

2024 Graduation Rates

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Theresa Jones, Chief Achievement and Accountability Officer

Dr. Joan M. Dabrowski, Chief Academic Officer

Dr. Stacy Place Tosé, Chief of Schools



Board Strategic Priorities

This update
directly relates to
Priorities I and IV

PRIORITY I

City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.

PRIORITY II

City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.

PRIORITY III

City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.

PRIORITY IV

City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child's education and community partners who can contribute to the student's success.

PRIORITY V

City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.

PRIORITY VI

City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.

PRIORITY VII

City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.



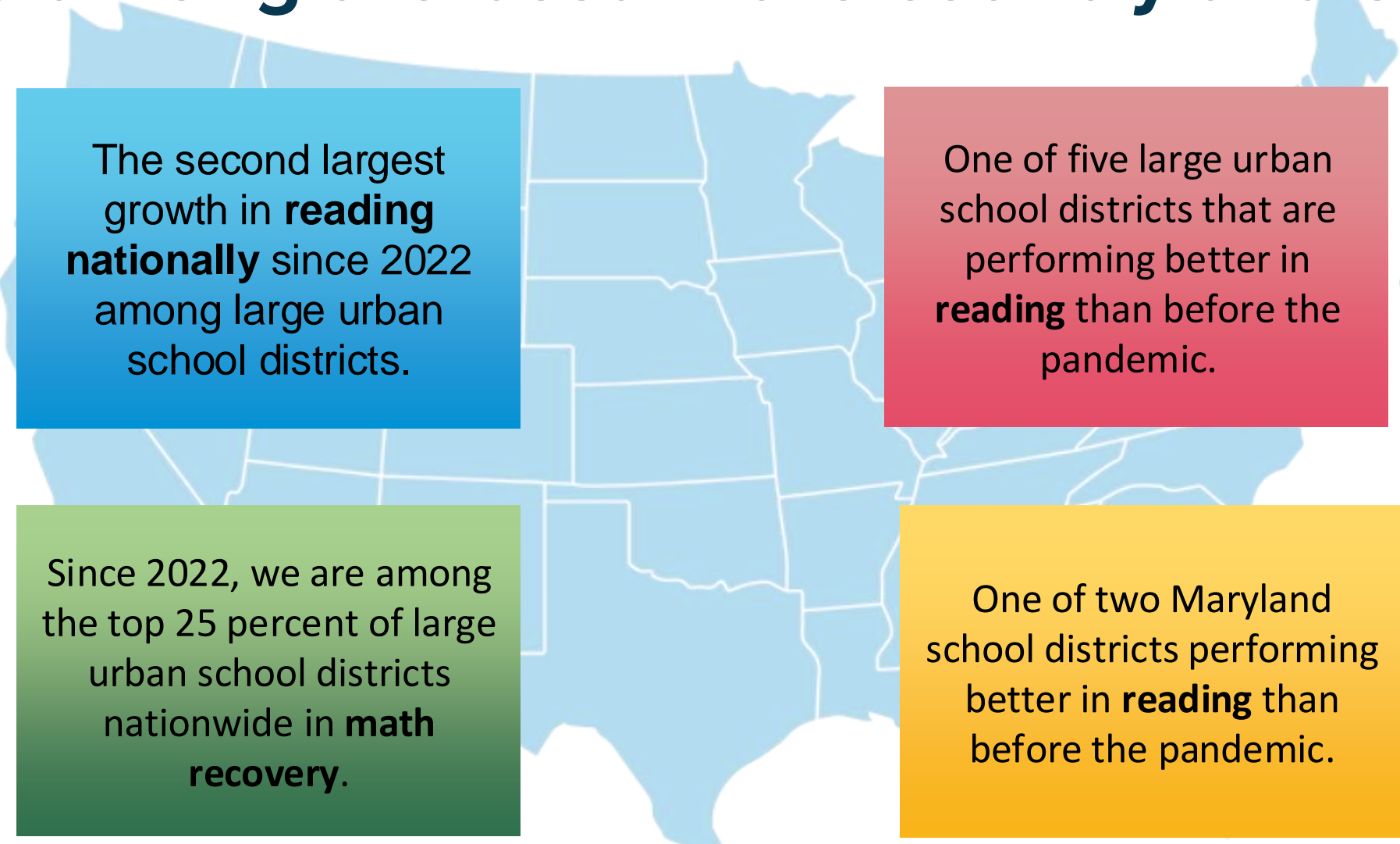
