 | 5 | 713 | 1 | 1,056 |
| HAWAII | 2 | 83 | 1 | 56 | 0 | 0 | 0 | 0 | 1 | 27 |
| IDAHO | 28 | 1,801 | 6 | 535 | 12 | 863 | 7 | 338 | 3 | 65 |
| ILLINOIS | – | – | – | – | – | – | – | – | – | – |
| INDIANA | 26 | 1,574 | 20 | 1,295 | 3 | 104 | 0 | 0 | 3 | 175 |
| IOWA | 7 | 317 | 5 | 226 | 0 | 0 | 1 | 72 | 1 | 19 |
| KANSAS | 6 | 595 | 4 | 456 | 0 | 0 | 0 | 0 | 2 | 139 |
| KENTUCKY | 13 | 631 | 10 | 564 | 2 | 60 | 1 | 7 | 0 | 0 |
| LOUISIANA | 45 | 2,423 | 24 | 1,389 | 7 | 286 | 2 | 235 | 12 | 513 |
| MAINE | 4 | 111 | 1 | 41 | 0 | 0 | 1 | 30 | 2 | 40 |
| MARYLAND | 35 | 2,655 | 19 | 1,164 | 14 | 1,479 | 0 | 0 | 2 | 12 |
| MASSACHUSETTS | 27 | 1,793 | 13 | 900 | 11 | 750 | 1 | 74 | 2 | 69 |
| MICHIGAN | 178 | 5,938 | 49 | 1,734 | 81 | 2,675 | 18 | 499 | 30 | 1,030 |
| MINNESOTA | 59 | 2,712 | 21 | 1,047 | 19 | 998 | 8 | 236 | 11 | 431 |
| MISSISSIPPI | 5 | 37 | 0 | 0 | 0 | 0 | 4 | 29 | 1 | 8 |
| MISSOURI | 14 | 718 | 9 | 496 | 5 | 222 | 0 | 0 | 0 | 0 |
| MONTANA | 5 | 109 | 0 | 0 | 0 | 0 | 2 | 45 | 3 | 64 |
| NEBRASKA | 2 | 66 | 1 | 57 | 0 | 0 | 0 | 0 | 1 | 9 |
| NEVADA | 11 | 936 | 6 | 424 | 3 | 452 | 1 | 46 | 1 | 14 |
| NEW HAMPSHIRE | 2 | 123 | 1 | 92 | 0 | 0 | 1 | 31 | 0 | 0 |
| NEW JERSEY | 11 | 1,048 | 7 | 556 | 4 | 492 | 0 | 0 | 0 | 0 |
| NEW MEXICO | 39 | 1,656 | 21 | 965 | 5 | 220 | 8 | 251 | 5 | 220 |
| NEW YORK | 131 | 8,705 | 120 | 7,708 | 7 | 927 | 1 | 28 | 3 | 42 |
| NORTH CAROLINA | 25 | 1,728 | 16 | 1,524 | 3 | 81 | 3 | 54 | 3 | 69 |
| NORTH DAKOTA | 2 | 116 | 2 | 116 | 0 | 0 | 0 | 0 | 0 | 0 |
| OHIO | 94 | 7,557 | 76 | 4,746 | 12 | 1,664 | 6 | 1,147 | 0 | 0 |
| OKLAHOMA | 20 | 4,349 | 12 | 3,805 | 4 | 395 | 1 | 101 | 3 | 48 |
| OREGON | 22 | 1,604 | 7 | 552 | 5 | 249 | 5 | 378 | 5 | 425 |
| PENNSYLVANIA | 44 | 4,657 | 31 | 2,757 | 10 | 1,000 | 2 | 887 | 1 | 13 |
| RHODE ISLAND | 4 | 210 | 4 | 210 | 0 | 0 | 0 | 0 | 0 | 0 |
| SOUTH CAROLINA | 9 | 1,366 | 4 | 826 | 5 | 540 | 0 | 0 | 0 | 0 |
| SOUTH DAKOTA | 7 | 211 | 1 | 78 | 0 | 0 | 0 | 0 | 6 | 133 |
| TENNESSEE | 18 | 1,371 | 18 | 1,371 | 0 | 0 | 0 | 0 | 0 | 0 |
| TEXAS | – | – | – | – | – | – | – | – | – | – |
| UTAH | 18 | 1,112 | 6 | 196 | 8 | 683 | 1 | 53 | 3 | 180 |
| VERMONT | 2 | 51 | 0 | 0 | 1 | 31 | 0 | 0 | 1 | 20 |
| VIRGINIA | 8 | 893 | 4 | 440 | 4 | 453 | 0 | 0 | 0 | 0 |
| WASHINGTON | – | – | – | – | – | – | – | – | – | – |
| WEST VIRGINIA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| WISCONSIN | 32 | 1,937 | 25 | 1,737 | 3 | 108 | 1 | 25 | 3 | 67 |
| WYOMING | 6 | 247 | 2 | 107 | 0 | 0 | 1 | 40 | 3 | 100 |

