

# Meeting the Moment Plan to Sustain Gains in High School Graduation Rates

# COVID Collaborative

## Pre-COVID-19: HS Grad Rates Continued to Improve

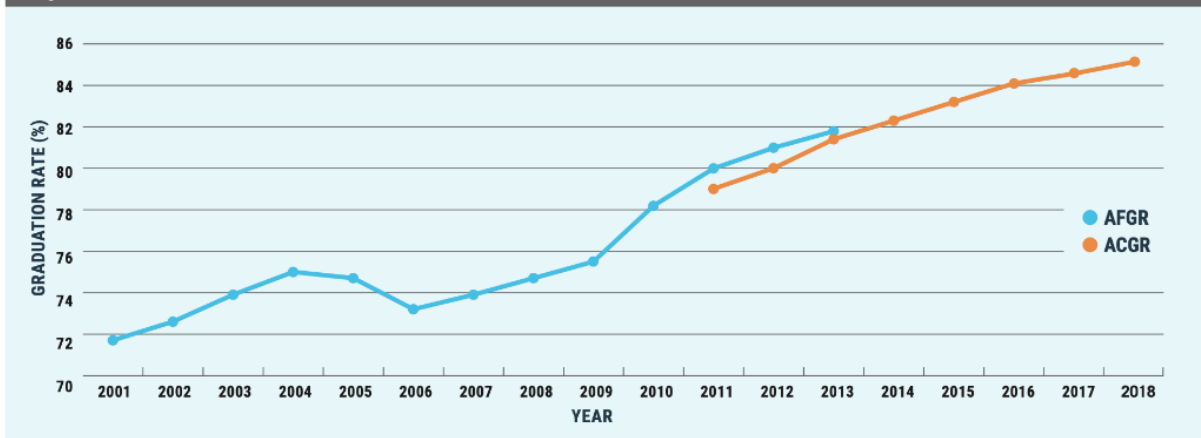
85.3%

All-time High  
Graduation Rate in 2018

3.8 M

More Students Have  
Graduated Over 20 Years

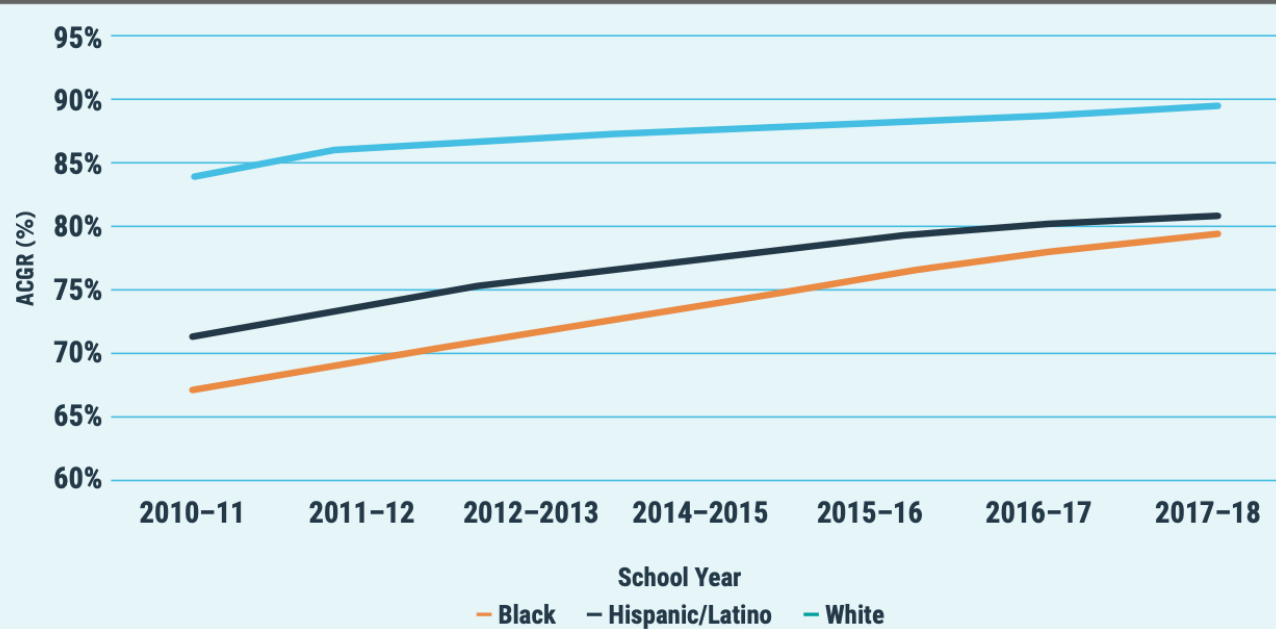
**Figure 1** • Averaged Freshman Graduation Rate (AFGR) and Four-Year Adjusted Cohort Graduation Rate (ACGR), by State, 2002–2018