Graduation Rate Cohorts

The Maryland State Department of Education began using the Adjusted Cohort Rates in 2010 following amendments to the Elementary and Secondary Education Act of 1965 (ESEA).

The adjusted cohort rate follows students from their first-time in high school in a particular year and determines the percentage that graduate within a given time frame, such as four years.

A specific cohort is adjusted by the students who transfer in and students who transfer out. Adjustments are based on the data provided by the local education agencies (LEAs) in the End-of-Year Attendance data collection and the subsequent summer records reported in the September Attendance collection for the particular school year.

Education Recovery Scorecard: We're among the best in the country and state



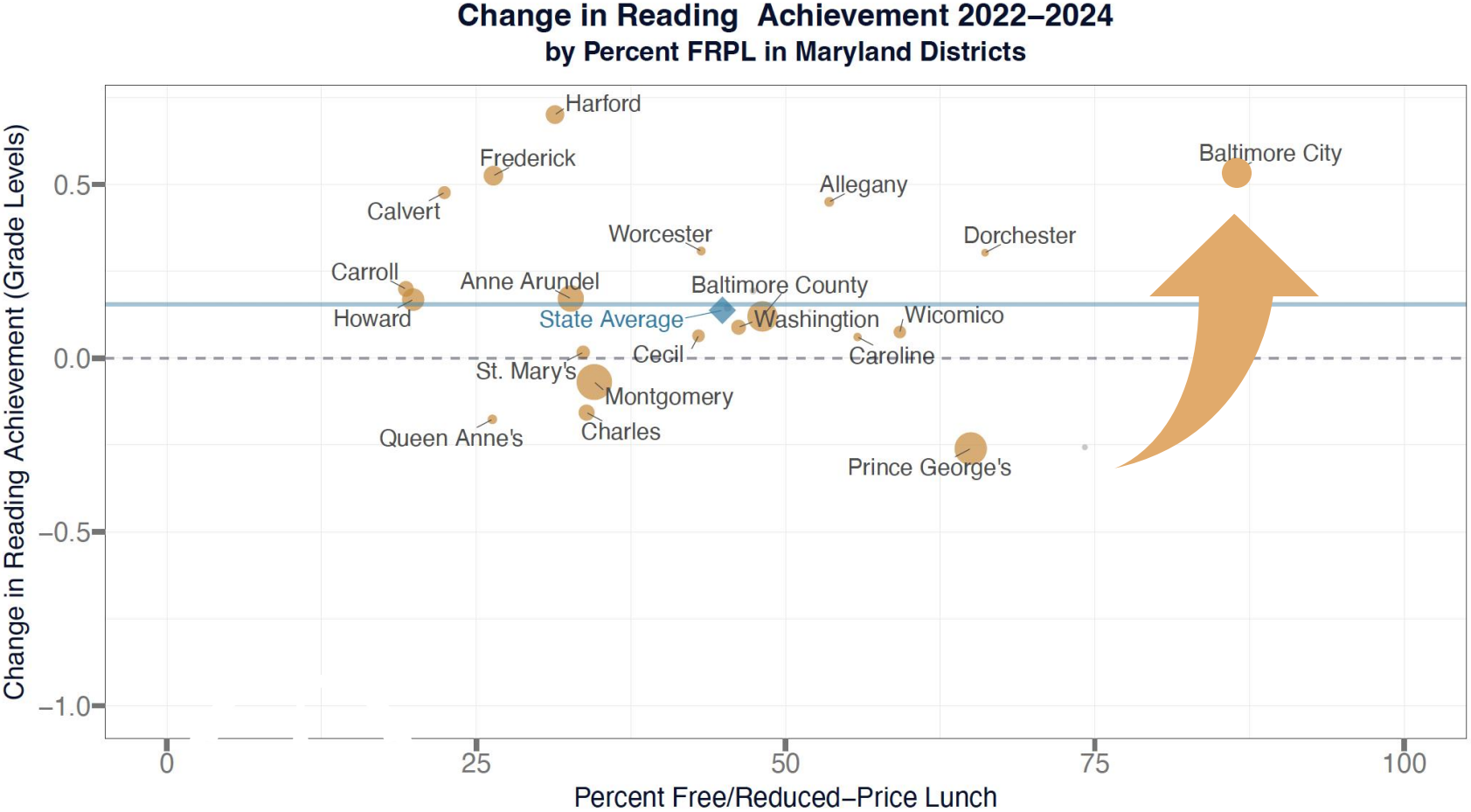
The second largest growth in **reading nationally** since 2022 among large urban school districts.

