The Minnesota Department of Education’s state plan for implementing the federal Every Student Succeeds Act has changed the way that high school graduation rates are calculated and used for accountability purposes.

On February 27, the state publically released re-calculated graduation rates going back to the 2011-12 school year.

It is not appropriate to compare the old calculation to the new calculation. The data presented on the following slides reflects the new calculation.
## Summary of Changes to the Graduation Rate Calculation

<table>
<thead>
<tr>
<th></th>
<th>Old Graduation Rate Calculation</th>
<th>New Graduation Rate Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dropout Rule</strong></td>
<td>Students who dropped out after less than half an academic year were counted as dropouts for the school where they were last enrolled</td>
<td>Students who dropout after less than half an academic year will be counted as dropouts for the school where they attended the majority of their time in high school</td>
</tr>
<tr>
<td><strong>Racial/Ethnic Categories</strong></td>
<td>Graduation rates were disaggregated by the state’s five racial/ethnic categories</td>
<td>Graduation rates will be disaggregated by the federal seven categories</td>
</tr>
<tr>
<td><strong>Inclusion in Special Population Groups</strong></td>
<td>Students were counted in special population groups (EL, SPED, FRL) if they qualified for any of those groups in 9th grade</td>
<td>Students will be counted in special population groups (EL, SPED, FRL) if they qualified for any of those groups at any point during high school</td>
</tr>
<tr>
<td><strong>Foreign Exchange Students</strong></td>
<td>Foreign exchange students were included in graduation rate metrics</td>
<td>Foreign exchange students will not be included in graduation rate metrics</td>
</tr>
<tr>
<td><strong>Four-year through Seven-year Rates</strong></td>
<td>Four-year, five-year, and six-year graduation rates were reported; four-year graduation rates were used as an accountability measure</td>
<td>Four-year, five-year, six-year, and seven-year graduation rates will be reported; four-year and seven-year graduation rates will be used as accountability measures</td>
</tr>
</tbody>
</table>
Four-Year Graduation Rate Trend

- **MPS**
  - Class of 2013: 56%
  - Class of 2014: 59%
  - Class of 2015: 65%
  - Class of 2016: 67%
  - Class of 2017: 66%

- **Saint Paul**
  - Class of 2013: 73%
  - Class of 2014: 75%
  - Class of 2015: 74%
  - Class of 2016: 76%
  - Class of 2017: 77%

- **Anoka Hennepin**
  - Class of 2013: 81%
  - Class of 2014: 82%
  - Class of 2015: 86%
  - Class of 2016: 85%
  - Class of 2017: 83%
Four-Year Graduation Rate Trend by Race/Ethnicity

* - Number of students in Two or more races group too small to display prior to Class of 2015. You can see all Ns on a table in the appendix.
Four-Year Graduation Rate Trend by Special Population

* - Number of students Homeless/Highly Mobile group too small to display prior to Class of 2016. You can see all Ns on a table in the appendix.
Four-Year Graduation Rate Trend by Home Language

**English Learner Students Only**

- **All EL Students**
- **English**
- **Hmong**
- **Somali**
- **Spanish**
- **Other/Unknown**

<table>
<thead>
<tr>
<th>Year</th>
<th>All EL Students</th>
<th>English</th>
<th>Hmong</th>
<th>Somali</th>
<th>Spanish</th>
<th>Other/Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2013</td>
<td>50%</td>
<td>45%</td>
<td>50%</td>
<td>53%</td>
<td>33%</td>
<td>50%</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>51%</td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td>36%</td>
<td>51%</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
<td>47%</td>
<td>56%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>62%</td>
<td>62%</td>
<td>62%</td>
<td>62%</td>
<td>42%</td>
<td>62%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>48%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Area of Focus – 9th Grade On-Track

• 3rd year of implementation
  • 2nd year of full implementation across all nine schools

• SY 18 -19: Addition of focused district-level counselor to work with Accountability, Innovation, and Research and schools for direct support related to fidelity of implementation, data, MTSS and SEL as it relates to On-Track

• Clear connection between school based teams to both Check & Connect and GEAR UP
  • Student centered approach
  • Alignment of support systems
Area of Focus – Credit Recovery