**Appendix T • Low-Graduation-Rate High Schools and Number of Non-Graduates That Attended Them, by Type and State, 2019-20**

| State | 2020 ACGR | All Schools Total # of Schools reporting ACGR | Total # of Non-Graduates | Regular or Vocational Schools That Have ACGR<=67%, Are Not Virtual and Have >=100 Students # of Schools | # of Non-Graduates | % of Non-Graduates | Regular or Vocational Schools That Have ACGR>67% but Promoting Power<=60%, Are Not Virtual and Have >=100 Students # of Schools | # of Non-Graduates | % of Non-Graduates | Regular or Vocational Schools That Have ACGR>67% and Promoting Power>60% but ACGR<84.1%, Are Not Virtual and Have >=100 Students # of Schools | # of Non-Graduates | % of Non-Graduates | Regular or Vocational Schools That Have ACGR>=84.1% and Promoting Power>60%, Are Not Virtual and have >=100 Students # of Schools | # of Non-Graduates | % of Non-Graduates |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALABAMA | 90.6% | 374 | 4,927 | 1 | 91 | 2% | 6 | 230 | 5% | 31 | 1,004 | 20% | 315 | 3,323 | 67% |
| ALASKA | 79.1% | 169 | 1,942 | 15 | 304 | 16% | 13 | 46 | 2% | 43 | 421 | 22% | 37 | 346 | 18% |
| ARIZONA | 77.3% | 500 | 20,112 | 8 | 365 | 2% | 18 | 94 | 0% | 54 | 2,958 | 15% | 215 | 3,957 | 20% |
| ARKANSAS | 88.8% | 293 | 4,034 | 3 | 246 | 6% | 4 | 156 | 4% | 25 | 856 | 21% | 207 | 1,829 | 45% |
| CALIFORNIA | 84.3% | 2,363 | 73,791 | 116 | 20,129 | 27% | 24 | 693 | 1% | 84 | 4,539 | 6% | 936 | 19,898 | 27% |
| COLORADO | 81.9% | 474 | 12,316 | 13 | 535 | 4% | 19 | 166 | 1% | 58 | 1,768 | 14% | 230 | 3,637 | 30% |
| CONNECTICUT | 88.3% | 202 | 2,978 | 6 | 460 | 15% | 6 | 111 | 4% | 14 | 740 | 25% | 173 | 1,626 | 55% |
| DELAWARE | 89.0% | 48 | 1,038 | 0 | 0 | 0% | 6 | 135 | 13% | 7 | 298 | 29% | 28 | 529 | 51% |
| DISTRICT OF COLUMBIA | 73.0% | 38 | 1,228 | 6 | 288 | 23% | 7 | 158 | 13% | 8 | 211 | 17% | 12 | 136 | 11% |
| FLORIDA | 90.2% | 849 | 20,042 | 2 | 33 | 0% | 21 | 207 | 1% | 16 | 812 | 4% | 498 | 9,215 | 46% |
| GEORGIA | 83.8% | 474 | 19,569 | 24 | 5,071 | 26% | 39 | 1,596 | 8% | 58 | 3,673 | 19% | 292 | 6,971 | 36% |
| HAWAII | 86.3% | 60 | 1,787 | 1 | 56 | 3% | 4 | 121 | 7% | 18 | 844 | 47% | 33 | 730 | 41% |
| IDAHO | 82.2% | 214 | 4,256 | 2 | 186 | 4% | 14 | 71 | 2% | 33 | 690 | 16% | 97 | 1,166 | 27% |
| ILLINOIS | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| INDIANA | 90.9% | 388 | 6,848 | 20 | 866 | 13% | 5 | 24 | 0% | 17 | 777 | 11% | 326 | 4,251 | 62% |
| IOWA | 91.8% | 336 | 3,080 | 1 | 72 | 2% | 1 | 18 | 1% | 10 | 564 | 18% | 286 | 1,899 | 62% |
| KANSAS | 88.2% | 342 | 4,354 | 3 | 310 | 7% | 4 | 157 | 4% | 32 | 950 | 22% | 228 | 2,233 | 51% |
| KENTUCKY | 91.1% | 320 | 4,292 | 0 | 0 | 0% | 5 | 191 | 4% | 5 | 205 | 5% | 215 | 2,571 | 60% |
