

# District of Columbia High Schools

## DROPOUTS AND POORLY PREPARED STUDENTS HAVE A NEGATIVE IMPACT ON THE ECONOMY

More than 2,300 students did not graduate from the District of Columbia's high schools in 2009; the lost lifetime earnings in the District of Columbia for that class of dropouts alone total more than **\$605 million**.<sup>1</sup>

The District of Columbia would save more than **\$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 would save almost **\$1.6 million** a year in community college remediation costs and lost earnings.<sup>3</sup>

The District of Columbia's economy would see a combination of crime-related savings and additional revenue of about **\$70.0 million** each year if the male high school graduation rate increased by just 5%.<sup>4</sup>

## THE BEST ECONOMIC STIMULUS IS A DIPLOMA

### District of Columbia High School Graduation Rates (Class of 2006)

District-Reported <sup>5</sup>	U.S. Department of Education-Reported <sup>6</sup>	Independently Reported <sup>7</sup>
66%	65%	49%

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

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	74%	56%	67%	32%
White	79%	59%	71%	33%
Black	64%	41%	50%	27%
Hispanic	66%	48%	+	34%
Asian	78%	66%	+	34%
Native American	67%	39%	+	29%

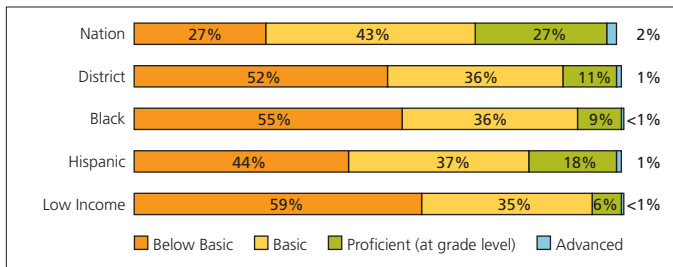
+ Insufficient or no data was reported for other subgroups.

\* Graduation within six years of entrance (Cohort from 2000–2006)

\*\* Graduation within three years of entrance (Cohort from 2003–2006)

## THE ACHIEVEMENT GAP REMAINS A CHALLENGE

### National Assessment of Educational Progress (NAEP) Reading Scores for District of Columbia Eighth Graders<sup>9</sup>



Insufficient or no data was reported for other subgroups.

**65%** of District of Columbia eighth graders report being eligible for free or reduced-price lunch.<sup>10</sup>

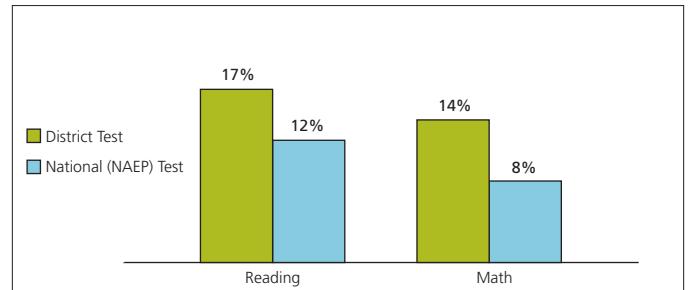
## THE HIGH SCHOOL CRISIS IS CONCENTRATED IN THE NATION'S DROPOUT FACTORIES

Dropout factories are high schools in which the number of seniors is routinely 60% or fewer than the number of freshmen three years earlier. These dropout factories generally have high proportions of minority and/or low-income students.

	Number of Federally Reported Regular High Schools <sup>11</sup>	Number of Dropout Factories <sup>12</sup> (three-year average)
District of Columbia	29	6
Nation	15,813	1,907

## STATE AND FEDERAL PROFICIENCY MEASURES DIFFER

### District of Columbia Eighth-Grade Proficiency as Measured by District of Columbia State Tests and the National Assessment of Educational Progress (NAEP)<sup>13</sup>



The average gap nationally between state- and NAEP-reported **reading** scores is **39** percentage points.

The average gap nationally between state- and NAEP-reported **math** scores is **30** percentage points.

## COMPREHENSIVE DATA SYSTEMS ARE NEEDED

The District of Columbia has in place five of the ten elements recommended by the Data Quality Campaign as the start of a robust P–12 longitudinal data system.<sup>14</sup>

	District of Columbia
1. The ability to track individual students over time	YES
2. Student-level demographic information	YES
3. The ability to track individual students' test records from year to year to measure academic growth	NO
4. The ability to know which students have not been tested	NO
5. The ability to match teachers to students by classroom and subject	NO
6. Student-level transcript information	YES
7. Information on student performance on college-readiness examinations like the SAT, ACT, and AP	YES
8. Student-level graduation and dropout data	YES
9. The ability to match student records between the K–12 and higher education systems	NO
10. System in place to evaluate data system quality	NO

To date, only six states have all ten elements in place.

1. Alliance for Excellent Education 2009
2. Alliance for Excellent Education 2006
3. Alliance for Excellent Education 2006
4. Alliance for Excellent Education 2006
5. (For Federal Accountability Reporting) District of Columbia Public Schools 2009
6. U.S. Department of Education 2007
7. Editorial Projects in Education Research Center 2009
8. National Center for Education Statistics 2007
9. National Center for Education Statistics 2007
10. National Center for Education Statistics 2007
11. National Center for Education Statistics 2008
12. Center for Social Organization of Schools, Johns Hopkins University 2009
13. National Center for Education Statistics 2007; District of Columbia Public Schools 2007
14. National Center for Education Accountability 2008