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.

## Driven by Large Gains Among Minority & Low-Income Students

**Figure 3** • Adjusted Cohort Graduation Rate (ACGR) for Black, Hispanic/Latino, and White Students from 2010–11 to 2017–18



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

- National average rate of increase: **6.3 percentage points**
- Black students: **79%** (+12 percentage points since 2011)
- Hispanic students: **81%** (+10 percentage points)
- Low-income students: **+9.5 percentage points**
- Students with disabilities: **+8.1 percentage points**

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Even with Progress, Some Had Very Low Grad Rates Pre-COVID-19

67.5%

Homeless  
Students' Rate

68.3%

English Learners'  
Rate

67.1%

Students w/  
Disabilities' Rate

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## Students who Drove Grad Rate Gains & Those with Very Low Rates are Most Impacted by COVID-19 and Structural Racism

- Greater percentages of Black and Latino students learning remotely
- Low-income students often working to support family or helping siblings learn
- Students with disabilities often not getting full services
- Connectivity/device challenges impact low-income and minority students more
- Low-income and first-generation students count on in-school supports from counselors and non-profits

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What do the data say about raising high school graduation and college readiness rates during and after COVID-19?

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90% *must* be achieved with equity across subgroups:

Black: ~ 64,012 more graduates

Hispanic: ~ 83,419 more graduates

Students with Disabilities: ~ 103,112 more graduates

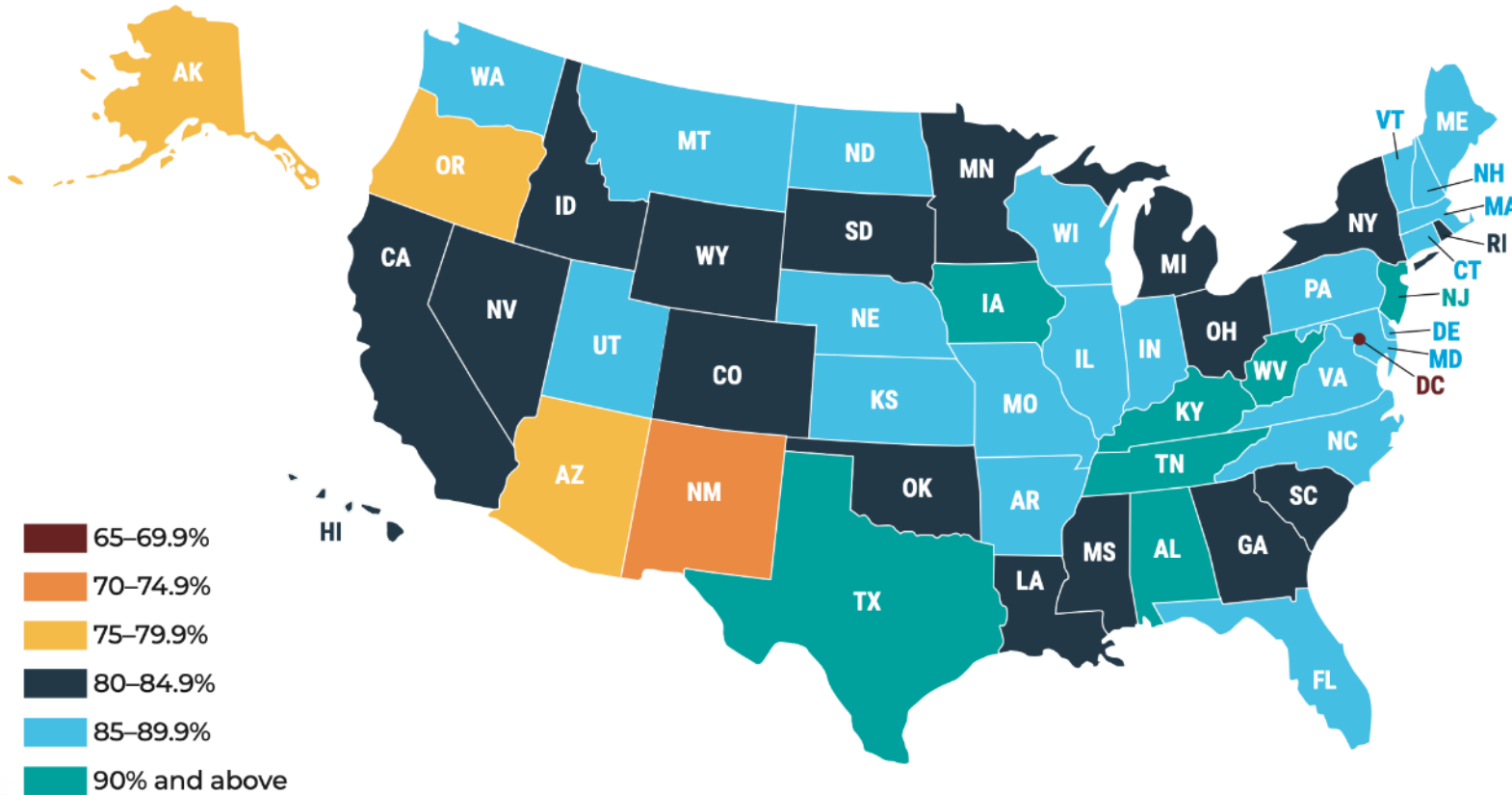
174,152

More on-time graduates needed to reach 90 percent  
(Pre-COVID-19 baseline)

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## Each State is a Different Story

Figure 2 • Adjusted Cohort Graduation Rate, by State 2017–18





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## Magnitude of Challenge Varies By State

15 States need <1,000  
additional graduates

5 States need >10,000  
additional graduates

North Dakota,  
New Hampshire  
Wisconsin, Arkansas  
Vermont, Nebraska  
Delaware, Montana  
Maine, Missouri  
South Dakota,  
Wyoming  
Rhode Island,  
Connecticut, Hawaii

Ohio  
Georgia  
Michigan  
New York  
California

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## Characteristics of Low-Graduation-Rate High Schools are Changing

2,062

Low-graduation-rate high schools in 2018

	# of Schools	% of All Non-Graduates
Regular	1146 (55%)	18.9%
Alternative	763 (37%)	10.8%
Charter	642 (31%)	13.6%
Virtual	214 (10%)	5.5%

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Much of Challenge Concentrated in Small Subset of School Districts

50% of students who did not graduate  
in four years are found in just:

