



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

April 2019

Class of 2019 Graduation Data Summary: Term 3



Steps to Support the Success of All Students

- DCPS is committed to ensuring every student has access to academic opportunities and is supported on their path to graduation and postsecondary success.
- This year, DCPS has taken a number of steps to support the success of all students and to ensure that every student is prepared for college and career.
 - Through the **release of [PreK to Graduation: A Policy Guide for Families](#)**, we shared clear information about the standards our students need to meet and how we will support them along the way.
 - DCPS **hosted resource fairs this fall in partnership with city agencies** to provide students information about the full range of supports available to them including housing, transportation, and employment.
 - DCPS has also restructured its **[credit recovery programming and policies](#)** based on feedback from our community. The new structure gives students the opportunity to work at their own pace to master content in a way that prepares them for graduation and beyond.
 - Students continue to participate in **individual scheduling meetings** this spring to ensure that their schedule for School Year 2019-2020 is aligned with their postsecondary goals and keeps them on track toward graduation.
 - During February break and spring break, students had the opportunity to participate in **service opportunities** hosted by Serve DC and City Year.
 - This spring, Mayor Bowser and Chancellor Ferebee released the **DCPS Student's Guide to Graduation, College, and Career**, which provides students and families individualized information about where a student is on the path to graduation and what post-secondary college and career opportunities are aligned to their interests and goals.

Term 3: Key Takeaways

- DCPS continues to track the progress of the Class of 2019 on the path to graduation, to implement a **data-informed approach to identify students who are off track, and to plan interventions** to ensure that every student receives the targeted support and resources they need to be successful.
- **A similar percentage of students are on track in Term 3 this year (40%),** compared to the 2018 cohort (38%). This number represents a **slight decrease in the percentage of students on track compared to Term 2** of this year (41%). We continue to support students to earn credits and get back on track for graduation through credit recovery classes, summer school, and academic interventions.
- Consistent with trends over the last 5 years, we estimate that 700 transfer/withdrawn students will be removed from the cohort as a result of schools improving their tracking efforts, central office supports, and collaboration with OSSE regarding students enrolled in charter schools. We are diligently collecting withdrawal documentation.
- Based on the Term 3 data and expected cohort removals, we currently estimate that **65% of the class of 2019 will be able to graduate on time.** That number may increase as students receive academic support, pass classes, and earn additional credits through credit recovery and summer school.

The 4-Year Adjusted Cohort Graduation Rates (ACGR) measures a student's progress on the path to graduation.

Graduation Projection	Status	Description
On Track, Very Likely to graduate	Green	Student can graduate on time with no extra classes as long as they continue to pass current courses.
Slightly Off Track, Likely to graduate	Yellow	Student is failing or needs to recover up to 2 credits. It is expected that they can recover these credits through summer school or credit recovery within the year.
Moderately Off Track, Can graduate with support	Orange	Student is projected to be 2.25 – 4 credits off-track at the end of the year. Student may be able to recover these credits through the year by passing all current courses, and/or completing credit recovery, but student may end the year requiring more credits than they can earn in summer school and be unable to graduate.
Severely Off Track Unlikely to graduate without significant recovery	Red 1-3	Student is projected to be more than 4 credits behind at the end of the year. Some of these students may be able to recover by passing all current classes and/or with extensive credit recovery through the year, but are likely to require a 5 th year of school in order to gain all necessary credits.
Transfer/Withdrawn	Blue	Student transferred or was withdrawn; student will count as a non-graduate unless proper documentation is collected.
SPED Certificate Track	SPED	Student will receive a SPED certificate and will not count as a graduate.
Data Anomaly	Error, Missing Marks	Student status cannot be determined at this time because student has a blank Program of Study or is missing at least one course mark.

As of Term 3: With Expected Cohort Removals, 65% of the Class of 2019 are likely to graduate (54% without cohort removals).