• SWS
  • Embedded into high school program
  • Supports students within their high school
  • Initial credit and credit recovery options available
  • Promising practice seen in year 2 specifically related to graduation rates

• ALC Credit Recovery Options
  • Summer School
  • Winter Break Academy
  • Spring Break Academy
  • After School Credit Recovery
Area of Focus – Secondary Academics

• MDE Striving Reader's Grant
  • Target secondary literacy skills of reading and writing
  • Emphasis on students from low socioeconomic communities, students receiving services from English Learners and Special Education

• Ethnic Studies course offerings
  • Research on Ethnic Studies in other districts has shown positive impacts on student outcomes, including increased engagement, especially for students of color*

• Multi Tiered Systems of Support
  • Focus on strengthening Tier I literacy and math instruction
  • Math practice profiles
    • Cognitively Demanding Tasks
    • Math Discourse
  • Literacy practice profiles
    • Writing in every discipline
    • Critical reading strategies
    • Critical questioning
    • Academic feedback
    • Academic conversations/Oral language

• Professional development for differentiated instruction

* - Christine Sleeter (2011), Tintiangco-Cubales, Kohli, Sacramento et al. (2014), and Dee, Penner (2016)
Area of Focus – Special Education

- MDE Grant Targeting African American and Latino Students with Disabilities
- Flexible Student Scheduling based on career interests
- Cross programming across all disability areas
- Consistency in courses of study across all high schools that are aligned to standards
- Increased focus on graduation planning through the IEP process
- Professional development on alternatives to suspension and how adults respond to students to keep them engaged and in school
Area of Focus – Multilingual

• Focus on increasing the on-time graduation rate of English Learners through personalized learning plans
• Coordinate with counselors and teachers to ensure EL students are scheduled into credit earning required courses and electives required for graduation
• Targeted communication with juniors and seniors who are off-track toward graduation to ensure they register for spring break and summer credit recovery programming
• Facilitated group and individual guidance and counseling sessions to help students plan their high school course of study with a focus on increasing PSEO and advanced courses enrollment
• Support provided for ACT test accommodations for seniors re-testing and 11th grade ELs across district
• Helped students explore postsecondary options including college and career choices, including facilitating university/college tours
Area of Focus – Check & Connect

- Stress/Trauma with Anne Gearity
- SPED background/categories (as well as SEA training)
- County Agencies
- Indian Ed. Sacred Sites Tour
- Native American Historical Trauma and Education
- Strategies to Engage Black Males/Racial Identity Survey
- Race in Minneapolis
North - Henry - Roosevelt - South

• Current student supports
• Schedules for interventions/acceleration
• College/career centers
Appendix
Four-Year Graduation Rate Trend for Exited ELs

- Students Exited from EL Services
- All EL Students in Grad Rate
- All MPS Students

- Class of 2013: 45%
- Class of 2014: 51%
- Class of 2015: 56%
- Class of 2016: 54%
- Class of 2017: 58%
### Four Year Graduation Rate Trend