One of five large urban school districts that are performing better in **reading** than before the pandemic.

Since 2022, we are among the top 25 percent of large urban school districts nationwide in **math recovery**.

One of two Maryland school districts performing better in **reading** than before the pandemic.

Education Recovery Scorecard: Outsized gains compared to Maryland - Reading



Source: Education Recovery Scorecard, by Harvard CEPR and Stanford SEDA. For details on the methodology see <https://edopportunity.org/methods>.

Consistent district growth in graduation rates over time



71 %

Our highest four-year rate since 2019.

+2

Our four-year rate has increased the last two school years.

74 %

Our highest five-year rate since 2019, including a 2.2 percentage point increase this year.



Big gains among emerging student groups

Multilingual learners

Narrowed the graduation rate with their district peers, posting **a 13-percentage point jump** since the 2022-23 school year.

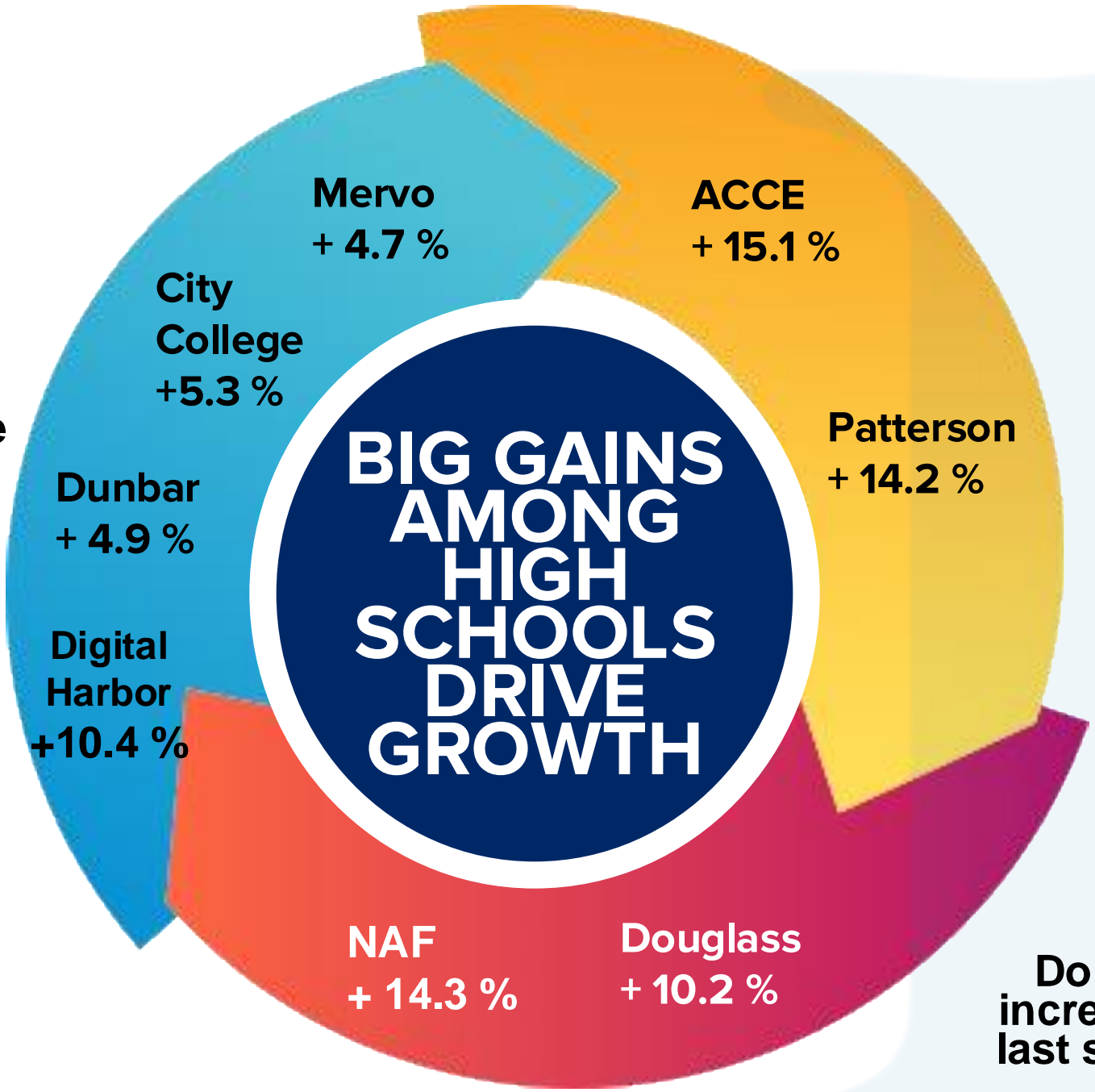


Hispanic/Latino

Raised its graduation rate **by 11 percentage points** in one year. This is the second largest student group in City Schools by race/ethnicity.

