

Below the Surface:

Solving the Hidden Graduation Rate Crisis



ALLIANCE FOR
EXCELLENT EDUCATION

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UPDATED



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Acknowledgements

*This paper was written by **Jessica Cardichon, EdD**, senior director of policy and advocacy for comprehensive high school reform at the Alliance for Excellent Education (the Alliance), and **Phillip Lovell**, vice president of policy and advocacy for comprehensive high school reform at the Alliance. **Mark Pierson**, senior research associate at the Everyone Graduates Center, School of Education at Johns Hopkins University, and **Joanna Fox**, deputy director of the Everyone Graduates Center, School of Education at Johns Hopkins University, provided the primary data analysis for this paper. **Donique Reid**, policy and research associate at the Alliance, provided additional data analysis. **Aharon Charnov**, website and video production manager at the Alliance, designed the cover art for this paper.*

*The **Alliance for Excellent Education** is a Washington, DC–based national policy and advocacy organization dedicated to ensuring that all students, particularly those traditionally underserved, graduate from high school ready for success in college, work, and citizenship. www.all4ed.org*

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Introduction



The U.S. national high school graduation rate recently reached a record high with 81 percent of the Class of 2013 graduating within four years.¹ While this accomplishment is laudable, it should not obscure the fact that more than 1,200 high schools, serving more than 1.1 million students, still fail to graduate one-third or more of their students each year.² These low-graduation-rate high schools primarily educate low-income students and students of color.

The United States cannot be a nation of equal opportunity when so many high schools underserve so many students, and when low-income students and students of color continue to be overrepresented in America's lowest-performing high schools. These high schools must transform and succeed in preparing all students for jobs that will allow them to earn a family-sustaining wage in today's marketplace.

With the Elementary and Secondary Education Act (ESEA) pending before the U.S. Congress, now is the time to ensure that federal, state, and local policy intently focuses on the nation's lowest-performing high schools. Specifically, ESEA must ensure that states and school districts target resources and reform toward high schools that repeatedly fail to graduate one-third or more of their students. In addition, ESEA should include a specific funding stream dedicated to school turnaround and target funds toward these low-graduation-rate high schools.

Defining the Four-Year Adjusted Cohort Graduation Rate (ACGR)

The four-year ACGR is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of ninth grade, students who enter that grade for the first time form a cohort. The number of students in the cohort subsequently is "adjusted" by adding any students who transfer into the cohort later during the ninth grade and during the next three years and by subtracting any students who transfer out, emigrate to another country, or die during that same period.³

Continuing to Underserve the Traditionally Underserved

Across the nation, there are 1,235 high schools with a four-year adjusted cohort graduation rate (ACGR) at or below 67 percent.⁴ These low-graduation-rate high schools exist in almost every state, and nineteen states have at least twenty such high schools. This group includes southern rural states such as Alabama and Mississippi, which each have more than fifty of these schools, and Georgia, which has 115. It also includes West and East Coast states such as California and New York with 105 and 199 of these schools respectively.⁵ These low-graduation-rate high schools enroll a significant number of the nation's students—more than 1.1 million—with seven states alone enrolling more than half of them.⁶

More importantly, these high schools predominantly, and disproportionately, enroll traditionally underserved students. Specifically, of the more than 1.1 million students attending these low-graduation-rate high schools

- 40 percent of students are African American, even though African American students make up less than 15.7 percent of the overall K–12 public school student population;⁷
- only 26 percent of students are white, even though white students make up 51 percent of the overall K–12 public school student population;⁸ and
- 70 percent are students from low-income families, even though students from low-income families make up 50 percent of the overall K–12 public school student population.⁹

Additional state-specific information about the student demographics in these low-graduation-rate high schools appears in tables 1–4 in the appendix.

Turning Around High Schools with Low Graduation Rates

High schools that fail to graduate one-third or more of their students need support at the local, state, and federal levels to implement effective and comprehensive reform. Fortunately, high schools across the country are implementing research-based solutions that are increasing significantly the number of students who graduate from high school ready for college and a



For additional information on successful efforts to improve high school graduation rates, consult the following resources:

Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City (New York, NY: MDRC, 2013)

Headed to College: The Effects of New York City's Small High Schools of Choice on Postsecondary Enrollment (New York, NY: MDRC, 2014)

Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year (Chicago, IL: The University of Chicago Consortium on Chicago School Research, 2014)

Talent Development Secondary

Diplomas Now

Digital Learning Day 2014: Talladega County Schools (AL)

career. In fact, the number of low-graduation-rate high schools has declined considerably since 2001,¹⁰ demonstrating that these high schools can improve dramatically.