| LOUISIANA | 82.9% | 357 | 7,550 | 43 | 2,353 | 31% | 20 | 461 | 6% | 48 | 1,868 | 25% | 208 | 2,145 | 28% |
| MAINE | 87.4% | 122 | 1,671 | 2 | 40 | 2% | 1 | 2 | 0% | 26 | 613 | 37% | 83 | 914 | 55% |
| MARYLAND | 86.8% | 246 | 8,780 | 19 | 1,722 | 20% | 8 | 178 | 2% | 31 | 2,441 | 28% | 152 | 3,286 | 37% |
| MASSACHUSETTS | 89.0% | 390 | 7,311 | 21 | 1,209 | 17% | 11 | 83 | 1% | 34 | 1,849 | 25% | 281 | 3,073 | 42% |
| MICHIGAN | 82.1% | 1,023 | 15,091 | 23 | 897 | 6% | 36 | 654 | 4% | 66 | 1,154 | 8% | 522 | 5,070 | 34% |
| MINNESOTA | 83.8% | 641 | 10,319 | 19 | 575 | 6% | 5 | 90 | 1% | 35 | 1,383 | 13% | 327 | 3,375 | 33% |
| MISSISSIPPI | 87.7% | 242 | 3,978 | 5 | 37 | 1% | 7 | 176 | 4% | 47 | 1,315 | 33% | 169 | 2,299 | 58% |
| MISSOURI | 89.5% | 528 | 5,992 | 14 | 718 | 12% | 6 | 79 | 1% | 33 | 1,261 | 21% | 400 | 3,574 | 60% |
| MONTANA | 85.9% | 139 | 1,585 | 5 | 109 | 7% | 1 | 3 | 0% | 14 | 676 | 43% | 60 | 628 | 40% |
| NEBRASKA | 87.5% | 264 | 3,299 | 1 | 9 | 0% | 0 | 0 | 0% | 26 | 1,659 | 50% | 167 | 1,306 | 40% |
| NEVADA | 82.6% | 161 | 6,536 | 1 | 191 | 3% | 6 | 59 | 1% | 10 | 474 | 7% | 86 | 2,417 | 37% |
| NEW HAMPSHIRE | 88.1% | 95 | 1,641 | 2 | 123 | 7% | 2 | 25 | 2% | 8 | 323 | 20% | 56 | 729 | 44% |
| NEW JERSEY | 91.0% | 423 | 9,018 | 11 | 1,048 | 12% | 9 | 325 | 4% | 39 | 2,479 | 27% | 349 | 4,937 | 55% |
| NEW MEXICO | 76.9% | 213 | 5,697 | 27 | 1,176 | 21% | 22 | 1,009 | 18% | 38 | 1,599 | 28% | 55 | 976 | 17% |
| NEW YORK | 83.5% | 1,243 | 28,811 | 124 | 8,236 | 29% | 83 | 2,209 | 8% | 228 | 9,511 | 33% | 786 | 8,282 | 29% |
| NORTH CAROLINA | 87.6% | 628 | 15,996 | 11 | 654 | 4% | 30 | 754 | 5% | 70 | 3,582 | 22% | 349 | 7,836 | 49% |
| NORTH DAKOTA | 89.0% | 151 | 1,015 | 2 | 116 | 11% | 3 | 21 | 2% | 9 | 124 | 12% | 66 | 412 | 41% |
| OHIO | 84.4% | 864 | 19,703 | 79 | 4,957 | 25% | 91 | 1,456 | 7% | 87 | 3,061 | 16% | 544 | 6,687 | 34% |
| OKLAHOMA | 80.8% | 457 | 10,170 | 16 | 2,275 | 22% | 5 | 160 | 2% | 72 | 2,303 | 23% | 202 | 2,405 | 24% |
| OREGON | 82.6% | 323 | 7,143 | 8 | 243 | 3% | 8 | 23 | 0% | 63 | 2,022 | 28% | 159 | 2,522 | 35% |
| PENNSYLVANIA | 87.4% | 692 | 15,302 | 32 | 2,167 | 14% | 17 | 655 | 4% | 46 | 2,108 | 14% | 551 | 6,801 | 44% |
| RHODE ISLAND | 83.6% | 63 | 1,522 | 4 | 210 | 14% | 1 | 34 | 2% | 10 | 516 | 34% | 40 | 650 | 43% |
| SOUTH CAROLINA | 82.2% | 240 | 8,863 | 4 | 378 | 4% | 23 | 768 | 9% | 59 | 3,056 | 34% | 118 | 3,069 | 35% |
| SOUTH DAKOTA | 84.2% | 159 | 1,463 | 5 | 107 | 7% | 4 | 156 | 11% | 4 | 166 | 11% | 54 | 522 | 36% |
| TENNESSEE | 90.4% | 375 | 6,883 | 14 | 1,306 | 19% | 9 | 83 | 1% | 34 | 1,636 | 24% | 278 | 3,448 | 50% |