**BIG GAINS
AMONG
HIGH
SCHOOLS
DRIVE
GROWTH**

**Large High Schools
with increases since
2022**



**Recovery across
neighborhoods and
programs since 2022**

**Double digit
increases since
last school year**

City Schools Increased the 4-Year Graduation Rate



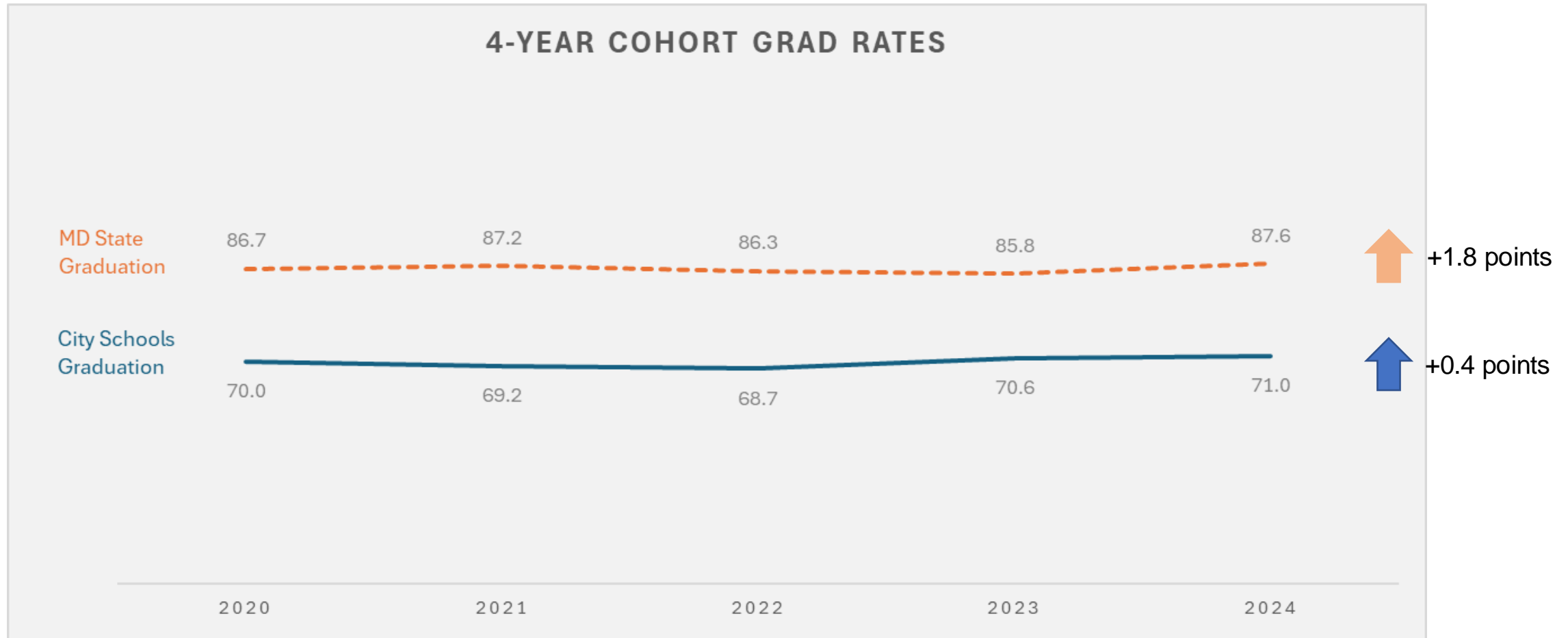
The four-year graduation rate **increased** 0.4 percentage points (70.6% to 71.0%) over last year, City Schools' highest graduation rate since 2019, while the State experienced a 1.8 percentage point increase (85.8% to 87.6%).



City Schools' five-year graduation rate **increased** 2.2 percentage points (71.8% to 74.0%); the State experienced a 0.8 percentage point decrease (88.2% to 87.4%).