For example, MDRC conducted a multiyear evaluation¹¹ of New York City's small schools of choice (SSCs)¹²—involving more than 21,000 students—that compared students enrolled in these public, nonselective schools with a control group of peers enrolled in other New York City public schools. When the SSCs implemented specific research-based high school turnaround strategies focused on increased rigor and personalization, they demonstrated higher overall graduation rates than the control group schools—a 71.6 percent graduation

rate for those attending an SSC compared to a 62.2 percent graduation rate for the control group, a 9.4 percentage-point difference overall.¹³ This difference in four-year graduation rates is equivalent to nearly half of the gap in graduation rates between white students and students of color in New York City.¹⁴ In addition, MDRC finds that the SSCs had an overall postsecondary education enrollment rate that was 8.4 percentage points higher than that of the control group schools, while African American males who attended an SSC had a postsecondary enrollment rate that was 11.3 percentage points higher than the enrollment rate of their control group peers.¹⁵

In Chicago, the city's high school graduation rate rose from 47 percent in 1999 to 69 percent in 2013. This progress resulted from a focused effort to keep Chicago's ninth-grade students on track toward graduation by using data to individualize instruction. The University of Chicago Urban Education Institute predicts that Chicago's high school graduation rate will exceed 80 percent within the next few years.¹⁶

At Booker T. Washington High School in Miami, Florida, the high school graduation rate in 2009 was slightly above 50 percent; in 2013, it reached 80 percent.¹⁷ This improvement resulted from a partnership between the school and Diplomas Now, a school improvement model and an Investing in Innovation (i3) validation grant winner that combines evidence-based whole-school reform with enhanced student support. Diplomas Now works with schools to set goals based on students' attendance, behavior, and course performance and then works to develop a strategic whole-school improvement and capacity-building plan and implement an early-warning system to identify struggling students and provide interventions.

Effective high school turnaround efforts are not limited to urban areas. Rural communities, such as Talladega County, Alabama, also are reducing their number of low-graduation-rate high schools. After implementing new college- and career-ready standards and adopting an instructional approach centered on technology-enhanced project-based learning, Winterboro High School increased its graduation rate from 63 percent in 2009 to 90 percent in 2014.¹⁸ This increase in performance is particularly noteworthy considering the demographics of this rural community and the large population of low-income students the school district serves. In Talladega County, the median household income is \$35,439¹⁹ and the number of students qualifying for free or reduced-priced lunch is 72 percent.²⁰

Federal Support for Low-Graduation-Rate High Schools

ESEA, now known as the No Child Left Behind Act (NCLB),²¹ is the primary federal law that ensures that traditionally underserved students have the educational resources they need to graduate from high school fully prepared for college and a career. This bill is long overdue for reauthorization and the U.S. Congress currently is considering changes to the law.

This reauthorization offers an opportunity to provide greater protections and support to students with the greatest need. Specifically, federal law should require that any high school with a four-year ACGR at or below 67 percent receives comprehensive evidence-based interventions and support. In addition, any high school that has a traditionally underserved student subgroup, such as African American students or students from low-income families, should receive targeted evidence-based intervention if the school misses a state-set annual subgroup graduation rate target for two or more consecutive years. In addition, ESEA should include dedicated funding for school improvement and provide states and districts with resources to target turnaround efforts toward high schools with graduation rates at or below 67 percent.

Raising the Bar for Intervention

There are two means by which current federal policy supports some high schools with low graduation rates. Under the U.S. Department of Education's (ED's) School Improvement Grant (SIG) program, Title I-eligible high schools with graduation rates less than 60 percent over "a number of years"²² can receive additional federal funds to support their efforts to improve student achievement. In addition, under ED's ESEA flexibility policy, states that receive waivers from some key provisions of ESEA must identify for intervention any Title I-participating high school that has a graduation rate less than 60 percent over "a number of years." A bill to reauthorize ESEA should require states to identify and intervene in any high school with a graduation rate at or below 67 percent. This policy would allow the 603 high schools that are graduating 60 percent or more of their students, but still less than 67 percent, to receive the interventions and support they need to improve the educational opportunities and outcomes for their students.