All Students: ~ 434 school districts

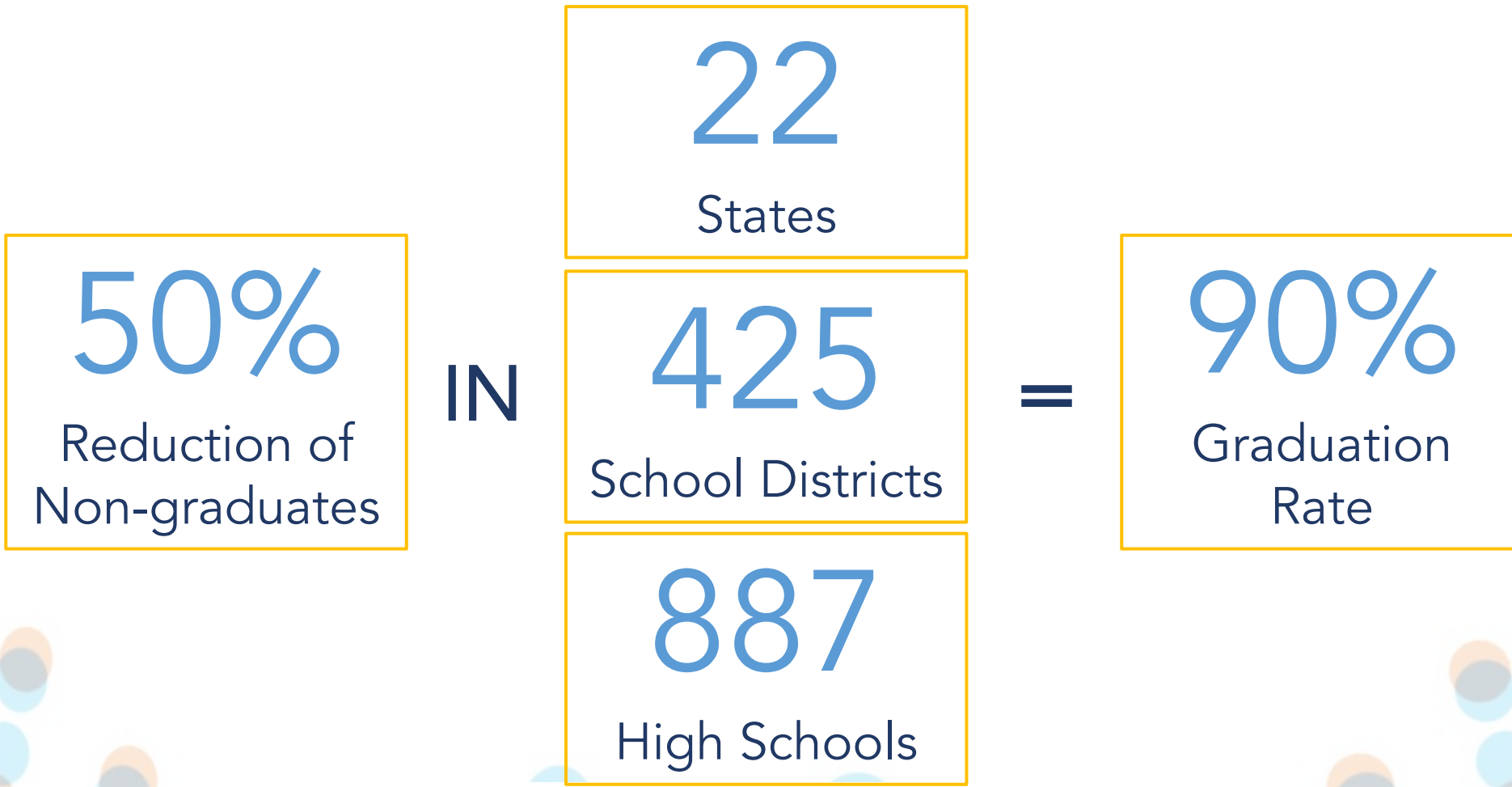
Black Students: ~ 150 school districts

Hispanic Students: ~ 173 school districts

Black & Hispanic Students combined: ~ 258 school districts

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## The Shortest Path to 90%



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## Meeting the Moment Plan

- National response to COVID-19 that includes an integrated approach to social, emotional, and academic development
- **Customized State Plans:** get to a 90% HS grad rate, college- and career-ready, for all students, based on pre-COVID-19 data & COVID-19 impact
- **Spread On-Track/Early Warning Systems** to monitor progress of all students with predictive indicators and multi-tiered support systems

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## Meeting the Moment Plan

- Strategic deployment of additional person power via National Tutoring Corps to close relationship and support gaps (e.g. School Success Coaches)
- Structures and funds to support enhanced teacher, school leader collaboration, professional learning, continuous improvement, high school redesign, & community partners/family involvement
- Alignment of high school graduation requirements with admissions criteria of state university system—including flagships and workforce prep