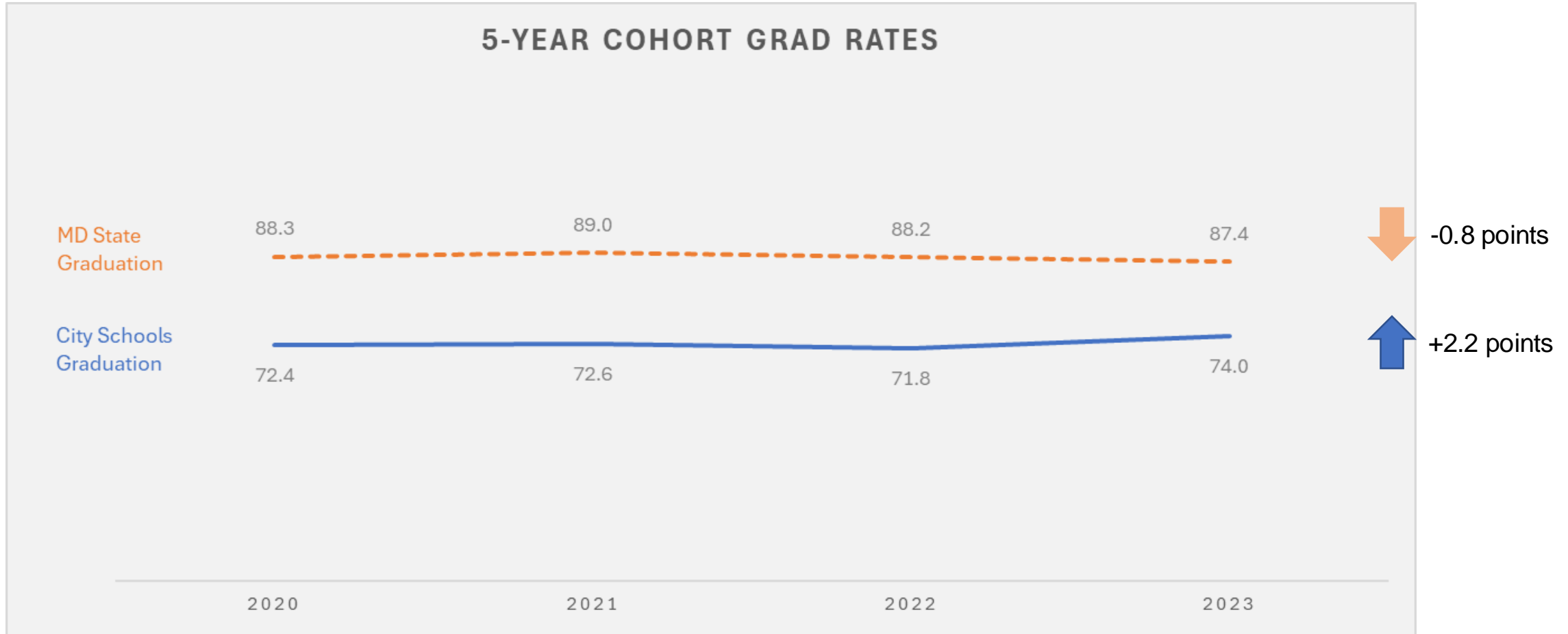
4-year Graduation Adjusted Cohort Rates

City Schools Graduation Rate increased 0.4 percentage points continuing the growth from 2023



5-year Graduation Adjusted Cohort Rates

City Schools Graduation Rate increased 2.2 percentage points to the highest rate since 2020



City Schools Hispanic and Multilingual Students outpaced the State