Federal law should not prescribe the specific interventions implemented in low-graduation-rate high schools. Rather, state and local school administrators and educators should determine the appropriate interventions based upon a comprehensive needs assessment that identifies and focuses on the root causes of the educational challenges each school faces. Then, based on this information, state, district, and school leaders should assemble proven, evidence-based practices to provide a comprehensive whole-school reform and student support effort that can meet those challenges and build the school's capacity to implement and sustain the reforms.

For high schools that do not graduate one-third or more of their students, ESEA should ensure that the comprehensive reforms implemented in such schools reflect the latest research and best practices in the field of school transformation. For example, comprehensive reform should (1) provide a personalized learning environment; (2) strengthen rigorous, engaging, and relevant academic learning opportunities; (3) improve school climate; (4) build adult capacity; (5) implement early-warning and multi-tiered intervention systems; (6) strengthen key transitions between middle school, high school, and postsecondary education; and (7) provide dropout-recovery opportunities.

American Indian and Alaska Native Students in Low-Graduation-Rate High Schools

There are four states where American Indian and Alaska Native students represent more than 90 percent of students attending low-graduation-rate high schools. In **Alaska**, 92 percent of students in low-graduation-rate high schools are American Indian or Alaska Native, even though these students represent only 26 percent of the state's overall K-12 population. In **Montana**, these students represent 97 percent of the population in low-graduation-rate high schools, yet only 11 percent of the overall K-12 population. In **North Dakota**, 95 percent of students in low-graduation-rate high schools are American Indian or Alaska Native, even though they represent only 8 percent of the K-12 population. In **South Dakota**, the percentages are 97 percent and 10 percent respectively.



Conclusion

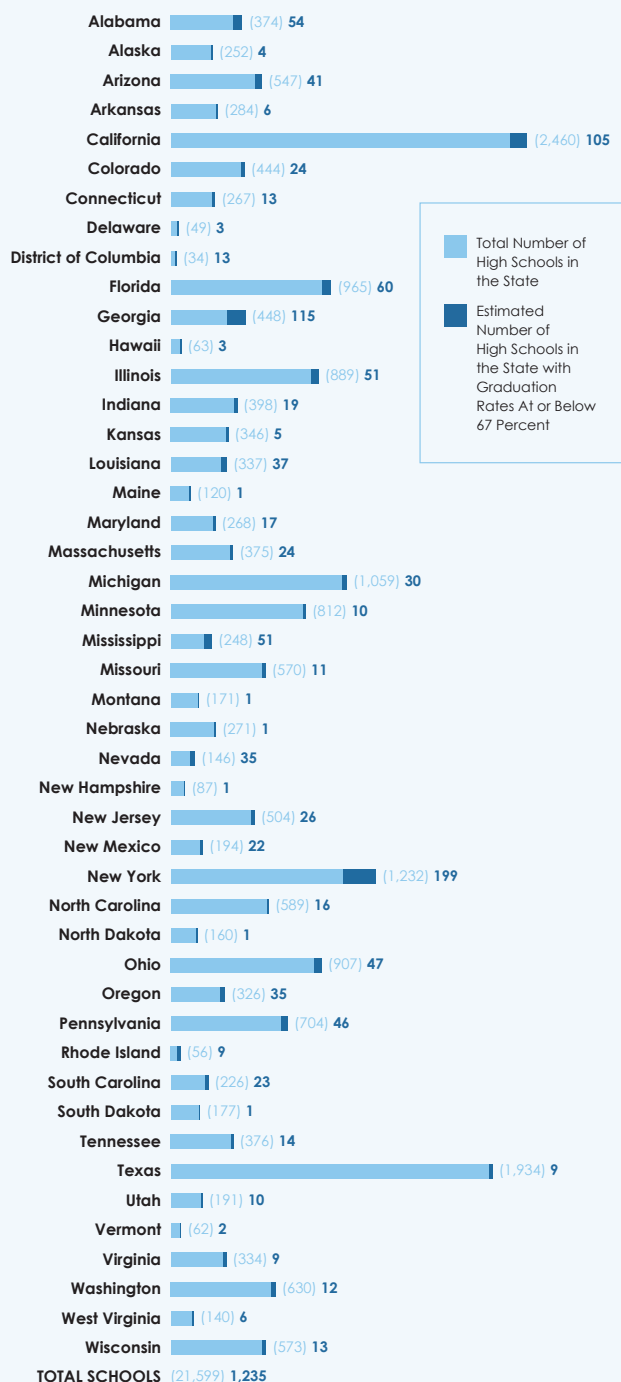
While the nation has made progress to increase its overall high school graduation rate, it is clear that many schools still need support. Progress will stagnate once again without a sustained focus on high schools struggling to ensure that all of their students graduate fully prepared for college and a career. Research offers evidence-based strategies for transforming the 1,235 high schools that fail to graduate one-third or more of their students. The reauthorization of ESEA is an opportunity to support and advance these efforts at the federal level. The 1.1 million students who attend these schools each year deserve a combined local, state, and federal effort that will not end until the nation can report that every child is a graduate.

