

The Nation's High Schools

THE BEST ECONOMIC STIMULUS PACKAGE IS A HIGH SCHOOL DIPLOMA

Roughly 1.2 million students did not graduate from high school in 2011; the lost lifetime earnings for that class of dropouts alone total **\$154 billion**.¹

If just half of the nation's dropouts had graduated, they would likely have provided the following economic benefits to the nation:²

- **\$19 billion** in increased home sales and **\$741 million** in increased annual auto sales
- **54,000** new jobs and a **\$9.6 billion** increase in the gross domestic product
- **\$713 million** in increased annual state tax revenue

If the nation's high schools were to graduate all students ready for college, the nation would likely save as much as **\$5.6 billion** in college remediation costs and lost earnings.³

COMPLETION RATES NEED IMPROVEMENT

Nationally, **81% of the fastest-growing high-wage jobs will require at least some postsecondary education**.⁴

National High School Graduation Rates (Class of 2008)

U.S. Department of Education—Reported ⁵	Independently Reported ⁶
75%	72%

High School Graduation Rates by Race (Class of 2008)⁶

	All Students	White	Black	Hispanic	Asian	American Indian
Nation	72%	78%	57%	58%	83%	54%

Percentage of ACT-Tested Graduates Ready for College-Level Course Work in 2011⁷

	English	Math	Reading	Science	All Four Subjects
Nation	66%	45%	52%	30%	25%

Four-Year* College Graduation Rates⁸

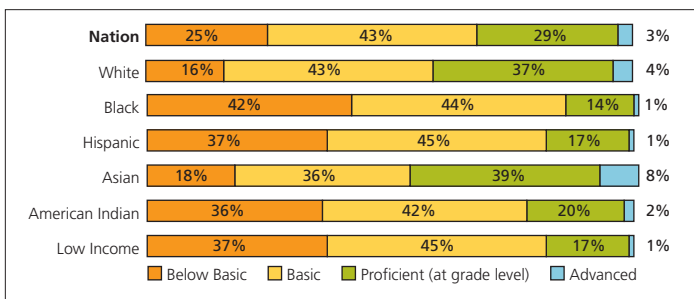
	All Students	White	Black	Hispanic	Asian	American Indian
Nation*	55%	59%	38%	46%	66%	38%

*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 Eighth Graders⁹



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 ¹⁰ (SY 2009–10)	Dropout Factories ¹¹ (three-year average from 2008 to 2010)
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.¹²

An additional 1,684 high schools have a promoting power of between 60 and 70 percent.¹¹

MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

Nationwide, the average gaps between state- and NAEP-reported **reading** and **math** scores are **39 percentage points** and **32 percentage points**, respectively.¹³ (Gap averages are based on 32 states that have released 2010–2011 state assessment data.)

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

Forty-six states and the District of Columbia have adopted 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 School Year 2014–15.

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

- The national Data Quality Campaign (DQC) recommends 10 elements as the start of a robust P–12 longitudinal data system. To date, 36 states have all 10 elements in place.¹⁴
- The DQC also recommends 10 fundamental steps states should take 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 all 10 actions in place.¹⁴

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

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