| TEXAS | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| UTAH | 88.2% | 201 | 5,603 | 2 | 42 | 1% | 5 | 23 | 0% | 23 | 1,194 | 21% | 118 | 2,486 | 44% |
| VERMONT | 83.1% | 57 | 987 | 2 | 51 | 5% | 1 | 2 | 0% | 13 | 381 | 39% | 17 | 190 | 19% |
| VIRGINIA | 88.8% | 328 | 10,957 | 3 | 362 | 3% | 6 | 344 | 3% | 51 | 3,648 | 33% | 257 | 6,028 | 55% |
| WASHINGTON | 83.0% | – | – | – | – | – | – | – | – | – | – | – | – | – | – |
| WEST VIRGINIA | 92.1% | 113 | 1,477 | 0 | 0 | 0% | 1 | 7 | 0% | 8 | 294 | 20% | 103 | 1,174 | 79% |
| WISCONSIN | 90.4% | 538 | 6,361 | 19 | 1,295 | 20% | 4 | 39 | 1% | 15 | 398 | 6% | 378 | 3,052 | 48% |
| WYOMING | 82.3% | 87 | 1,255 | 6 | 247 | 20% | 1 | 64 | 5% | 17 | 441 | 35% | 35 | 298 | 24% |
| US TOTALS: | 86.5% | 18,807 | 418,573 | 745 | 61,865 | 15% | 622 | 14,116 | 3% | 1,777 | 74,845 | 18% | 11,098 | 154,908 | 37% |

**Appendix T •** Low-Graduation-Rate High Schools and Number of Non-Graduaes That Attended Them, by Type and State, 2019-20 (Continued)

| State | 2020 ACGR | Alternative Schools That Are Not Virtual and Have >=100 Students | | | Virtual Schools with >=100 Students | | | Special Education Schools That Are Not Virtual and Have >=100 Students | | | Schools with <100 students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # of Schools | # of Non-Graduates | % of Non-Graduates | # of Schools | # of Non-Graduates | % of Non-Graduates | # of Schools | # of Non-Graduates | % of Non-Graduates | # of Schools | # of Non-Graduates | % of Non-Graduates |
| ALABAMA | 90.6% | 1 | 4 | 0% | 7 | 106 | 2% | 4 | 48 | 1% | 9 | 70 | 1% |
| ALASKA | 79.1% | 6 | 254 | 13% | 8 | 258 | 13% | 1 | 44 | 2% | 120 | 250 | 13% |
| ARIZONA | 77.3% | 83 | 6,541 | 33% | 19 | 4,421 | 22% | 3 | 6 | 0% | 134 | 1770 | 9% |
| ARKANSAS | 88.8% | 1 | 24 | 1% | 3 | 146 | 4% | 0 | 0 | 0% | 16 | 143 | 4% |
| CALIFORNIA | 84.3% | 333 | 16,358 | 22% | 90 | 3,682 | 5% | 48 | 721 | 1% | 617 | 5293 | 7% |
| COLORADO | 81.9% | 55 | 3,160 | 26% | 28 | 2,422 | 20% | 3 | 25 | 0% | 82 | 564 | 5% |
| CONNECTICUT | 88.3% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 3 | 10 | 0% |
| DELAWARE | 89.0% | 1 | 16 | 2% | 0 | 0 | 0% | 7 | 60 | 6% | 2 | 0 | 0% |
| DISTRICT OF COLUMBIA | 73.0% | 4 | 432 | 35% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| FLORIDA | 90.2% | 116 | 8,293 | 41% | 19 | 165 | 1% | 48 | 217 | 1% | 292 | 1055 | 5% |
| GEORGIA | 83.8% | 7 | 757 | 4% | 3 | 792 | 4% | 2 | 11 | 0% | 50 | 485 | 2% |
| HAWAII | 86.3% | 1 | 27 | 2% | 1 | 5 | 0% | 0 | 0 | 0% | 5 | 4 | 0% |
| IDAHO | 82.2% | 22 | 947 | 22% | 12 | 783 | 18% | 0 | 0 | 0% | 33 | 329 | 8% |
