Preparing All Students for Post-Secondary Success

November 2019
We are proud of the 2,170 members of the Class of 2019 who met our standards of excellence.

- Over the past two years, DCPS has taken steps to ensure that all students meet our standards of excellence and have the support they need to thrive. School Year 2018-2019 was the first full year of implementation of our Pre-K to Graduation policies, which our schools are implementing and monitoring with fidelity.

- We are proud of the 2,170 graduates (65%) who met our standards of excellence and we will continue to provide support to all students on the path to graduation.

- Building strong systems and structures is a multi-year process, and we will continue this work to support future DCPS graduates as they transition into college and their future careers.
DCPS is supporting students on the path to college and career through...

- **Proactive Student Engagement**
  - High school students build real-world skills aligned to in-demand career fields through [NAF Academies, Career and Technical Education programs, and internships](#).
  - The individualized [Student Guide to Graduation, Career, and College](#) empowers students with information on their progress toward graduation and actionable steps to help them work towards a post-secondary pathway.

- **Targeted Student Supports**
  - [Credit Recovery and Twilight 2.0](#) give students another opportunity to earn credits toward graduation outside of their regular course schedule in a supportive, personalized environment.
  - [Reengagement Specialists](#) work to bring students who have disengaged from school back to DCPS and [Opportunity Academies](#) provide a competency-based, self-paced pathway to graduation for students who are academically off-track.

- **Leveraging Data and Systems**
  - School leaders and staff consistently leverage real-time data to customize support for students.
The 4-Year Adjusted Cohort Graduation Rate (ACGR) measures the percent of 9th graders who graduate within four years.

ACGR is calculated by following a cohort of rising 9th grade students to determine the percentage that receive a regular diploma within 4 years (including students who graduate early).

Adjusted Cohort Graduation Rate

\[
\text{Grads within 4 years} \div (\text{Grads within 4 years} + \text{non-grads}* ) - \text{Transfer students who produce valid documentation}
\]

*Non-grads include:

- Students who withdraw without subsequent enrollment (Any student who transfers and produces valid documentation of enrollment in another degree-granting school will be removed from the cohort).
- Students who are still enrolled and did not graduate in 4 years.
- Students who receive all other types of diplomas/certificates other than a traditional diploma (GED, SPED certificates, etc.).
The 2019 4-Year Adjusted Cohort Graduation Rate is 65.1% compared to 68.6% in 2018.

DCPS 4-Year Adjusted Cohort Graduation Rates

Note. n represents the number of students included in the final ACGR cohort.
2018 and 2019 Graduation Rate by High School

4-Year ACGR Trends 2018-2019, All High Schools

Comprehensive

Application

Opportunity

District Rate: 65.1%
2017, 2018, and 2019 Graduation Rate by Subgroup

4-Year ACGR Trends 2017-2019, Districtwide Subgroups

*Identifies students who were ever identified as a student with a disability or English learner while in high school.
We attribute the decline in our graduation rate to an increasingly rigorous credit recovery policy implemented in SY 2018-2019.

- We know that the path to graduation takes on many forms and that students who may need more time to master the coursework must receive the support they need to complete those credits and fulfill their graduation requirements.
- In School Year 2018-2019, DCPS implemented a new credit recovery policy that increased rigor while concurrently increasing flexibility.
- Because DCPS finalized our credit recovery program in the fall of 2018 based on public feedback, credit recovery programming was not available to students until Term 2.
- Due to the abridged timing as well as the increased level of rigor, DCPS saw a slight decrease in the number of 2019 graduates who earned credits toward graduation through credit recovery.
Preparing Students for Post-Secondary Success

There is more work to do, but our increasingly rigorous academic standards are already delivering results.

- To prepare our students to thrive in college, DCPS continues to expand opportunities for students to earn college credits prior to graduation.
- DCPS’ Advanced Placement (AP) overall pass rates improved for the 9th consecutive year and are over 40 percent for the first time.
- In order to accelerate student achievement, DCPS is:
  - Expanding access to pre-AP courses so students are more prepared for the rigor of AP courses;
  - Launching an AP teacher mentorship program to partner newer AP teachers with veteran teachers;
  - Investing in teacher preparation through professional development; and
  - Monitoring school scheduling to ensure that students are taking the courses that best prepare them for AP success.
DCPS’ AP pass rate has climbed steadily since 2010.

**AP Exam Performance in DCPS: 2010-2019**

- % of Exams On Which Students Earned a 3, 4 or 5

Source: The College Board District Summary Report by School, 2010-2019
The number of AP exams passed by DCPS students has nearly tripled in the past 9 years.

AP Exams Passed by DCPS Students, 2010-2019

Number of Tests With Scores of 3, 4, or 5

Source: The College Board District Summary Report by School, 2010-2019
The number of DCPS students taking AP exams has increased dramatically since 2010.

AP Exam Participation in DCPS (2010-2019)

Source: The College Board District Summary Report by School 2010-2019
More DCPS students are choosing to continue their education through college.

**DCPS’ fall college enrollment has steadily increased**, and 55 percent of the Class of 2018 enrolled in college, the highest fall enrollment rate since 2010.

- Fall college enrollment has increased for the majority of DCPS high schools since 2016.
- The percent of graduates scoring at or above the SAT college and career benchmark has increased in both Evidence-Based Reading and Writing (EBRW) and Math, demonstrating that DCPS is graduating more students prepared for college and career.
- DCPS continues to increase college enrollment rates for students who are eligible for the Pell grant (i.e., expected family contribution less than $5,576).