Hispanic/Latino students **increased** 11.0 percentage points (53.4% to 64.3%) versus an increase of 7.4 percentage points for State to 78.8%.

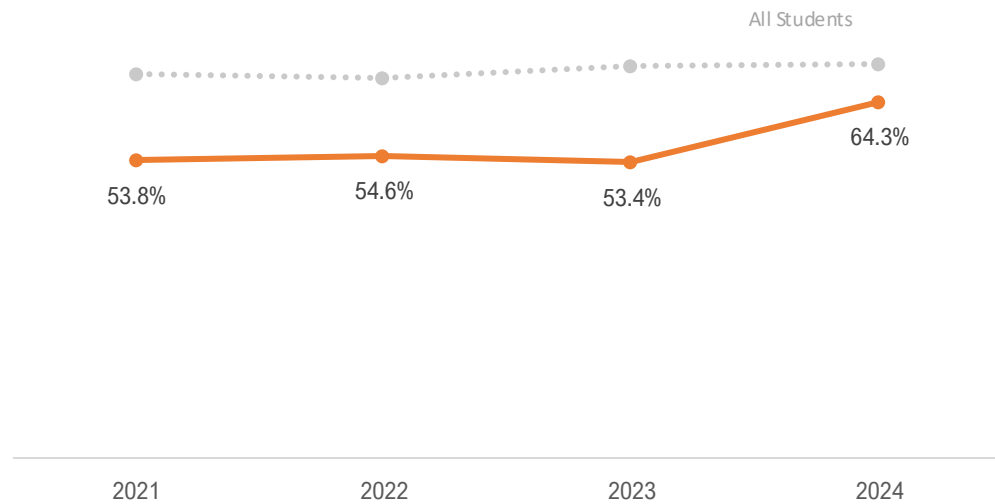


Multilingual learners **increased** 13.2 percentage points (41.3% to 54.6%) versus a 10.5 percentage point increase for State to 66.3%.