| ILLINOIS | – | – | – | – | – | – | – | – | – | – | – | – | – |
| INDIANA | 90.9% | 0 | 0 | 0% | 7 | 725 | 11% | 0 | 0 | 0% | 7 | 52 | 1% |
| IOWA | 91.8% | 7 | 227 | 7% | 3 | 91 | 3% | 1 | 6 | 0% | 22 | 83 | 3% |
| KANSAS | 88.2% | 0 | 0 | 0% | 8 | 378 | 9% | 0 | 0 | 0% | 83 | 326 | 7% |
| KENTUCKY | 91.1% | 23 | 474 | 11% | 7 | 349 | 8% | 2 | 6 | 0% | 92 | 384 | 9% |
| LOUISIANA | 82.9% | 0 | 0 | 0% | 4 | 145 | 2% | 4 | 14 | 0% | 29 | 382 | 5% |
| MAINE | 87.4% | 0 | 0 | 0% | 2 | 71 | 4% | 0 | 0 | 0% | 9 | 19 | 1% |
| MARYLAND | 86.8% | 10 | 863 | 10% | 0 | 0 | 0% | 10 | 70 | 1% | 35 | 216 | 2% |
| MASSACHUSETTS | 89.0% | 9 | 264 | 4% | 2 | 381 | 5% | 0 | 0 | 0% | 38 | 432 | 6% |
| MICHIGAN | 82.1% | 79 | 2,520 | 17% | 58 | 2,478 | 16% | 38 | 346 | 2% | 282 | 1955 | 13% |
| MINNESOTA | 83.8% | 28 | 1,472 | 14% | 13 | 762 | 7% | 5 | 47 | 0% | 292 | 2377 | 23% |
| MISSISSIPPI | 87.7% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 5 | 23 | 1% |
| MISSOURI | 89.5% | 1 | 20 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 130 | 211 | 4% |
| MONTANA | 85.9% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 85 | 169 | 11% |
| NEBRASKA | 87.5% | 0 | 0 | 0% | 1 | 57 | 2% | 0 | 0 | 0% | 72 | 266 | 8% |
| NEVADA | 82.6% | 9 | 739 | 11% | 1 | 30 | 0% | 4 | 25 | 0% | 50 | 2585 | 40% |
| NEW HAMPSHIRE | 88.1% | 0 | 0 | 0% | 1 | 36 | 2% | 0 | 0 | 0% | 13 | 106 | 6% |
| NEW JERSEY | 91.0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 9 | 67 | 1% |
| NEW MEXICO | 76.9% | 11 | 245 | 4% | 3 | 240 | 4% | 1 | 3 | 0% | 56 | 232 | 4% |
| NEW YORK | 83.5% | 5 | 451 | 2% | 0 | 0 | 0% | 5 | 20 | 0% | 26 | 91 | 0% |
| NORTH CAROLINA | 87.6% | 13 | 822 | 5% | 8 | 306 | 2% | 6 | 78 | 0% | 58 | 1537 | 10% |
| NORTH DAKOTA | 89.0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 81 | 312 | 31% |
| OHIO | 84.4% | 0 | 0 | 0% | 13 | 2,715 | 14% | 4 | 49 | 0% | 47 | 671 | 3% |
| OKLAHOMA | 80.8% | 0 | 0 | 0% | 4 | 2,074 | 20% | 0 | 0 | 0% | 152 | 525 | 5% |
| OREGON | 82.6% | 11 | 650 | 9% | 18 | 844 | 12% | 0 | 0 | 0% | 65 | 816 | 11% |
| PENNSYLVANIA | 87.4% | 0 | 0 | 0% | 13 | 2,674 | 17% | 2 | 19 | 0% | 15 | 158 | 1% |
| RHODE ISLAND | 83.6% | 0 | 0 | 0% | 1 | 3 | 0% | 0 | 0 | 0% | 5 | 96 | 6% |
| SOUTH CAROLINA | 82.2% | 1 | 539 | 6% | 5 | 735 | 8% | 1 | 8 | 0% | 14 | 47 | 1% |
| SOUTH DAKOTA | 84.2% | 1 | 78 | 5% | 1 | 26 | 2% | 0 | 0 | 0% | 104 | 408 | 28% |
| TENNESSEE | 90.4% | 0 | 0 | 0% | 7 | 56 | 1% | 5 | 30 | 0% | 32 | 271 | 4% |
| TEXAS | – | – | – | – | – | – | – | – | – | – | – | – | – |
| UTAH | 88.2% | 19 | 1,300 | 23% | 8 | 237 | 4% | 7 | 15 | 0% | 19 | 197 | 4% |
