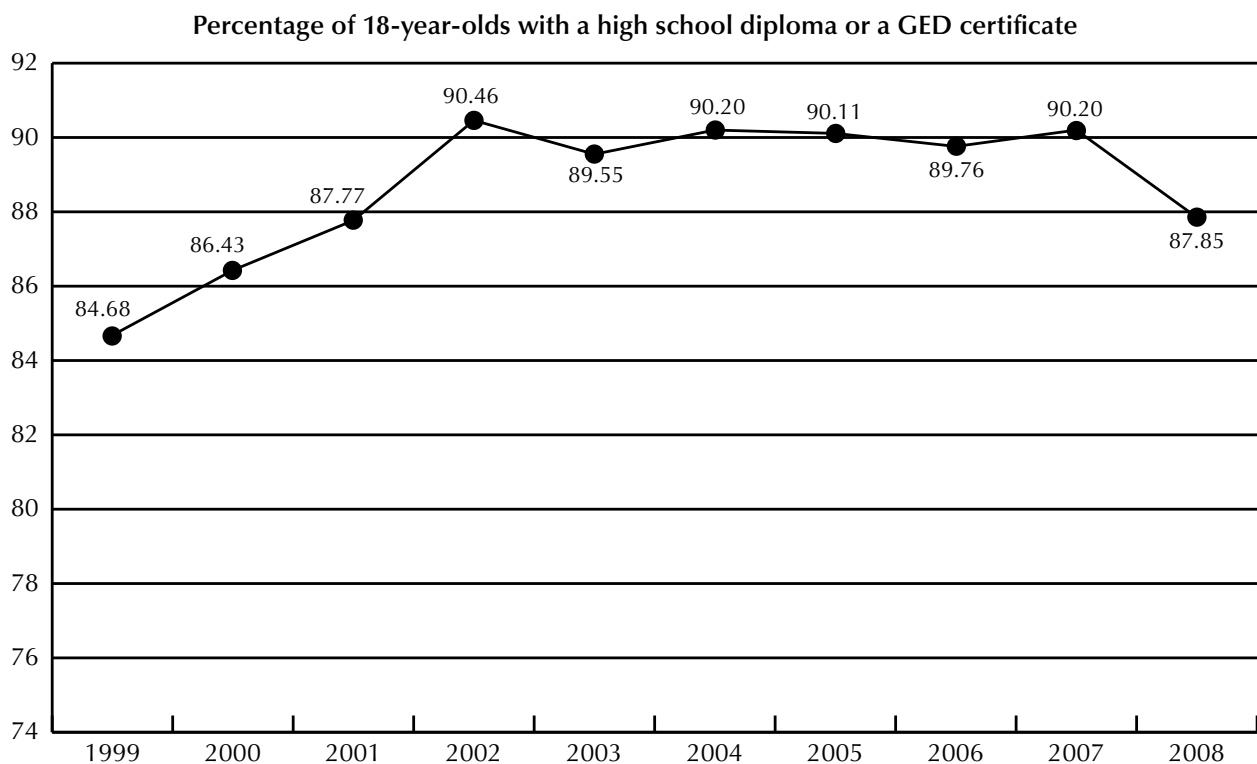


III. KEY OUTCOME

Increased percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate

What's the trend?

Since 1996, Missouri has shown slow but steady progress in increasing the percentage of 18-year-olds with a high school diploma or a General Educational Development (GED) certificate, moving up from 80.7 percent to 90.2 percent in 2007. In 2008, Missouri had 87.85 percent of 18-year-olds with a high school diploma or a GED certificate.



Source: School Core Data, October 2008

About the measure: DESE's School Core Data section calculates the measure using core data as well as data collected by the Federal Programs and Adult Education and Literacy sections and private school graduation data. Data for 2008 was based on use of the MOSIS individual student record system. GED record collection reporting was revised for 2008 and for prior years.

Why is this outcome important?

A high school diploma or a GED credential is essential if Missourians are to meet their potential in terms of economic and educational success. According to the 2006 Current Population Survey from the U.S. Census Bureau, mean earnings for workers ages 18 and above averaged \$31,071 for a high school graduate. Those earnings dropped to \$20,873 for workers who did not complete high school. According to the July 2002 Current Population Reports, earnings differences compound over a lifetime. A dropout would have estimated lifetime earnings (in 1999 dollars) of \$1 million, while completing high school would increase those earnings to \$1.2 million. Completing some

college would earn an individual \$1.5 million, an associate degree would bring in \$1.6 million and a bachelor's degree would earn \$2.1 million over a lifetime.

How does Missouri compare to other states and the nation on this measure?