Endnotes

- ¹ Data on the national high school graduation rate retrieved from the U.S. Department of Education Consolidated State Performance Reports for School Years (SYs) 2010–11, 2011–12, and 2012–13. See <http://www2.ed.gov/admins/lead/account/consolidated/index.html> (accessed March 17, 2015).
- ² These figures are based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.
- ³ U.S. Department of Education, *High School Graduation Rate: Non-Regulatory Guidance*, (Washington, DC: Author, 2008). <https://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf> (accessed March 10, 2015).
- ⁴ These figures are based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.
- ⁵ Ibid.
- ⁶ Illinois, Ohio, Florida, Nevada, California, Georgia, and New York have a combined total of 624,225 students attending high schools with an ACGR at or below 67 percent. This finding is based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.
- ⁷ This data is based on 2012 data provided by the Everyone Graduates Center, School of Education at Johns Hopkins University; U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "State Nonfiscal Survey of Public Elementary and Secondary Education," SY 1995–96 through SY 2011–12 and National Elementary and Secondary Enrollment Projection Model, 1972 through 2023, <http://nces.ed.gov/ccd/elsi/> (accessed March 17, 2015).
- ⁸ Ibid.
- ⁹ Southern Education Foundation, *A New Majority: Low Income Students Now a Majority in the Nation's Public Schools* (Author: January 2015) <http://www.southerneducation.org/getattachment/4ac62e27-5260-47a5-9d02-14896ec3a531/A-New-Majority-2015-Update-Low-Income-Students-Now.aspx> (accessed March 19, 2015); U.S. Department of Education, National Center for Education Statistics, Common Core of Data, <http://nces.ed.gov/ccd/elsi/> (accessed March 19, 2015).
- ¹⁰ The number of high schools was reduced by approximately one-third between 2002 and 2012. For additional information, see R. Balfanz et al., *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic* (Washington, DC: Civic Enterprises, Everyone Graduates Center at Johns Hopkins University, America's Promise Alliance, and Alliance for Excellent Education, 2014).
- ¹¹ R. Unterman, *Headed to College: The Effects of New York City's Small High Schools of Choice on Postsecondary Enrollment* (New York: MDRC, 2014), http://www.mdrc.org/sites/default/files/Headed_to_College_PB.pdf (accessed March 16, 2015).
- ¹² According to an MDRC report, "In 2002, New York City embarked on an ambitious and wide-ranging series of education reforms. At the heart of its high school reforms were three interrelated changes: the institution of a districtwide high school choice process for all rising ninth-graders, the closure of 31 large, failing high schools with an average graduation rate of 40 percent, and the opening of more than 200 new small high schools. Over half of the new small schools created between the fall of 2002 and the fall of 2008 were intended to serve students in some of the district's most disadvantaged communities and are located mainly in neighborhoods where large, failing high schools had been closed. MDRC has previously released two reports on these 'small schools of choice,' or SSCs (so called because they are small, are academically nonselective, and were created to provide a realistic choice for students with widely varying academic backgrounds)." See H. S. Bloom and R. Unterman, *Sustained Progress: New Findings About the Effectiveness and Operation of Small Public High Schools of Choice in New York City* (New York, NY: MDRC, 2013).
- ¹³ Unterman, *Headed to College*.
- ¹⁴ Ibid.
- ¹⁵ Ibid.
- ¹⁶ M. Roderick et al., *Preventable Failure: Improvements in Long Term Outcomes When High Schools Focused on the Ninth Grade Year* (Chicago, IL: The University of Chicago Consortium on Chicago School Research, 2014), <https://ccsr.uchicago.edu/sites/default/files/publications/On-Track%20Validation%20RS.pdf> (accessed March 10, 2015).
- ¹⁷ Diplomas Now, "Fights and Anger Replaced by a Big Scholarship and Even Bigger Goals," <http://diplomasnow.org/2015/02/17/fights-and-anger-replaced-by-a-big-scholarship-and-even-bigger-goals/> (accessed March 16, 2015).
- ¹⁸ Alabama State Department of Education, "Data Center > Graduation Rate: 2013–2014," <http://www.alsde.edu/dept/data/Pages/graduationrate-all.aspx> (accessed March 10, 2015).
- ¹⁹ Information on the median household income in Talladega County retrieved from the U.S. Census Bureau's "QuickFacts Beta" webpage, <http://www.census.gov/quickfacts/table/INC110213/01121,00> (accessed March 17, 2015).
- ²⁰ Information on the number of students qualifying for free or reduced-price lunch in Talladega County retrieved from the Alabama State Department of Education website, <http://web.alsde.edu/PublicDataReports/Default.aspx> (accessed March 17, 2015).
- ²¹ NCLB, passed in 2001, is the most recent bill reauthorizing the Elementary and Secondary Education Act of 1965.
- ²² ED has not defined "a number of years" in guidance for either SIG or ESEA waivers.