| VERMONT | 83.1% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| VIRGINIA | 88.8% | 5 | 531 | 5% | 0 | 0 | 0% | 0 | 0 | 0% | 8 | 25 | 0% |
| WASHINGTON | 83.0% | – | – | – | – | – | – | – | – | – | – | – | – |
| WEST VIRGINIA | 92.1% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 2 | 2 | 0% |
| WISCONSIN | 90.4% | 13 | 589 | 9% | 18 | 327 | 5% | 0 | 0 | 0% | 126 | 503 | 8% |
| WYOMING | 82.3% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% | 30 | 170 | 14% |
| US TOTALS: | 86.5% | 875 | 48,597 | 12% | 396 | 28,520 | 7% | 211 | 1,868 | 0% | 3,456 | 25,687 | 6% |

## Appendix U • Secondary School Improvement Index, 2019-20

| State | Adjusted Regulatory Cohort Graduation Rate, 2010-11 | Regulatory Adjusted Cohort Graduation Rate, All Students: 2020-21 | ACGR Change, 2011 to 2021 | Percent of Students Receiving a Score of 3 or Higher on an AP Exam, 2010-11 | Percent of Students Receiving a Score of 3 or Higher on an AP Exam, 2020-21 | AP Change, 2011 to 2021 | Percent of Students at or above Proficient on 8th Grade Reading NAEP, 2010-11 | Percent of Students at or above Proficient on 8th Grade Reading NAEP, 2021-22 | 8th Grade Reading NAEP Proficiency Change, 2011 to 2022 | Percent of Students at or above Proficient on 8th Grade Mathematics NAEP, 2010-11 | Percent of Students at or above Proficient on 8th Grade Mathematics NAEP, 2021-22 | 8th Grade Mathematics NAEP Proficiency Change, 2011 to 2022 | Indicators Improved On | Total Secondary School Improvement Index Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ALABAMA | 72.0% | 90.6% | 18.6% | 8.4% | 14.0% | 5.6% | 25.6% | 22.0% | -3.5% | 20.1% | 18.7% | -1.4% | 2 | 19.3% |
| ALASKA | 68.0% | 78.2% | 10.2% | 12.5% | 12.7% | 0.2% | 31.0% | 26.0% | -5.0% | 35.2% | 23.3% | -11.9% | 2 | -6.5% |
| ARIZONA | 78.0% | 76.5% | -1.5% | 11.9% | 15.5% | 3.6% | 28.2% | 28.2% | -0.1% | 31.5% | 23.8% | -7.7% | 1 | -5.6% |
| ARKANSAS | 81.0% | 88.4% | 7.4% | 13.6% | 17.7% | 4.1% | 27.8% | 25.8% | -2.0% | 29.3% | 18.9% | -10.3% | 2 | -0.8% |
| CALIFORNIA | 76.0% | 83.6% | 7.6% | 22.0% | 28.8% | 6.8% | 23.7% | 29.9% | 6.2% | 25.3% | 23.0% | -2.4% | 3 | 18.2% |
| COLORADO | 74.0% | 81.6% | 7.6% | 21.3% | 27.6% | 6.3% | 40.3% | 34.2% | -6.1% | 43.5% | 27.8% | -15.6% | 2 | -7.9% |
| CONNECTICUT | 83.0% | 89.7% | 6.7% | 23.9% | 30.7% | 6.8% | 44.7% | 34.8% | -9.9% | 38.1% | 30.0% | -8.2% | 2 | -4.6% |
| DELAWARE | 78.0% | 80.5% | 2.5% | 14.6% | 17.8% | 3.2% | 32.7% | 23.8% | -8.9% | 31.9% | 18.3% | -13.6% | 2 | -16.8% |
| DISTRICT OF COLUMBIA | 59.0% | 74.8% | 15.8% | 9.3% | – | -9.3% | 16.1% | 22.2% | 6.1% | 17.0% | 16.4% | -0.6% | – | 12.0% |