<table>
<thead>
<tr>
<th></th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>2329</td>
<td>56%</td>
<td>2253</td>
<td>59%</td>
<td>2249</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>84</td>
<td>38%</td>
<td>90</td>
<td>25%</td>
<td>80</td>
</tr>
<tr>
<td>Black</td>
<td>916</td>
<td>45%</td>
<td>890</td>
<td>40%</td>
<td>873</td>
</tr>
<tr>
<td>Asian</td>
<td>244</td>
<td>70%</td>
<td>240</td>
<td>79%</td>
<td>228</td>
</tr>
<tr>
<td>Hispanic</td>
<td>381</td>
<td>43%</td>
<td>339</td>
<td>45%</td>
<td>368</td>
</tr>
<tr>
<td>White</td>
<td>695</td>
<td>76%</td>
<td>686</td>
<td>77%</td>
<td>687</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>6</td>
<td>2%</td>
<td>2</td>
<td>2%</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3</td>
<td>6%</td>
<td>6</td>
<td>5%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Special Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non English Learner</td>
<td>1783</td>
<td>59%</td>
<td>1727</td>
<td>51%</td>
<td>1743</td>
</tr>
<tr>
<td>English Learner</td>
<td>546</td>
<td>45%</td>
<td>526</td>
<td>51%</td>
<td>506</td>
</tr>
<tr>
<td>Non Special Education</td>
<td>1953</td>
<td>62%</td>
<td>1885</td>
<td>65%</td>
<td>1831</td>
</tr>
<tr>
<td>Special Education</td>
<td>376</td>
<td>25%</td>
<td>368</td>
<td>24%</td>
<td>418</td>
</tr>
<tr>
<td>Non Lunch Eligible</td>
<td>687</td>
<td>77%</td>
<td>644</td>
<td>82%</td>
<td>650</td>
</tr>
<tr>
<td>Lunch Eligible</td>
<td>1642</td>
<td>47%</td>
<td>1609</td>
<td>50%</td>
<td>1599</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>2%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Home Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1538</td>
<td>58%</td>
<td>1485</td>
<td>60%</td>
<td>1488</td>
</tr>
<tr>
<td>Hmong</td>
<td>163</td>
<td>67%</td>
<td>154</td>
<td>83%</td>
<td>120</td>
</tr>
<tr>
<td>Somali</td>
<td>173</td>
<td>58%</td>
<td>196</td>
<td>56%</td>
<td>196</td>
</tr>
<tr>
<td>Spanish</td>
<td>333</td>
<td>39%</td>
<td>299</td>
<td>43%</td>
<td>314</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>122</td>
<td>62%</td>
<td>119</td>
<td>53%</td>
<td>131</td>
</tr>
<tr>
<td><strong>African American by Home Language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American (English Home Language)</td>
<td>677</td>
<td>40%</td>
<td>631</td>
<td>44%</td>
<td>624</td>
</tr>
<tr>
<td>African American (Non-English Home Language)</td>
<td>242</td>
<td>57%</td>
<td>261</td>
<td>58%</td>
<td>256</td>
</tr>
</tbody>
</table>
## Class of 2017: Continuing Students

### October 1, 2018 Enrollment School

<table>
<thead>
<tr>
<th>Four-Year Graduation Cohort School</th>
<th>Contract Alternative</th>
<th>Comprehensive</th>
<th>Special</th>
<th>T-Plus</th>
<th>All Continuing Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Alternative</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>13</td>
<td>27</td>
<td>3</td>
<td>105</td>
<td>148</td>
</tr>
<tr>
<td>Special</td>
<td>2</td>
<td>3</td>
<td>64</td>
<td>11</td>
<td>80</td>
</tr>
<tr>
<td>School-within-a-School</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>T-Plus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>All Continuing Students</strong></td>
<td><strong>115</strong></td>
<td><strong>31</strong></td>
<td><strong>73</strong></td>
<td><strong>118</strong></td>
<td><strong>337</strong></td>
</tr>
</tbody>
</table>
Students who were **counted as continuing** were more likely to be students receiving Special Education and/or English Learner services while in high school.

Of the 510 continuing students, **337 (66%)** were actively enrolled at an MPS school as of October 1, 2018.

Of the 337 students who were enrolled on October 1, **118 (35%)** were enrolled at Transition Plus.
Four-Year Graduation Rate Trend by School

Edison
- 2012: 49%
- 2013: 53%
- 2014: 59%
- 2015: 59%
- 2016: 57%
- 2017: 64%

FAIR
- 2012: 76%
- 2013: 88%
- 2014: 88%
- 2015: 85%
- 2016: 94%
- 2017: 89%

Henry
- 2012: 65%
- 2013: 75%
- 2014: 84%
- 2015: 87%
- 2016: 79%
- 2017: 80%

Heritage
- 2012: 73%
- 2013: 71%
- 2014: 64%
- 2015: 55%
- 2016: 96%
- 2017: 81%

Heritage transitioned to a comprehensive MPS school in 2015-16

North/North Academy
- 2012: 44%
- 2013: 36%
- 2014: 41%
- 2015: 68%
- 2016: 80%
- 2017: 70%

The Class of 2016 was the first cohort to start 9th grade at North Academy

Roosevelt
- 2012: 47%
- 2013: 49%
- 2014: 56%
- 2015: 66%
- 2016: 69%
- 2017: 67%