Appendix

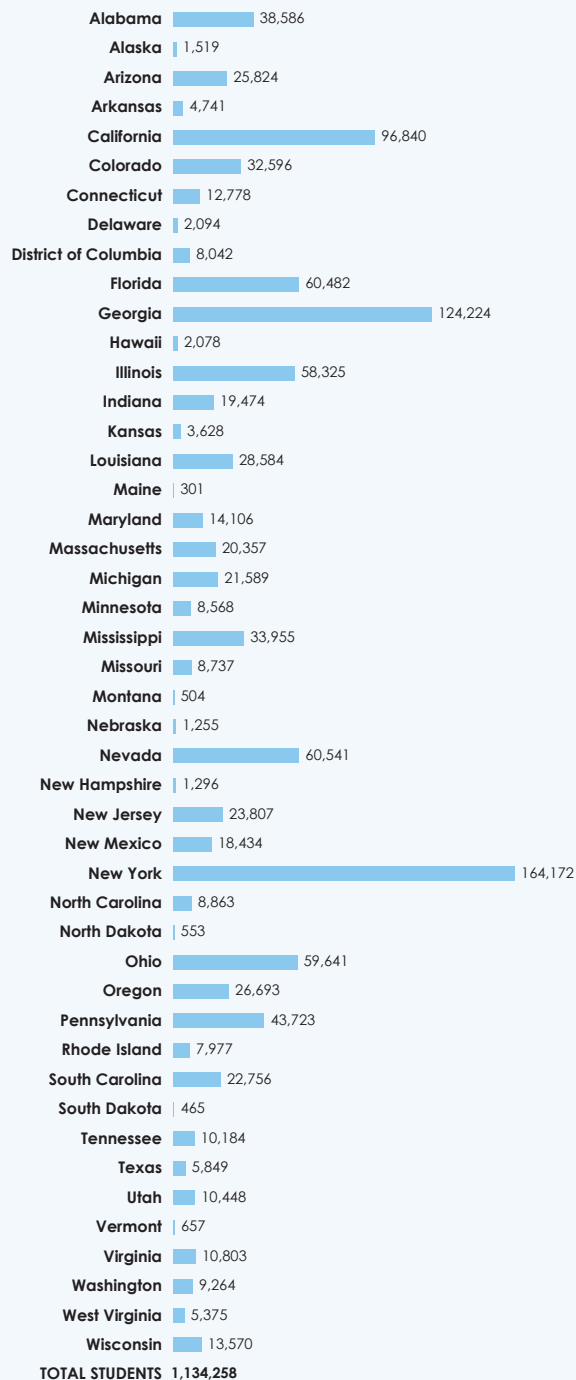
TABLE 1: Number of Low-Graduation-Rate High Schools (2012)



Sources: Data on the total number of high schools in each state retrieved from the National Center for Education Statistics, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx> (accessed March 12, 2015). Data on the estimated number of high schools in each state with graduation rates at or below 67 percent based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Note: Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set.

TABLE 2: Number of Students Attending High Schools with Graduation Rates At or Below 67 Percent (2012)



Source: Data based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Note: Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set.