| FLORIDA | 71.0% | 90.2% | 19.2% | 23.6% | 30.1% | 6.5% | 29.8% | 29.4% | -0.4% | 27.7% | 22.9% | -4.8% | 2 | 20.5% |
| GEORGIA | 67.0% | 83.7% | 16.7% | 17.8% | 21.0% | 3.2% | 27.6% | 30.6% | 3.0% | 27.8% | 23.7% | -4.1% | 3 | 18.8% |
| HAWAII | 80.0% | 86.0% | 6.0% | 9.9% | 16.4% | 6.5% | 26.0% | 30.7% | 4.7% | 30.0% | 22.2% | -7.8% | 3 | 9.4% |
| IDAHO (2013-14) | 77.3% | 80.2% | 2.9% | 11.9% | 13.6% | 1.7% | 33.9% | 32.1% | -1.8% | 36.9% | 32.4% | -4.4% | 2 | -1.6% |
| ILLINOIS** | 84.0% | 86.5% | 2.5% | 18.1% | 26.9% | 8.8% | 33.9% | 32.4% | -1.5% | 32.8% | 26.5% | -6.3% | 2 | 3.5% |
| INDIANA | 86.0% | 88.2% | 2.2% | 13.3% | 20.1% | 6.8% | 31.8% | 30.6% | -1.2% | 34.1% | 30.1% | -4.0% | 2 | 3.8% |
| IOWA | 88.0% | 90.2% | 2.2% | 10.0% | 12.4% | 2.4% | 32.7% | 28.8% | -3.9% | 33.6% | 28.1% | -5.5% | 2 | -4.8% |
| KANSAS | 83.0% | 87.9% | 4.9% | 9.4% | 10.2% | 0.8% | 35.5% | 25.8% | -9.7% | 40.8% | 23.2% | -17.6% | 2 | -21.5% |
| KENTUCKY (2012-13) | 86.1% | 90.2% | 4.1% | 12.5% | 16.3% | 3.8% | 36.3% | 29.0% | -7.3% | 30.7% | 21.5% | -9.2% | 2 | -8.6% |
| LOUISIANA | 71.0% | 82.1% | 11.1% | 4.1% | 9.4% | 5.3% | 22.2% | 26.9% | 4.6% | 22.3% | 18.9% | -3.4% | 3 | 17.6% |
| MAINE | 84.0% | 86.0% | 2.0% | 20.2% | 21.3% | 1.1% | 38.5% | 29.3% | -9.2% | 38.8% | 24.4% | -14.5% | 2 | -20.6% |
| MARYLAND | 83.0% | 87.2% | 4.2% | 26.5% | 30.2% | 3.7% | 39.9% | 32.8% | -7.2% | 40.4% | 24.7% | -15.8% | 2 | -15.0% |
| MASSACHUSETTS | 83.0% | 89.8% | 6.8% | 23.4% | 31.1% | 7.7% | 46.1% | 39.8% | -6.3% | 51.2% | 35.1% | -16.2% | 2 | -8.0% |
| MICHIGAN | 74.0% | 80.5% | 6.5% | 15.7% | 20.3% | 4.6% | 32.1% | 28.1% | -3.9% | 30.8% | 25.4% | -5.4% | 2 | 1.8% |
| MINNESOTA | 77.0% | 83.4% | 6.4% | 17.7% | 21.3% | 3.6% | 39.3% | 29.7% | -9.6% | 47.6% | 31.5% | -16.1% | 2 | -15.7% |
| MISSISSIPPI | 75.0% | 88.3% | 13.3% | 4.2% | 6.8% | 2.7% | 21.0% | 22.0% | 1.0% | 19.3% | 17.8% | -1.5% | 3 | 15.4% |
| MISSOURI | 81.0% | 89.2% | 8.2% | 7.9% | 12.5% | 4.6% | 35.2% | 28.5% | -6.8% | 31.5% | 23.9% | -7.6% | 2 | -1.6% |
| MONTANA | 82.0% | 86.1% | 4.1% | 12.3% | 14.3% | 2.0% | 41.5% | 29.1% | -12.4% | 45.6% | 28.5% | -17.1% | 2 | -23.4% |
| NEBRASKA | 86.0% | 87.6% | 1.6% | 7.9% | 11.8% | 3.9% | 34.8% | 28.8% | -6.0% | 32.8% | 31.0% | -1.8% | 3 | -2.3% |
| NEVADA | 62.0% | 81.3% | 19.3% | 16.3% | 18.9% | 2.6% | 26.3% | 28.8% | 2.5% | 28.6% | 20.8% | -7.8% | 3 | 16.6% |
| NEW HAMPSHIRE | 86.0% | 87.1% | 1.1% | 16.9% | 18.8% | 1.9% | 39.6% | 32.8% | -6.8% | 43.6% | 29.0% | -14.6% | 2 | -18.4% |
| NEW JERSEY | 83.0% | 88.6% | 5.6% | 20.5% | 29.1% | 8.6% | 44.7% | 41.6% | -3.2% | 46.8% | 33.1% | -13.7% | 2 | -2.6% |