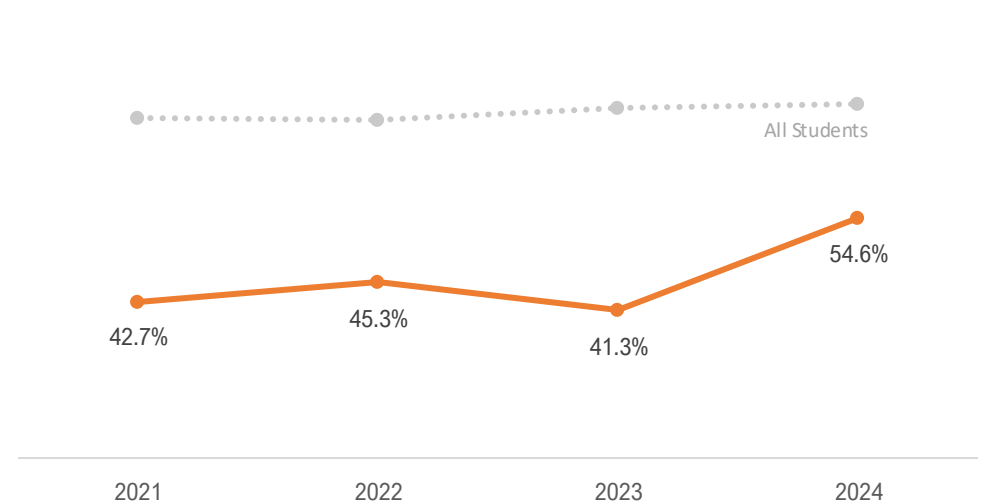
City Schools Hispanic and Multilingual Students outpaced the State

Most student groups maintained steady graduation rates in SY23-24 compared to SY22-23, with notable increases among Multilingual Learners and Hispanic/Latino students.

Hispanic/ Latino of any race



Multilingual Learners



Key steps to progress

- **INCREASED CREDIT RECOVERY OPPORTUNITIES** – Expanded the number of credits recovered during the summer months, added a Saturday credit recovery program, and offer early access to credit recovery during the school year.
- **ON TRACK TO GRADUATE** - Educators at each high school monitor attendance and course performance, using that data to provide aligned supports.
- **COACHING AND MENTORSHIP** - Schools offer post-secondary advisors, expanded mentoring, and career coaches. Students receive graduation plans that outline what courses and activities are needed
- **EMPHASIZING DAILY ATTENDANCE** – Schools focus on six key attendance strategies, while utilizing internal and external partnerships for resources. Students are offered Weekly Attendance office hours, pop-up shops, and trainings to guide attendance leads in supporting graduation.

Key steps to progress

- **A FOCUS ON STUDENTS WITH DISABILITIES**— Adding staff to support secondary transition and job development initiatives.
- **OPPORTUNITIES FOR MULTILINGUAL LEARNERS** – Strategic scheduling to ensure students receive their needed credits along with English-language development, increased professional learning for multi-lingual and general education teachers.
- **CTE PROGRAMS THAT ALIGN WITH STUDENT INTERESTS** — As a part of City Schools’ five-year roadmap, CTE pathways are aligned with in-demand, high-wage careers that students are passionate about.

Questions?

