

# District of Columbia High Schools

## DROPOUTS AND POORLY PREPARED STUDENTS NEGATIVELY AFFECT THE ECONOMY

- Nearly 2,100 students did not graduate from the District of Columbia's high schools in 2010; the lost lifetime earnings in the District of Columbia for that class of dropouts alone total over **\$500 million**.<sup>1</sup>
- The District of Columbia could save as much as **\$20 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.<sup>2</sup>
- If the District of Columbia's high schools graduated all of their students ready for college, the state could save as much as **\$1.6 million** a year in community college remediation costs and lost earnings.<sup>3</sup>
- The District of Columbia's economy could see a combination of crime-related savings and additional revenue of about **\$69.7 million** each year if the male high school graduation rate increased by just 5 percent.<sup>4</sup>

## HIGH SCHOOL AND COLLEGE COMPLETION RATES NEED IMPROVEMENT

### District of Columbia High School Graduation Rates (Class of 2007)

District-Reported <sup>5</sup>	U.S. Department of Education-Reported <sup>6</sup>	Independently Reported <sup>7</sup>
66%	55%	60%

### District of Columbia High School Graduation Rates by Race (Class of 2007)<sup>7</sup>

	District of Columbia	Nation
All Students	60%	69%
White	+	76%
Black	+	51%
Hispanic	+	55%
Asian	+	79%
American Indian	+	50%

### District of Columbia College Graduation Rates<sup>8</sup>

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	73%	56%	+	31%
White	80%	59%	+	32%
Black	56%	39%	+	26%
Hispanic	68%	46%	+	29%
Asian	77%	66%	+	33%
American Indian	31%	38%	+	27%

+Insufficient or no data provided

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

\*\*Graduation within three years of entrance (Cohort from 2005–2008)

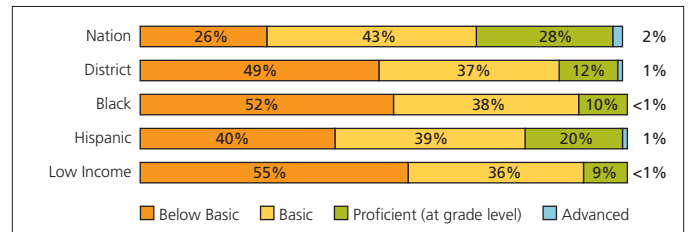
## BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

- The District of Columbia has in place **4 of the 10 elements** recommended by the Data Quality Campaign (DQC) as the start of a robust P–12 longitudinal data system. To date, only 12 states have all 10 elements in place.<sup>9</sup>
- The District of Columbia has in place **0 of the 10 fundamental steps** recommended by the DQC in order to change the culture around how data is used to inform decisions on improving system and student performance. To date, no states have taken all of the fundamental steps.<sup>9</sup>

Visit <http://dataqualitycampaign.org/survey/states> for more information about which elements and actions the District of Columbia has in place.

## LITERACY IS AN UNDERLYING PROBLEM FOR MANY

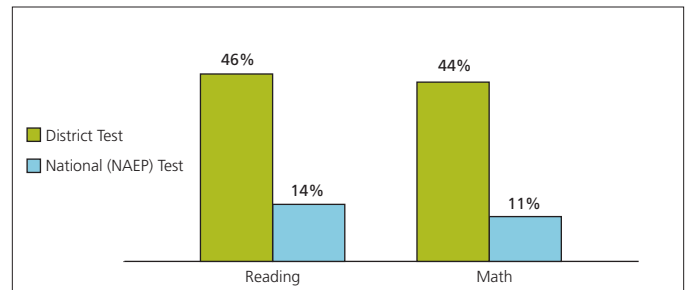
### National Assessment of Educational Progress (NAEP) Reading Scores for District of Columbia Eighth Graders in School Year (SY) 2008–09<sup>10</sup>



Insufficient or no data was reported for other subgroups.

## MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

### District of Columbia Eighth-Grade Proficiency as Measured by District of Columbia State Tests and NAEP for SY 2008–09<sup>11</sup>



Nationwide, the average gaps between state- and NAEP-reported **reading** and **math** scores are **41 percentage points** and **32 percentage points**, respectively.

## OVER THREE QUARTERS OF STATES HAVE ADOPTED COMMON CORE STATE STANDARDS

In July 2010 the District of Columbia adopted the **Common Core State Standards** in English language arts and math, the development of which included the participation of 48 states.

## NEARLY HALF OF THE NATION'S DROPOUTS ARE CONCENTRATED IN LESS THAN 2,000 HIGH SCHOOLS

These high schools have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshman 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 minority and/or low-income students.

	Number of Federally Reported High Schools <sup>12</sup> (SY 2007–08)	Number of High Schools with Low Promoting Power <sup>13</sup> (three-year average from 2006 to 2008)
District of Columbia	24	5
Nation	15,675	1,883

An additional **3 high schools** in the District of Columbia have a promoting power between 60 and 70 percent.<sup>14</sup>

Over **one third** of the nation's low-promoting-power high schools were identified as making Adequate Yearly Progress during SY 2006–07.<sup>15</sup>

1. Previously unpublished update to Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts"; 2. Alliance, "Healthier and Wealthier," 2006; 3. Alliance, "Paying Double," 2006; 4. Alliance, "Saving Futures, Saving Dollars," 2006; 5. (For Federal Accountability Reporting) District of Columbia Public Schools, 2008; 6. National Center for Education Statistics (NCES), "Public School Graduates and Dropouts From the Common Core of Data: School Year 2006–07 First Look", 2009; 7. Editorial Projects in Education Research Center, *Diplomas Count: 2010*; 8. Analysis of data from NCES Integrated Postsecondary Education Data System, 2010; 9. Data Quality Campaign, 2009–10 Survey Results; 10. NCES, *Nation's Report Card: Reading 2009*, 2010; 11. NCES, *Nation's Report Card: Reading 2009*; NCES, *Nation's Report Card: Math 2009*, 2009; U.S. Department of Education, "EDFacts State Profiles," 2010; 12. NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2007–08," 2009; 13. Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2010; 14. Analysis of data from Everyone Graduates Center and the NCES Common Core of Data; 15. Analysis of data from Everyone Graduates Center and the Council of Chief State School Officers' School Data Direct