| NEW MEXICO | 63.0% | 76.6% | 13.6% | 10.1% | 13.3% | 3.2% | 22.1% | 18.4% | -3.7% | 23.8% | 12.7% | -11.1% | 2 | 2.0% |
| NEW YORK | 77.0% | 84.9% | 7.9% | 22.7% | 30.4% | 7.7% | 35.1% | 32.3% | -2.8% | 30.0% | 28.4% | -1.6% | 2 | 11.2% |
| NORTH CAROLINA | 78.0% | 87.0% | 9.0% | 17.3% | 20.7% | 3.4% | 31.1% | 25.7% | -5.4% | 37.0% | 25.4% | -11.6% | 2 | -4.6% |
| NORTH DAKOTA | 86.0% | 87.0% | 1.0% | 7.8% | 14.2% | 6.4% | 34.1% | 27.1% | -7.0% | 42.6% | 28.2% | -14.4% | 2 | -13.9% |
| OHIO | 80.0% | 85.4% | 5.4% | 12.4% | 17.4% | 5.0% | 36.9% | 33.1% | -3.8% | 38.9% | 29.0% | -9.9% | 2 | -3.3% |
| OKLAHOMA (2012-13) | 84.8% | 80.1% | -4.7% | 10.3% | 9.6% | -0.7% | 26.7% | 21.3% | -5.4% | 27.3% | 15.9% | -11.4% | 0 | -22.2% |
| OREGON | 68.0% | 80.6% | 12.6% | 13.6% | 16.1% | 2.5% | 32.7% | 27.8% | -4.9% | 32.7% | 22.0% | -10.7% | 2 | -0.5% |
| PENNSYLVANIA | 83.0% | 86.7% | 3.7% | 13.5% | 19.7% | 6.2% | 38.0% | 30.6% | -7.4% | 38.9% | 27.4% | -11.5% | 2 | -9.0% |
| RHODE ISLAND | 77.0% | 83.7% | 6.7% | 12.0% | 22.7% | 10.7% | 33.4% | 31.3% | -2.1% | 33.9% | 23.7% | -10.3% | 2 | 5.1% |
| SOUTH CAROLINA | 74.0% | 83.3% | 9.3% | 14.4% | 18.7% | 4.3% | 26.6% | 26.6% | -0.0% | 31.8% | 22.0% | -9.7% | 2 | 3.9% |
| SOUTH DAKOTA | 83.0% | 82.9% | -0.1% | 11.8% | 11.7% | -0.1% | 35.3% | 31.1% | -4.2% | 41.7% | 32.2% | -9.4% | 0 | -13.8% |
| TENNESSEE | 86.0% | 89.3% | 3.3% | 8.5% | 13.5% | 5.0% | 27.0% | 28.0% | 1.0% | 23.9% | 24.8% | 0.9% | 4 | 10.2% |
| TEXAS | 86.0% | 90.0% | 4.0% | 15.9% | 21.2% | 5.4% | 26.5% | 23.2% | -3.3% | 40.0% | 23.8% | -16.2% | 2 | -10.2% |
| UTAH | 76.0% | 88.1% | 12.1% | 22.2% | 22.7% | 0.5% | 35.4% | 35.7% | 0.2% | 34.9% | 34.5% | -0.4% | 3 | 12.4% |
| VERMONT | 87.0% | 83.2% | -3.8% | 19.6% | 24.8% | 5.2% | 44.4% | 34.5% | -9.9% | 46.0% | 26.9% | -19.1% | 1 | -27.6% |
| VIRGINIA | 82.0% | 89.8% | 7.8% | 24.8% | 26.9% | 2.1% | 35.8% | 31.0% | -4.8% | 39.7% | 31.2% | -8.5% | 2 | -3.4% |
| WASHINGTON* | 76.0% | 83.1% | 7.1% | 17.9% | 21.4% | 3.6% | 37.0% | 31.8% | -5.2% | 40.4% | 27.8% | -12.6% | 2 | -7.2% |
| WEST VIRGINIA | 78.0% | 91.1% | 13.1% | 8.6% | 10.4% | 1.8% | 24.1% | 21.7% | -2.5% | 21.3% | 15.1% | -6.2% | 2 | 6.2% |
| WISCONSIN | 87.0% | 89.5% | 2.5% | 18.8% | 25.0% | 6.2% | 34.9% | 32.4% | -2.5% | 41.0% | 33.2% | -7.8% | 2 | -1.5% |
| WYOMING | 80.0% | 82.5% | 2.5% | 9.0% | 13.5% | 4.6% | 37.7% | 29.7% | -8.0% | 37.4% | 31.4% | -6.1% | 2 | -7.0% |
| United States | 79.0% | 86.1% | 7.1% | 17.1% | 22.5% | 5.4% | 31.6% | 29.4% | -2.2% | 34.5% | 26.5% | -8.0% | 2 | 2.3% |

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