TABLE 3: Student Demographics in Low-Graduation-Rate High Schools, Race (2012)

Percentage of Students in High Schools with Graduation Rates At or Below 67 Percent Percentage of K–12 Public School Students in the State

Table reads according to the following format: In Alabama, for example, African American students represent 33.9 percent of the K–12 public school student population in the state. However, African American students represent 61.2 percent of students attending high schools with graduation rates at or below 67 percent.

State	African American	Hispanic	White
Alabama	61.2% 33.9%	3.0% 5.1%	34.5% 57.6%
Alaska	0.3% 3.6%	0.3% 6.4%	6.3% 50.1%
Arizona	6.3% 5.3%	36.7% 43.3%	38.5% 41.6%
Arkansas	50.4% 21.0%	6.1% 10.6%	41.6% 63.9%
California	12.5% 6.3%	54.0% 52.7%	22.9% 25.5%
Colorado	9.3% 4.7%	45.8% 32.3%	38.4% 55.6%
Connecticut	35.2% 13.0%	45.8% 20.4%	14.5% 59.6%
Delaware	42.3% 31.3%	13.5% 13.9%	38.7% 48.6%
District of Columbia	83.7% 74.6%	15.1% 13.9%	0.4% 8.4%
Florida	36.0% 23.0%	19.1% 29.3%	39.9% 41.6%
Georgia	62.9% 36.9%	11.0% 12.7%	21.2% 43.5%
Hawaii	3.7% 2.2%	3.8% 8.3%	57.1% 13.9%
Illinois	55.6% 17.7%	27.1% 24.2%	13.1% 50.4%
Indiana	46.2% 12.2%	11.1% 9.6%	37.2% 71.7%
Kansas	17.7% 7.2%	28.3% 17.8%	47.4% 66.6%
Louisiana	56.7% 45.0%	6.0% 4.3%	34.0% 47.0%
Maine	3.0% 3.0%	1.0% 1.7%	94.7% 91.4%
Maryland	76.7% 35.1%	17.4% 12.9%	2.9% 41.8%
Massachusetts	24.9% 8.6%	51.3% 16.4%	16.0% 66.0%
Michigan	69.1% 18.4%	8.2% 6.4%	18.2% 68.9%
Minnesota	19.1% 9.4%	12.7% 7.7%	54.9% 72.0%
Mississippi	85.0% 49.5%	1.1% 2.7%	13.2% 45.7%
Missouri	72.5% 16.6%	13.8% 5.2%	10.8% 73.7%

(continued)











































































































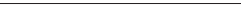































Sources: Data about the percentage of K–12 public school students in each subgroup in each state retrieved from the National Center for Education Statistics, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx> (accessed March 12, 2015). Data on the percentage of students in each subgroup in high schools with an ACGR at or below 67 percent is based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Notes: The percentage of K–12 public school students for each subgroup considers the total district population of ungraded and pre-K–12 students provided by NCES. Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set. The data on student subgroups comes from 2012–13 NCES data, which is the most recent data available.

TABLE 3: Student Demographics in Low-Graduation-Rate High Schools, Race (2012) (continued)

 Percentage of Students in High Schools with Graduation Rates At or Below 67 Percent  Percentage of K–12 Public School Students in the State

Table reads according to the following format: In Montana, for example, African American students represent 1 percent of the K–12 public school student population in the state. However, African American students represent 0 percent of students attending high schools with graduation rates at or below 67 percent.