South
- 2012: 75%
- 2013: 73%
- 2014: 72%
- 2015: 80%
- 2016: 78%
- 2017: 79%

Southwest
- 2012: 80%
- 2013: 81%
- 2014: 85%
- 2015: 86%
- 2016: 90%
- 2017: 88%

Washburn
- 2012: 53%
- 2013: 69%
- 2014: 78%
- 2015: 80%
- 2016: 82%
- 2017: 82%
School-within-a-School (SWS) Sites

- **Edison**
  - Class of 2016: 57%, Edison 60%, Edison SWS 64%
  - Class of 2017: 64%, Edison 78%, Edison SWS 64%

- **Henry**
  - Class of 2016: 79%, Henry 80%, Henry SWS 81%
  - Class of 2017: 80%, Henry 91%, Henry SWS 81%

- **Roosevelt**
  - Class of 2016: 69%, Roosevelt 74%, Roosevelt SWS 73%
  - Class of 2017: 67%, Roosevelt 95%, Roosevelt SWS 73%

- **Southwest**
  - Class of 2016: 90%
  - Class of 2017: 88%

- **Wellstone**
  - Class of 2016: 8%, Wellstone 17%, Wellstone SWS 16%
  - Class of 2017: 16%, Wellstone 24%, Wellstone SWS 24%
## Four-Year Graduation Rate Trend by School

