High School Graduation Gains Equal Economic Success

In many states and across the nation, high school graduation rates are rising and economies are seeing the benefits. Massachusetts’s graduation rate increased by 1.6 percentage points from the Class of 2011 to the Class of 2012. These additional 950 graduates represent gains of as much as $250 million in increased lifetime earnings and $1.9 million in annual state and local tax revenues. If Massachusetts increased its overall graduation rate to 90 percent, the economic benefits from these 6,400 additional graduates would likely include as much as:

- $384 million in increased annual earnings and $13 million in annual state and local tax revenues;
- 450 new jobs and a $108 million increase in the gross state product; and
- $303 million in increased home sales and $11 million in increased auto sales.

Progress Has Been Made, But Graduation Gaps Remain

Despite Gains, Not All Students Are Graduating from High School at the Same Rates …

High School Graduation Rates by Race (Class of 2011)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>83%</td>
<td>89%</td>
<td>71%</td>
<td>62%</td>
<td>88%</td>
<td>76%</td>
</tr>
<tr>
<td>Nation (Avg.)</td>
<td>79%</td>
<td>85%</td>
<td>67%</td>
<td>71%</td>
<td>87%</td>
<td>64%</td>
</tr>
</tbody>
</table>

… and Even Fewer Are Graduating from College

Four-Year College Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA*</td>
<td>69%</td>
<td>69%</td>
<td>55%</td>
<td>65%</td>
<td>77%</td>
<td>59%</td>
</tr>
<tr>
<td>Nation*</td>
<td>56%</td>
<td>60%</td>
<td>38%</td>
<td>48%</td>
<td>68%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Better Preparation Is Key for Success in College and a Career

Literacy Is an Underlying Problem for Many Students

School Year (SY) 2010–11 National Assessment of Educational Progress (NAEP) Reading Scores for Massachusetts Eighth Graders

<table>
<thead>
<tr>
<th></th>
<th>Nation</th>
<th>MA</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>25%</td>
<td>16%</td>
<td>9%</td>
<td>32%</td>
<td>10%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Low Income</td>
<td>43%</td>
<td>38%</td>
<td>38%</td>
<td>47%</td>
<td>29%</td>
<td>46%</td>
<td>39%</td>
</tr>
</tbody>
</table>

States Are Strengthening Standards to Improve Preparedness

Massachusetts, along with 45 states and the District of Columbia, has adopted a common, state-created set of world-class standards for college and career readiness in English language arts and math. The four remaining states have their own college- and career-ready standards.

More Accurate Measures of Student Proficiency Are Needed

Massachusetts’s Eighth-Grade Proficiency as Measured by State Test vs. the Nation’s Report Card (NAEP) for SY 2011–12

Nationwide, the average gaps between state- and NAEP-reported reading and math scores are 40 percentage points and 32 percentage points, respectively.

States Are Working to Create New and Better Assessments

Forty-two states participate in one of two consortia to develop Common Core State Standards—aligned next-generation assessments, which are scheduled to be administered during SY 2014–15. Massachusetts participates in the Partnership for Assessment of Readiness for College and Careers (PARCC).

Excellent Teacher Training Is Critical to Increased Student Achievement

To promote higher levels of student achievement, 27 states have committed to educating and preparing better teachers and administrators through teacher licensing, program accreditation, and effective data use policies. Massachusetts has joined this coalition of states focusing on educator preparation and entry into the profession.

Connecting Technology to Schools and Students

Having access to a broadband network—connectivity—is crucial to taking advantage of the world of technology and what it offers in the classroom. Massachusetts does not have a statewide broadband network for its schools.

The Next Frontier: Deepen and Personalize Learning

Today’s modern economy requires more than basic content knowledge. Leading states are building an engaging and personalized education process to achieve deeper learning outcomes of core content knowledge, creative and critical thinking, and problem-solving skills.

The following schools in Massachusetts are part of a deeper learning network and represent new approaches to prepare students, particularly those historically underserved, for college and a career: Codman Academy Public Charter School (Dorchester), Springfield Renaissance School.

To foster such learning, school districts like Colorado’s Adams County School District 50, and even entire states, like New Hampshire and Oregon, permit students to advance their grade level based on mastery of content rather than on amount of time spent in the classroom.