Contact:

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Accountability Officer
Office of Achievement and Accountability

Dr. Stacy Place-Tose, Chief of Schools
Office of Schools

For additional information:
[Maryland State Report Card](#)



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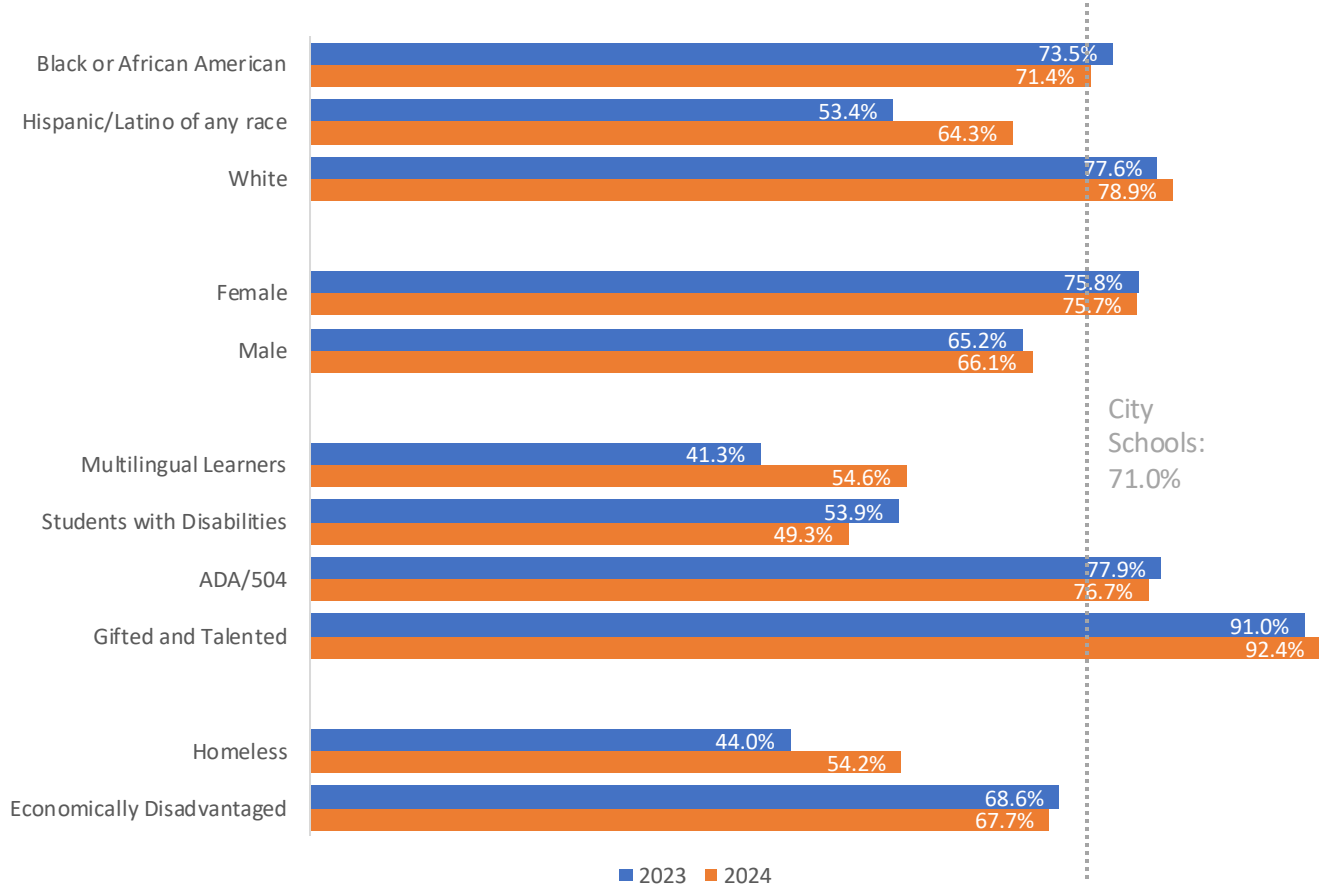
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Appendix

4-Year Graduation Rate: Student Groups

Most student groups maintained steady graduation rates in SY23-24 compared to SY22-23, with notable increases among Multilingual Learners, Hispanic/Latino students, and Homeless students.



*student groups with <100 suppressed