<table>
<thead>
<tr>
<th></th>
<th>Class of 2013</th>
<th></th>
<th>Class of 2014</th>
<th></th>
<th>Class of 2015</th>
<th></th>
<th>Class of 2016</th>
<th></th>
<th>Class of 2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
<td>% Grad</td>
<td>N</td>
<td>% Grad</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>2329</td>
<td>56%</td>
<td>2253</td>
<td>59%</td>
<td>2249</td>
<td>65%</td>
<td>2401</td>
<td>67%</td>
<td>2579</td>
<td>66%</td>
</tr>
<tr>
<td>Edison</td>
<td>154</td>
<td>53%</td>
<td>172</td>
<td>59%</td>
<td>177</td>
<td>59%</td>
<td>155</td>
<td>57%</td>
<td>192</td>
<td>64%</td>
</tr>
<tr>
<td>Edison SWS</td>
<td>14</td>
<td>93%</td>
<td>9</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAIR</td>
<td>88%</td>
<td></td>
<td>88%</td>
<td></td>
<td>85%</td>
<td></td>
<td>65</td>
<td>94%</td>
<td>55</td>
<td>89%</td>
</tr>
<tr>
<td>Henry</td>
<td>222</td>
<td>75%</td>
<td>204</td>
<td>84%</td>
<td>230</td>
<td>87%</td>
<td>212</td>
<td>79%</td>
<td>236</td>
<td>80%</td>
</tr>
<tr>
<td>Henry SWS</td>
<td></td>
<td></td>
<td>22</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td>91%</td>
</tr>
<tr>
<td>Heritage</td>
<td>28</td>
<td>71%</td>
<td>33</td>
<td>64%</td>
<td>11</td>
<td>55%</td>
<td>28</td>
<td>95%</td>
<td>27</td>
<td>81%</td>
</tr>
<tr>
<td>North/North Academy</td>
<td>58</td>
<td>36%</td>
<td>39</td>
<td>41%</td>
<td>38</td>
<td>68%</td>
<td>66</td>
<td>80%</td>
<td>60</td>
<td>70%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>188</td>
<td>45%</td>
<td>142</td>
<td>56%</td>
<td>176</td>
<td>66%</td>
<td>147</td>
<td>69%</td>
<td>156</td>
<td>57%</td>
</tr>
<tr>
<td>Roosevelt SWS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td>94%</td>
<td></td>
<td></td>
<td>43</td>
<td>95%</td>
</tr>
<tr>
<td>South</td>
<td>446</td>
<td>73%</td>
<td>434</td>
<td>72%</td>
<td>350</td>
<td>80%</td>
<td>415</td>
<td>78%</td>
<td>411</td>
<td>79%</td>
</tr>
<tr>
<td>Southwest</td>
<td>433</td>
<td>81%</td>
<td>346</td>
<td>85%</td>
<td>378</td>
<td>86%</td>
<td>386</td>
<td>90%</td>
<td>382</td>
<td>88%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>Washburn</td>
<td>216</td>
<td>65%</td>
<td>249</td>
<td>78%</td>
<td>296</td>
<td>80%</td>
<td>233</td>
<td>82%</td>
<td>316</td>
<td>82%</td>
</tr>
<tr>
<td>Washburn SWS</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Wellstone</td>
<td>58</td>
<td>10%</td>
<td>66</td>
<td>18%</td>
<td>81</td>
<td>19%</td>
<td>97</td>
<td>8%</td>
<td>128</td>
<td>16%</td>
</tr>
<tr>
<td>Wellstone SWS</td>
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<td>16</td>
<td>83%</td>
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<td></td>
<td></td>
<td></td>
<td>28</td>
<td>61%</td>
</tr>
<tr>
<td>Longfellow</td>
<td>45</td>
<td>11%</td>
<td>40</td>
<td>3%</td>
<td>36</td>
<td>3%</td>
<td>32</td>
<td>9%</td>
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<td>Harrison</td>
<td>14</td>
<td>0%</td>
<td>13</td>
<td>8%</td>
<td>20</td>
<td>20%</td>
<td>19</td>
<td>5%</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>On Line Learning</td>
<td>34</td>
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<td>30</td>
<td>17%</td>
<td>27</td>
<td>22%</td>
<td>23</td>
<td>22%</td>
<td>28</td>
<td>39%</td>
</tr>
<tr>
<td>Stadium View</td>
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<td>0%</td>
<td>21</td>
<td>5%</td>
<td>39</td>
<td>0%</td>
<td>25</td>
<td>0%</td>
</tr>
<tr>
<td>M ERC</td>
<td>19</td>
<td>21%</td>
<td>32</td>
<td>16%</td>
<td>23</td>
<td>30%</td>
<td>22</td>
<td>41%</td>
<td>18</td>
<td>0%</td>
</tr>
<tr>
<td>Lorning-Nicollet</td>
<td>17</td>
<td>24%</td>
<td>19</td>
<td>5%</td>
<td>19</td>
<td>32%</td>
<td>19</td>
<td>37%</td>
<td>16</td>
<td>31%</td>
</tr>
<tr>
<td>PYC</td>
<td>88</td>
<td>8%</td>
<td>77</td>
<td>10%</td>
<td>66</td>
<td>12%</td>
<td>63</td>
<td>14%</td>
<td>70</td>
<td>7%</td>
</tr>
<tr>
<td>Menlo Park</td>
<td>28</td>
<td>14%</td>
<td>39</td>
<td>15%</td>
<td>32</td>
<td>13%</td>
<td>23</td>
<td>9%</td>
<td>35</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian OIC</td>
<td>7</td>
<td></td>
<td>15</td>
<td>27%</td>
<td>13</td>
<td>39%</td>
<td>16</td>
<td>31%</td>
<td>14</td>
<td>7%</td>
</tr>
<tr>
<td>VOA High School</td>
<td>54</td>
<td>13%</td>
<td>55</td>
<td>9%</td>
<td>55</td>
<td>7%</td>
<td>58</td>
<td>9%</td>
<td>58</td>
<td>5%</td>
</tr>
<tr>
<td>Center School</td>
<td>11</td>
<td>18%</td>
<td>16</td>
<td>19%</td>
<td>22</td>
<td>18%</td>
<td>18</td>
<td>11%</td>
<td>18</td>
<td>0%</td>
</tr>
</tbody>
</table>
Seniors who began the year credit deficient were **more likely to graduate** if they participated in credit recovery.

Percent of Class of 2017 seniors who began 2016-17 credit deficient who graduated on time

10-12th grade students who began the year credit deficient were **more likely to finish the year credit ready** if they participated in credit recovery.