	Total Cohort Size	On Track, Very Likely to Graduate	Slightly Off Track, Likely to Graduate	Moderately Off Track, Can graduate with support	Severely Off Track, Unlikely to graduate without significant recovery	Certificate Students	Students with Data Anomalies (Errors, Missing Marks)	Transfer/Withdrawn*
Anacostia HS	218	17%	5%	6%	6%	1%	1%	64%
Ballou HS	311	34%	15%	5%	8%	1%	1%	35%
Ballou STAY	145	8%	2%	5%	32%	0%	3%	50%
Benjamin Banneker HS	124	74%	12%	1%	0%	0%	0%	13%
Cardozo EC	234	32%	13%	7%	9%	2%	2%	35%
Columbia Heights EC (CHEC)	332	39%	11%	2%	1%	1%	15%	31%
Coolidge HS	154	37%	10%	3%	3%	4%	6%	37%
Dunbar HS	204	50%	15%	3%	7%	1%	2%	22%
Eastern HS	245	42%	14%	8%	2%	4%	1%	29%
Ellington School of the Arts	147	65%	7%	1%	1%	0%	3%	24%
Luke C. Moore HS	153	12%	5%	7%	44%	0%	1%	31%
McKinley Technology HS	184	66%	8%	1%	1%	0%	0%	25%
Phelps ACE HS	67	52%	18%	1%	0%	0%	0%	28%
Roosevelt High School	210	40%	11%	4%	4%	1%	2%	37%
Roosevelt STAY	184	7%	8%	8%	39%	0%	1%	38%
School Without Walls HS	172	71%	8%	4%	0%	0%	2%	15%
Washington Metropolitan HS	64	22%	9%	8%	17%	0%	3%	41%
Wilson HS	655	54%	8%	3%	2%	0%	3%	30%
Woodson, H.D. HS	212	34%	18%	4%	4%	2%	8%	29%
NPU	116	2%	0%	4%	50%	7%	5%	32%
District	4131	40%	10%	4%	9%	1%	3%	32%
District with Estimated Cohort Removals	3431	48%	12%	5%	11%	1%	4%	18%

*This number is indicative of all students who were withdrawn from the school at any point since 2015, including students who successfully transferred to other schools outside of DCPS.

Please note, all numbers are rounded to the nearest tenth

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

Students who graduate with a traditional diploma within 4 years

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(4 year graduates + early grads + non-grads*) – (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 diploma/certificate other than a traditional diploma (GED, SPED certificates, etc.).

Credit Recovery

- For students who need to recover credits to remain on track for graduation, DCPS released a revised credit recovery program and policy based on stakeholder feedback in fall 2018.
 - Schools began offering credit recovery in Term 2 of School Year 2018-2019.
 - Currently, **559 students are enrolled** in a credit recovery course.
- Credit recovery courses are fully aligned to DCPS curriculum and demand high rigor while offering intensive support and allowing for flexible scheduling.
- Courses are all competency-based and self-paced, meaning students pass courses based on their mastery of material rather than a set amount of time enrolled. This gives students the option to spend less time on content they understand and focus on concepts where they need more support, while also encouraging teachers to tailor instruction to the individual student.
- DCPS continues to work on an ongoing basis to examine the personal challenges students encounter and provide wraparound services and supports.

Additional Supports for Off-Track Students

DCPS continues to provide additional supports for students who are off-track toward graduation, including:

- **Pathways coordinators at 15 high schools** who provide individual planning, wraparound services, and advocacy.
- **Re-engagement specialists** who help our **disconnected students** remove barriers and enroll back in school.
- **Four Opportunity Academies** that provide a pathway to graduation for students who are academically off-track and may benefit from an alternative setting.

We are committed to preparing all students for postsecondary success when they graduate, even if it takes longer than 4 years. Last year **174 students graduated 5 or more years** after starting high school; we also had **54 mid-year grads in 2019**. While these students aren't captured in our formal four-year rate, we are committed to their success and proud of their perseverance.

DCPS continues to support the success of all students on the path to graduation, college, and career.

