



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

November 2019

SY2019-20
Adjusted Cohort Graduation
Rate (ACGR)
Term 1 Update



Our Commitment

- Maintain **high expectations for all students** and ensure all graduates feel confident they have earned their diploma
- **Empower our students and families** on their path to graduation with the supports they need to be successful
- Provide clear and transparent **policies with rigorous monitoring systems**



What Graduation Strategies are new in SY19-20?

Strategy	Ongoing work	New in 2019-20
Data-informed approach	<ul style="list-style-type: none"> Providing student-level data to schools so they can monitor student progress towards graduation beginning in 9th grade Releasing the Guide to Graduation, Career, and College to increase transparency and encourage postsecondary planning 	<ul style="list-style-type: none"> Providing tiered support to schools based on past trends and current cohort data
Credit Recovery and Twilight 2.0	<ul style="list-style-type: none"> Credit Recovery and Twilight courses give off-track students the ability to earn credits towards graduation outside of their regular course schedule to get back on track 	<ul style="list-style-type: none"> Working to build out credit recovery courses, adding an additional layer of support to teachers, as well as rigor and accountability Expanding number of schools with Twilight to 10 schools Offering Credit Recovery beginning in Term 1 this year
Targeted outreach for at-risk students	<ul style="list-style-type: none"> Pathways Coordinators work to ensure alignment of graduation supports and provide case management to students who are off-track toward graduation New Heights provides case management and resource coordination for pregnant and parenting teens, to allow them to stay engaged and work towards graduation Reengagement Specialists reengage withdrawn students 	<ul style="list-style-type: none"> Reengagement Specialists provide intensive support and case management to 5th year students and students who have been reengaged New Heights has expanded to include a focus on preventative services
Early support of students and school staff from day 1	<ul style="list-style-type: none"> Ninth Grade Academies improve outcomes for students as they transition from 8th grade and prepare them for HS success by building competencies Supporting school counselors with clear guidance on expectations, accountability, and training 	<ul style="list-style-type: none"> Increased focus on principal ownership of the 9th grade academies Increased accountability around Community Service Hours, LOUs, and scheduling Ongoing training and support for counselors, targeting 1st and 2nd year counselors

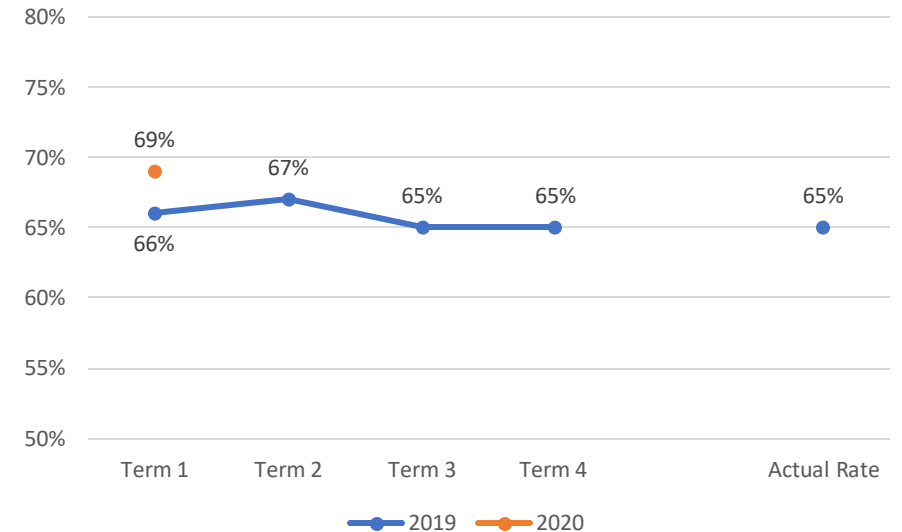
We can project graduation rates using information about students' credit-earning progress.

Graduation Projection as of Term 1	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	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 graduates
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

Term 1 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 slightly higher percentage of students are On-Track, Very Likely to Graduate in Term 1 of this year (40%) compared to term 1 for the 2019 cohort (39%). Additionally, a larger percentage of students are considered Likely to Graduate (13%) than this time last year (11%).
- Based on trends over the last 6 years, we anticipate that about 650 transfer/withdrawn students will be removed from the cohort. Students are removed from the cohort once we have confirmed that they have enrolled in another degree-granting institution.
- With expected cohort removals, **69% of the class of 2020 are currently expected to graduate.** We anticipate that the percent of students on track to graduate will continue to increase throughout the course of the school year as students receive academic support, pass classes, and participate in credit recovery, Twilight, and summer school.