*A student is counted as having been enrolled in the fall if they were enrolled for any length of time in a term that began between August 1 and October 31, inclusive. It is a national standard for postsecondary enrollment measurement.*

*Data for the Class of 2019 is not available yet.*
Fall college enrollment has increased and the Class of 2018 graduates had the highest fall enrollment rate (55%) since 2010.

Note. This graph represents the proportion of fall enrollees out of the total number of DCPS graduates per each class.
What contributed to the increase in fall enrollment rates?

- **College & Career Coordinators in nine high schools**
  - The College & Career Coordinator Initiative provides proactive, targeted, coordinated college and career guidance and resources for 9th-12th graders. This work ensures every student develops a post-secondary plan, and that each student receives targeted supports and opportunities for them to achieve that plan.

- **Empowering school leadership with data**
  - Over the past five years, school leadership teams have been given tools and resources to better understand their college enrollment, college applications, and students’ progress toward college milestones.

- **Increased early exposure**
  - DCPS has made a significant investments in providing schools with access to funds for college tours to visit colleges with a commitment to supporting DCPS students.
Since 2016, the percent of DCPS graduates scoring at or above the SAT college and career benchmark has increased.

Percent of ACGR Graduates who Scored at or above the SAT College and Career Ready Benchmark

Note. $n$ represents the number of graduates within the ACGR cohort. Nationwide, 70% of the Class of 2018 met the Evidence-Based Reading and Writing benchmark and 49% met the Math benchmark.
DCPS is committed to promoting **equity** and **excellence** in all of our schools and setting all students up for post-secondary success.
Appendix
## 4-Year ACGR Cohorts by Year

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<tbody>
<tr>
<td>Transfer/Withdrawn Students</td>
<td>229</td>
<td>319</td>
<td>445</td>
<td>592</td>
<td>680</td>
<td>679</td>
<td>765</td>
<td>725</td>
<td>889</td>
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<tr>
<td>Number of Documents Accepted</td>
<td>16</td>
<td>70</td>
<td>158</td>
<td>255</td>
<td>410</td>
<td>497</td>
<td>565</td>
<td>632</td>
<td>755</td>
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<tr>
<td>% of Eligible Students Removed</td>
<td>7%</td>
<td>22%</td>
<td>36%</td>
<td>43%</td>
<td>60%</td>
<td>73%</td>
<td>74%</td>
<td>87%</td>
<td>85%</td>
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<tr>
<td>Graduation Rate if All Removed</td>
<td>60%</td>
<td>62%</td>
<td>65%</td>
<td>69%</td>
<td>72%</td>
<td>75%</td>
<td>78%</td>
<td>71%</td>
<td>68%</td>
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</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>4,001</td>
<td>3,990</td>
<td>3,608</td>
<td>3,627</td>
<td>3,454</td>
<td>3,343</td>
<td>3,258</td>
<td>3,311</td>
<td>3,334</td>
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<tr>
<td>Grads</td>
<td>2,120</td>
<td>2,137</td>
<td>2,038</td>
<td>2,088</td>
<td>2,223</td>
<td>2,306</td>
<td>2,385</td>
<td>2,272</td>
<td>2,170</td>
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<tr>
<td>Non-Grads</td>
<td>1,881</td>
<td>1,853</td>
<td>1,570</td>
<td>1,539</td>
<td>1,231</td>
<td>1,037</td>
<td>873</td>
<td>1,039</td>
<td>1,164</td>
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<tr>
<td>4-Year Graduation Rate</td>
<td>53%</td>
<td>54%</td>
<td>56%</td>
<td>58%</td>
<td>64%</td>
<td>69%</td>
<td>73%</td>
<td>69%</td>
<td>65%</td>
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## 4-Year ACGR Cohorts by Year

<table>
<thead>
<tr>
<th>Comprehensive</th>
<th>Cohort Size</th>
<th># Grads (in cohort)</th>
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<tbody>
<tr>
<td>Anacostia HS</td>
<td>321</td>
<td>345</td>
</tr>
<tr>
<td>Ballou HS</td>
<td>397</td>
<td>384</td>
</tr>
<tr>
<td>Cardozo EC</td>
<td>278</td>
<td>216</td>
</tr>
<tr>
<td>Coolidge HS</td>
<td>209</td>
<td>220</td>
</tr>
<tr>
<td>Dunbar HS</td>
<td>244</td>
<td>239</td>
</tr>
<tr>
<td>Eastern HS</td>
<td>194</td>
<td>26</td>
</tr>
<tr>
<td>Roosevelt HS</td>
<td>239</td>
<td>272</td>
</tr>
<tr>
<td>Wilson HS</td>
<td>404</td>
<td>384</td>
</tr>
<tr>
<td>H.D. Woodson HS</td>
<td>224</td>
<td>254</td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Banneker HS</td>
<td>89</td>
<td>87</td>
</tr>
<tr>
<td>Columbia Heights EC (CHEC)</td>
<td>215</td>
<td>201</td>
</tr>
<tr>
<td>Ellington School of the Arts</td>
<td>96</td>
<td>105</td>
</tr>
<tr>
<td>McKinley Technology HS</td>
<td>174</td>
<td>181</td>
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<tr>
<td>Phelps ACE HS</td>
<td>93</td>
<td>89</td>
</tr>
<tr>
<td>School Without Walls HS</td>
<td>112</td>
<td>120</td>
</tr>
<tr>
<td>Opportunity Academies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballou STAY</td>
<td>181</td>
<td>153</td>
</tr>
<tr>
<td>Luke Moore Alternative HS</td>
<td>141</td>
<td>165</td>
</tr>
<tr>
<td>Roosevelt STAY</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Washington Metropolitan HS</td>
<td>86</td>
<td>125</td>
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</table>

* There were 22 graduates among 105 students (21%) enrolled in non-public schools in the 2019 cohort.