

# California High Schools

## THE BEST ECONOMIC STIMULUS PACKAGE IS A HIGH SCHOOL DIPLOMA

On average, a high school graduate in California earns **\$9,367** more each year than a high school dropout does.<sup>1</sup> Roughly 139,400 students in California did not graduate from high school in 2011; the lost lifetime earnings for that class of dropouts alone total **\$21 billion**.<sup>2</sup>

If just half of California's dropouts had graduated, they would likely have provided the following economic benefits to their state:<sup>3</sup>

- **\$4.5 billion** in increased home sales and **\$131 million** in increased annual auto sales
- **8,700** new jobs and a **\$1.9 billion** increase in the gross state product
- **\$167 million** in increased annual state tax revenue

If California's high schools were to graduate all students ready for college, the state would likely save as much as **\$1.1 billion** in college remediation costs and lost earnings.<sup>4</sup>

## COMPLETION RATES NEED IMPROVEMENT

**Nationally, 81% of the fastest-growing high-wage jobs will require at least some postsecondary education.**<sup>5</sup>

### California High School Graduation Rates (Class of 2008)

State-Reported <sup>6</sup>	U.S. Department of Education-Reported <sup>7</sup>	Independently Reported <sup>8</sup>
80%	71%	73%

After years of using different graduation rate calculations of questionable accuracy, states are moving toward using a common calculation. Beginning in School Year (SY) 2010–11, California will be required to use a common formula as defined by the U.S. Department of Education. As a result, the rate reported for SY 2010–11 may be lower than the state-reported rate shown here, but it will likely be a more accurate figure.

### High School Graduation Rates by Race (Class of 2008)<sup>8</sup>

	All Students	White	Black	Hispanic	Asian	American Indian
California	73%	84%	56%	59%	87%	+
Nation	72%	78%	57%	58%	83%	54%

+ Insufficient or no data available

### Four-Year\* College Graduation Rates<sup>9</sup>

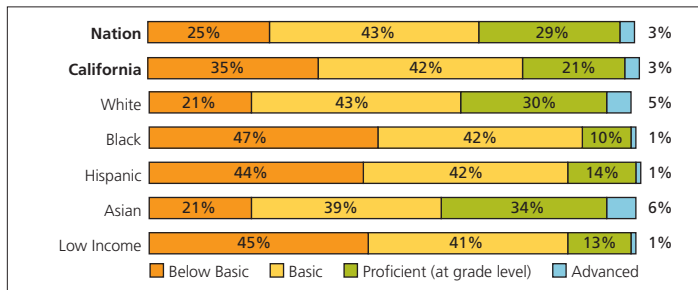
	All Students	White	Black	Hispanic	Asian	American Indian
California*	64%	68%	49%	55%	72%	58%
Nation*	55%	59%	38%	46%	66%	38%

\*Due to data limitations for two-year institutions, particularly as they relate to students who transfer from their first institution, two-year college graduation rates have been omitted.

\*Graduation within six years of entrance (Cohort from 2002 to 2008)

## LITERACY IS AN UNDERLYING PROBLEM FOR MANY

**SY 2010–11 National Assessment of Educational Progress (NAEP) Reading Scores for California Eighth Graders<sup>10</sup>**



Insufficient or no data was reported for other subgroups.

## ABOUT 10% OF ALL HIGH SCHOOLS PRODUCE MORE THAN 40% OF THE NATION'S DROPOUTS

These high schools, often referred to as dropout factories, have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshmen progress to senior year on time. Promoting power is a good estimate of the school's graduation rate. Generally, these schools have high proportions of students of color and/or low-income students.

	Federally Reported High Schools <sup>11</sup> (SY 2009–10)	Dropout Factories <sup>12</sup> (three-year average from 2008 to 2010)
California	1,209	136
Nation	16,077	1,617

Nationally, students of color and Native students are nearly four times more likely than their white peers to be enrolled in a dropout factory.<sup>13</sup>

An additional 119 high schools in California have a promoting power of between 60 and 70 percent.<sup>12</sup>

## FORTY-NINE STATES AND DC HAVE ADOPTED COLLEGE- AND CAREER-READY STANDARDS

California is one of 46 states and the District of Columbia to adopt a common, state-created set of world-class standards for college and career readiness in English language arts and math. Three additional states have developed their own college- and career-ready standards.

Two groups of states have formed to develop next-generation assessment systems aligned to these standards, which are scheduled to be available during SY 2014–15. **California is participating in the SMARTER Balanced Assessment consortium.**

## BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

- California has in place **10 of the 10 elements** recommended by the Data Quality Campaign (DQC) as the start of a robust P–12 longitudinal data system. To date, 36 states have all 10 elements in place.<sup>14</sup>
- California also has in place **4 of the 10 fundamental actions** recommended by the DQC to change the culture around how data is used to inform decisions on improving system and student performance. To date, no states have all 10 actions in place.<sup>14</sup>

Visit <http://dataqualitycampaign.org/survey/states> for more information on the elements and actions that California has in place.

1) <http://www.all4ed.org/files/Earnings.pdf>; 2) Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts," 2011; 3) Alliance, "Education and the Economy," 2011 (for Class of 2010); 4) Alliance, "Saving Now and Saving Later," 2011; 5) Alliance analysis of 2008 data from U.S. Bureau of Labor Statistics; 6) (For federal accountability reporting) California Department of Education, 2009; 7) National Center for Education Statistics (NCES), "Trends in High School Dropout and Completion Rates in the United States: 1972–2009," 2011; 8) Editorial Projects in Education Research Center, *Diplomas Count: 2011*; 9) NCES Integrated Postsecondary Education Data System, 2011; 10) NCES, *Nation's Report Card: Reading 2011*; 11) NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2009–10, First Look," 2011; 12) Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2011; 13) Analysis of data from Everyone Graduates Center and NCES Common Core of Data; 14) Data Quality Campaign, 2011