Graduation Projections by Term



As of Term 1: With Expected Cohort Removals, 69% of the class of 2019 are likely to graduate (57% without cohort removals)

School Name	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 in 2020	Certificate Students	Students With Data Anomalies	Transfer/Withdrawn
Anacostia HS	140	23%	17%	6%	11%	5%	0%	39%
Ballou HS	247	19%	18%	8%	15%	3%	4%	33%
Ballou STAY	98	4%	2%	4%	52%	0%	2%	36%
Benjamin Banneker HS	116	59%	22%	0%	0%	0%	0%	20%
Cardozo EC	216	33%	20%	6%	8%	2%	0%	31%
Columbia Heights EC (CHEC)	254	37%	12%	2%	4%	0%	20%	24%
Coolidge HS	155	34%	12%	5%	8%	1%	3%	37%
Dunbar HS	224	39%	17%	4%	4%	2%	2%	32%
Eastern HS	253	43%	21%	9%	7%	1%	1%	19%
Ellington School of the Arts	157	58%	17%	2%	1%	0%	1%	21%
Luke Moore Alternative HS	129	4%	5%	8%	57%	0%	1%	26%
McKinley Technology HS	146	75%	10%	1%	1%	0%	0%	13%
Phelps ACE HS	84	50%	26%	5%	2%	0%	2%	14%
Ron Brown HS	96	31%	16%	6%	7%	0%	0%	40%
Roosevelt High School	296	40%	16%	3%	4%	1%	0%	36%
Roosevelt STAY	201	5%	6%	7%	58%	0%	1%	23%
School Without Walls HS	176	70%	5%	3%	5%	0%	10%	7%
Wash Metropolitan HS	41	2%	0%	10%	49%	0%	0%	39%
Wilson HS	543	63%	10%	2%	5%	0%	1%	19%
Woodson, H.D. HS	163	52%	14%	2%	4%	6%	1%	20%
NPU/Residential	86	3%	8%	12%	33%	13%	2%	29%
District	3821	40%	13%	4%	12%	1%	3%	26%
With anticipated removal of 65% of transfer/withdrawn	3185	48%	16%	5%	15%	2%	3%	11%

Supports for Off-Track Students

▪ **Credit Recovery**

- DCPS continues to operate and develop self-paced and competency-based credit recovery classes for students who need to recover credits to remain on-track for graduation. Credit recovery programming began in Term 1 at most schools in School Year 2019-2020.
- Credit recovery is offered at: Anacostia, Ballou, Cardozo, CHEC, Coolidge, Dunbar, Eastern, Phelps, Ron Brown, Roosevelt, Wilson, Woodson

▪ **Twilight 2.0**

- Twilight courses give students the ability to earn original credits in courses they need to get back on-track for graduation. Twilight is offered outside of traditional school hours and courses are taken in addition to a full class schedule during the traditional school day.
- Twilight programming is available at: Anacostia, Ballou, Cardozo, CHEC, Coolidge, Dunbar, Eastern, Ron Brown, Roosevelt, Woodson. (Please note: course offerings and schedule vary by student need and teacher availability).

▪ **Pathways Coordinators** at 15 high schools provide individual planning, wraparound services, and advocacy for students who are off-track towards graduation

▪ **Reengagement Specialists** help our disconnected students remove barriers and enroll back in school.

▪ Four **Opportunity Academies** are designed to provide a pathway to graduation for students who are academically off-track and may benefit from an alternate school setting and learning model.

What is Adjusted Cohort Graduation Rate?

The **Adjusted Cohort Graduation Rate (ACGR)** is the percentage of students in a particular entering cohort that receive a **regular diploma** within **four years of entering high school**.

ACGR Methodology

of graduates who earn diploma within 4 years of enrolling in HS

(Total students in the 4-year cohort (graduates + non-graduates + SPED students) – # of students who **transferred out with documentation**)

Cohort designation is based upon student's **First Ninth Grade Year (FNGY)** and includes all student who ever enrolled or transferred into the school with that FNGY

Non-graduates include:

- 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.)
- Students who withdraw *without proof* of subsequent enrollment in a diploma granting institution (dropouts)