Percent of 10-12th graders who began 2016-17 credit deficient who finished credit ready
Seven-Year Graduation Rate Trend
Four-Year v. Seven-Year Graduation Rate Trend

- **Four-Year**
  - Class of 2012: 52%
  - Class of 2013: 56%
  - Class of 2014: 59%
  - Class of 2015: 65%
  - Class of 2016: 67%
  - Class of 2017: 66%

- **Seven-Year**
  - Class of 2012: 66%
  - Class of 2013: 70%
  - Class of 2014: 73%
  - Class of 2015: 65%
  - Class of 2016: 67%
  - Class of 2017: 66%
Edison: Four-Year Graduation Rate

- **Graduate**
- **Continue**
- **Dropout**
- **Unknown**

<table>
<thead>
<tr>
<th>Class</th>
<th>Graduate</th>
<th>Continue</th>
<th>Dropout</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2012</td>
<td>49%</td>
<td>30%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>53%</td>
<td>25%</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>59%</td>
<td>27%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>58%</td>
<td>20%</td>
<td>6%</td>
<td>15%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>57%</td>
<td>27%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>64%</td>
<td>23%</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Subgroup Analysis**

- **American Indian**
- **Asian**
- **Black**
- **Hispanic**
- **Two or more races**
- **White**

<table>
<thead>
<tr>
<th>Class</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Two or more races</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2015</td>
<td>90%</td>
<td>62%</td>
<td>53%</td>
<td>47%</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>80%</td>
<td>66%</td>
<td>55%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>84%</td>
<td>76%</td>
<td>64%</td>
<td>52%</td>
<td>52%</td>
<td>40%</td>
</tr>
</tbody>
</table>

- **English Learner**
- **Special Education**
- **Lunch Eligible**

<table>
<thead>
<tr>
<th>Class</th>
<th>English Learner</th>
<th>Special Education</th>
<th>Lunch Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2015</td>
<td>58%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>57%</td>
<td>45%</td>
<td>35%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>61%</td>
<td>58%</td>
<td>36%</td>
</tr>
</tbody>
</table>
FAIR: Four-Year Graduation Rate

Class of 2012:
- Graduate: 76%
- Continue: 20%
- Dropout: 4%
- Unknown: 3%

Class of 2013:
- Graduate: 88%
- Continue: 8%
- Dropout: 3%
- Unknown: 3%

Class of 2014:
- Graduate: 88%
- Continue: 7%
- Dropout: 7%
- Unknown: 6%

Class of 2015:
- Graduate: 85%
- Continue: 6%
- Dropout: 7%
- Unknown: 3%

Class of 2016:
- Graduate: 94%
- Continue: 6%
- Dropout: 2%
- Unknown: 2%

Class of 2017:
- Graduate: 89%
- Continue: 7%
- Dropout: 2%
- Unknown: 2%

American Indian:
- Class of 2015: 87%
- Class of 2016: 86%
- Class of 2017: 87%

Asian:
- Class of 2015: 93%
- Class of 2016: 93%
- Class of 2017: 87%

Black:
- Class of 2015: 85%
- Class of 2016: 71%
- Class of 2017: 75%

Hispanic:
- Class of 2015: 80%
- Class of 2016: 90%
- Class of 2017: 84%

Two or more races:
- Class of 2015: 87%
- Class of 2016: 87%
- Class of 2017: 87%

White:
- Class of 2015: 93%
- Class of 2016: 93%
- Class of 2017: 87%

English Learner:
- Class of 2015: 85%
- Class of 2016: 90%
- Class of 2017: 84%

Special Education:
- Class of 2015: 71%
- Class of 2016: 74%
- Class of 2017: 75%

Lunch Eligible:
- Class of 2015: 84%
- Class of 2016: 84%
- Class of 2017: 84%
Heritage: Four-Year Graduation Rate

- Class of 2012:
  - Graduate: 73%
  - Continue: 19%
  - Dropout: 4%
  - Unknown: 4%

- Class of 2013:
  - Graduate: 71%
  - Continue: 14%
  - Dropout: 11%
  - Unknown: 4%

- Class of 2014:
  - Graduate: 64%
  - Continue: 12%
  - Dropout: 21%
  - Unknown: 3%

- Class of 2015:
  - Graduate: 55%
  - Continue: 9%
  - Dropout: 27%
  - Unknown: 9%

- Class of 2016:
  - Graduate: 81%
  - Continue: 19%

- Class of 2017:
  - Graduate: 84%
  - Continue: 81%
North Academy: Four-Year Graduation Rate

