High School Graduation Gains Equal Economic Success
If West Virginia increased its overall graduation rate to 90 percent, the economic benefits from these 4,300 additional graduates would likely include as much as
- $42 million in increased annual earnings and $2.5 million in annual state and local tax revenues;
- 300 new jobs and a $52 million increase in the gross state product; and
- $63 million in increased home sales and $4.4 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>WV</td>
<td>76%</td>
<td>77%</td>
<td>72%</td>
<td>71%</td>
<td>91%</td>
<td>6%</td>
</tr>
<tr>
<td>Nation (Avg.)</td>
<td>79%</td>
<td>85%</td>
<td>67%</td>
<td>71%</td>
<td>84%</td>
<td>7%</td>
</tr>
</tbody>
</table>

† Insufficient or no data
‡ 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 2005 to 2011)

More Accurate Measures of Student Proficiency Are Needed
West Virginia’s Eighth-Grade Proficiency as Measured by State Test vs. the Nation’s Report Card (NAEP) for SY 2011–12

<table>
<thead>
<tr>
<th></th>
<th>State Test</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>48%</td>
<td>24%</td>
</tr>
<tr>
<td>Math</td>
<td>42%</td>
<td>21%</td>
</tr>
</tbody>
</table>

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

Better Preparation Is Key for Success in College and a Career
Literacy Is an Underlying Problem for Many Students

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>West Virginia</td>
<td>46%</td>
<td>48%</td>
<td>27%</td>
<td>36%</td>
<td>46%</td>
<td>38%</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>

† Insufficient or no data was reported for other subgroups

States Are Strengthening Standards to Improve Preparedness
West Virginia, 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.

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. West Virginia participates in the Smarter Balanced Assessment Consortium.

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. West Virginia has not 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. West Virginia does have a statewide broadband network for its schools.15

The use of technology lends flexibility to schools and classrooms. West Virginia does allow additional flexibility by permitting schools to use funding for instructional materials on digital resources.12

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, critical and creative thinking, and problem-solving skills.

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.

Commitment Is Paying Off, But Struggling Schools Remain
About 10% of all high schools still produce 40%+ of the nation’s dropouts. In these “dropout factories,” 60% or fewer of freshmen are promoted to senior year on time. Nationally, students of color and Native students are nearly four times more likely than their white peers to be enrolled in a dropout factory.‡ Improving these schools must remain a national priority.

West Virginia High Schools

Federally Reported High Schools

<table>
<thead>
<tr>
<th></th>
<th>105 (SY 2009–10)</th>
<th>109 (SY 2010–11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Factories</td>
<td>2 (3 yr avg. 2008-10)</td>
<td>4 (Class of 2011)</td>
</tr>
</tbody>
</table>

An additional 15 high schools in West Virginia had a promoting power between 60 and 70 percent in SY 2010–11.‡

Nationally, the number of dropout factories decreased 12% (from 1,617 to 1,424).‡

The number of all high schools decreased less than 1% from SY 2009–10 to SY 2010–11.‡

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