State	African American	Hispanic	White
Montana	0.0%  1.0% 	1.0%  3.9% 	0.4%  80.5% 
Nebraska	43.1%  6.7% 	13.1%  16.8% 	29.7%  69.6% 
Nevada	14.8%  9.7% 	45.0%  40.0% 	29.1%  36.8% 
New Hampshire	7.1%  1.9% 	10.8%  4.1% 	73.1%  88.6% 
New Jersey	46.3%  16.3% 	48.6%  23.4% 	3.1%  49.8% 
New Mexico	2.1%  2.0% 	64.2%  59.9% 	17.3%  25.5% 
New York	38.4%  18.3% 	38.9%  24.0% 	12.3%  47.2% 
North Carolina	64.2%  26.2% 	17.0%  14.2% 	13.8%  51.9% 
North Dakota	0.4%  2.9% 	0.0%  3.4% 	4.7%  83.9% 
Ohio	36.2%  16.2% 	6.2%  4.2% 	52.4%  73.3% 
Oregon	3.0%  2.5% 	19.1%  22.0% 	67.5%  64.5% 
Pennsylvania	47.5%  15.2% 	21.8%  9.1% 	26.0%  69.9% 
Rhode Island	19.9%  8.2% 	48.6%  22.4% 	22.6%  62.8% 
South Carolina	46.1%  35.4% 	5.8%  7.0% 	44.9%  52.9% 
South Dakota	0.4%  2.7% 	0.0%  4.3% 	2.2%  77.6% 
Tennessee	88.2%  23.0% 	6.6%  7.3% 	4.2%  66.3% 
Texas	37.9%  12.7% 	31.6%  51.3% 	22.0%  30.0% 
Utah	2.1%  1.3% 	19.2%  15.7% 	71.7%  76.9% 
Vermont	0.8%  1.9% 	0.9%  1.5% 	96.5%  91.5% 
Virginia	76.4%  23.5% 	4.6%  12.5% 	14.4%  52.9% 
Washington	10.1%  4.6% 	30.4%  20.4% 	39.3%  59.2% 
West Virginia	18.2%  4.9% 	0.9%  1.3% 	79.2%  91.4% 
Wisconsin	48.2%  9.8% 	16.3%  10.1% 	30.9%  73.1% 





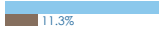






















































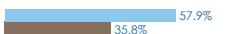





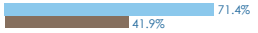



Sources: Data about the percentage of K–12 public school students in each subgroup in each state retrieved from the National Center for Education Statistics, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx> (accessed March 12, 2015). Data on the percentage of students in each subgroup in high schools with an ACGR at or below 67 percent is based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Notes: The percentage of K–12 public school students for each subgroup considers the total district population of ungraded and pre-K–12 students provided by NCES. Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set. The data on student subgroups comes from 2012–13 NCES data, which is the most recent data available.

TABLE 4: Student Demographics in Low-Graduation-Rate High Schools, Other Subgroups (2012)

 Percentage of Students in High Schools with Graduation Rates At or Below 67 Percent  Percentage of K–12 Public School Students in the State

Table reads according to the following format: In Alabama, for example, students with disabilities represent 1 percent of the K–12 public school student population in the state. However, students with disabilities represent 12.6 percent of students attending high schools with graduation rates at or below 67 percent.

State	Students with Disabilities	Students Who Are English Language Learners	Students Who Are from Low-Income Families
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Illinois			
Indiana			
Kansas			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			

(continued)



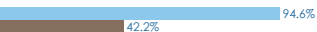


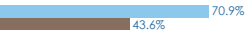


















































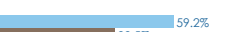








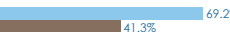



Sources: Data about the percentage of K–12 public school students in each subgroup in each state retrieved from the National Center for Education Statistics, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx> (accessed March 12, 2015). Data on the percentage of students in each subgroup in high schools with an ACGR at or below 67 percent is based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Notes: The percentage of K–12 public school students for each subgroup considers the total district population of ungraded and pre-K–12 students provided by NCES. Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set. The data on student subgroups comes from 2012–13 NCES data, which is the most recent data available.

TABLE 4: Student Demographics in Low-Graduation-Rate High Schools, Other Subgroups (2012) *(continued)*

 Percentage of Students in High Schools with Graduation Rates At or Below 67 Percent  Percentage of K–12 Public School Students in the State

Table reads according to the following format: In Montana, for example, students with disabilities represent 2.6 percent of the K–12 public school student population in the state. However, students with disabilities represent 7.8 percent of students attending high schools with graduation rates at or below 67 percent.

State	Students with Disabilities	Students Who Are English Language Learners	Students Who Are from Low-Income Families
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			

Sources: Data about the percentage of K–12 public school students in each subgroup in each state retrieved from the National Center for Education Statistics, <http://nces.ed.gov/ccd/elsi/tableGenerator.aspx> (accessed March 12, 2015). Data on the percentage of students in high schools with an ACGR at or below 67 percent is based on an analysis conducted by the Everyone Graduates Center, School of Education, Johns Hopkins University.

Notes: The percentage of K–12 public school students for each subgroup considers the total district population of ungraded and pre-K–12 students provided by NCES. Comparable ACGR data for Iowa, Idaho, Kentucky, Oklahoma, and Wyoming was not reported for SY 2011–12, so these states have been omitted from this data set. The data on student subgroups comes from 2012–13 NCES data, which is the most recent data available.



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