• Graduate • Continue • Dropout • Unknown

Class of 2012: 22% Graduate, 5% Continue, 29% Dropout, 44% Unknown
Class of 2013: 14% Graduate, 14% Continue, 36% Dropout, 36% Unknown
Class of 2014: 10% Graduate, 5% Continue, 44% Dropout, 41% Unknown
Class of 2015: 3% Graduate, 26% Continue, 11% Dropout, 68% Unknown
Class of 2016: 2% Graduate, 11% Continue, 8% Dropout, 80% Unknown
Class of 2017: 3% Graduate, 10% Continue, 17% Dropout, 70% Unknown

- American Indian
- Asian
- Black
- Hispanic
- Two or more races
- White

Class of 2015: 64%
Class of 2016: 78%
Class of 2017: 72%

- English Learner
- Special Education
- Lunch Eligible

Class of 2015: 69%
Class of 2016: 81%
Class of 2017: 71%

Class of 2015: 30%
Class of 2016: 39%
Class of 2017: 39%
Roosevelt: Four-Year Graduation Rate
South: Four-Year Graduation Rate

Graduate | Continue | Dropout | Unknown
---|---|---|---

Class of 2012: 75% | 14% | 8% | 2%
Class of 2013: 73% | 16% | 8% | 4%
Class of 2014: 72% | 15% | 7% | 6%
Class of 2015: 80% | 12% | 3% | 5%
Class of 2016: 78% | 15% | 3% | 5%
Class of 2017: 79% | 13% | 3% | 5%

American Indian | Asian | Black | Hispanic | Two or more races | White
---|---|---|---|---|---
Class of 2015: 91% | 73% | 67% | 43% | 89% | 93%
Class of 2016: 90% | 88% | 68% | 36% | 79% | 90%
Class of 2017: 89% | 76% | 60% | 34% | 77% | 88%

English Learner | Special Education | Lunch Eligible
---|---|---
Class of 2015: 72% | 45% | 71%
Class of 2016: 73% | 34% | 71%
Class of 2017: 76% | 53% | 72%
Southwest: Four-Year Graduation Rate

Graduate | Continue | Dropout | Unknown
--- | --- | --- | ---
Class of 2012 | 7% | 1% | 12% | 90%
Class of 2013 | 7% | 3% | 9% | 88%
Class of 2014 | 3% | 3% | 10% | 85%
Class of 2015 | 8% | 2% | 6% | 85%
Class of 2016 | 2% | 6% | 7% | 90%
Class of 2017 | 3% | 2% | 7% | 88%

American Indian | Asian | Black | Hispanic | Two or more races | White
--- | --- | --- | --- | --- | ---
Class of 2015 | 89% | 82% | 80% | 80% | 79%
Class of 2016 | 95% | 89% | 81% | 76% | 92%
Class of 2017 | 95% | 80% | 73% | 76% | 92%

English Learner | Special Education | Lunch Eligible
--- | --- | ---
Class of 2015 | 86% | 78% | 78%
Class of 2016 | 84% | 78% | 74%
Class of 2017 | 78% | 53% | 74%
Washburn: Four-Year Graduation Rate

Graduate | Continue | Dropout | Unknown
---|---|---|---
Class of 2012: 53% | 30% | 7% | 11%
Class of 2013: 69% | 18% | 4% | 9%
Class of 2014: 78% | 17% | 3% | 2%
Class of 2015: 80% | 13% | 4% | 3%
Class of 2016: 82% | 14% | 2% | 2%
Class of 2017: 82% | 12% | 5% | 1%

- American Indian
- Asian
- Black
- Hispanic
- Two or more races
- White

- English Learner
- Special Education
- Lunch Eligible
Wellstone: Four-Year Graduation Rate

Graduate | Continue | Dropout | Unknown
---|---|---|---
Class of 2012: 31% | 27% | 18% | 10%
Class of 2013: 28% | 31% | 24% | 10%
Class of 2014: 27% | 21% | 18% | 10%
Class of 2015: 20% | 41% | 21% | 8%
Class of 2016: 30% | 36% | 26% | 8%
Class of 2017: 27% | 25% | 33% | 16%

American Indian | Asian | Black | Hispanic | Two or more races | White

English Learner | Special Education | Lunch Eligible

Class of 2015: 29% | 0% | 0% | 3%
Class of 2016: 17% | 8% | 0% | 3%
Class of 2017: 27% | 8% | 16% | 3%