There are no comparable data for the nation or other states for this measure. However, the National Center for Education Statistics (NCES) provides a high school completion rate, which is based on the Current Population Survey (CPS) conducted annually by the U.S. Census Bureau. The NCES high school completion rate allows DESE to monitor, for each state and for the nation, the percentage of 18-to-24-year-olds not currently enrolled in high school who have a high school diploma or a GED certificate. The NCES publishes the rate as a three-year average in its annual report "Dropout Rates in the United States." According to the 2001 edition, the high school completion rate for the nation increased by only 3 percentage points during the past three decades, hovering around 85 to 86 percent since 1985. Comparatively, the school completion rate in Missouri increased by 2.3 percent during the past decade, compared to a national increase of just 0.8 percent. The data show that 90.4 percent of Missourians ages 18 to 24 completed high school on average for 1999-2001. Missouri ranked 13th among states on this measure. Completion rates for the same period for neighboring states show Iowa at 92.4 percent, Illinois at 88.4 percent, Arkansas at 86.7 percent and Kansas at 88.2 percent. The rate for the nation as a whole was 86.3 percent.

III. KEY OUTCOME: 18-year-olds with a high school diploma or GED (continued)

KEY OBJECTIVE 1

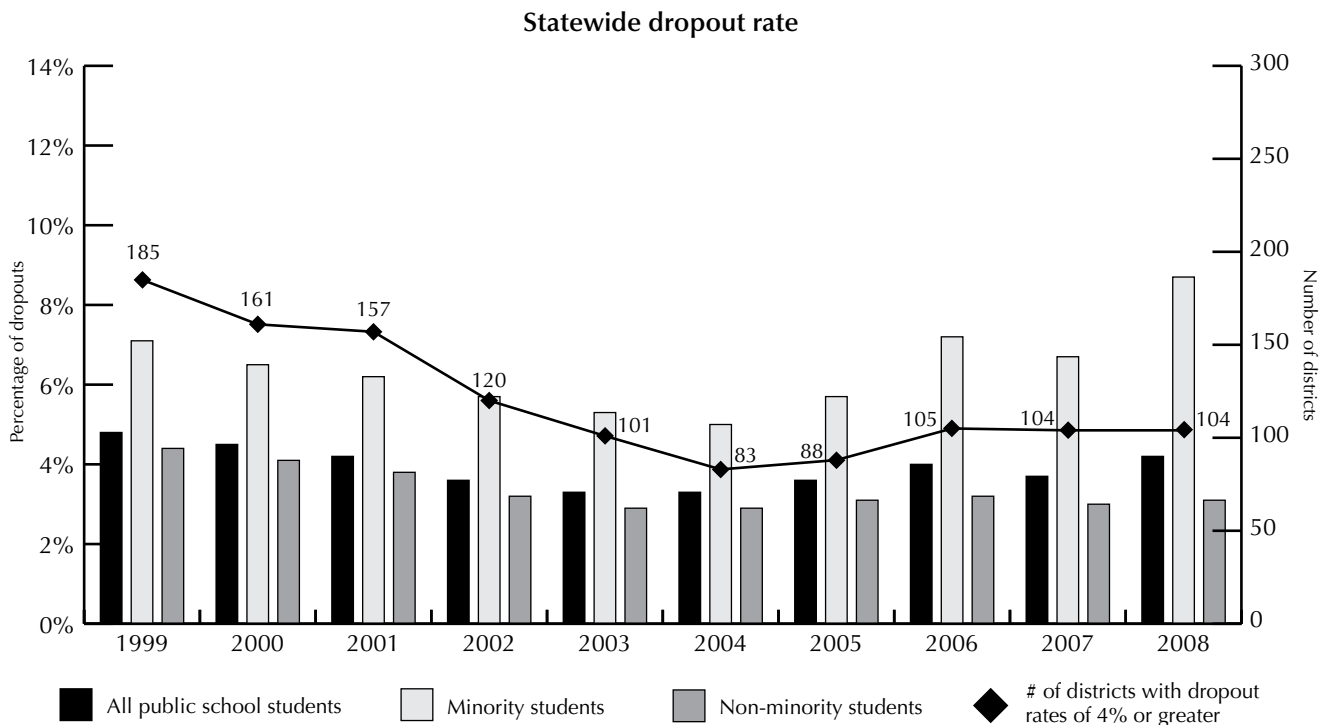
Decrease the state's annual dropout rate to 3 percent by 2011

What's the trend?

The state's dropout rate in 2008 was 4.2 percent. The rate for minority students increased in 2008 to 8.7 percent, up from 6.7 percent in 2007.

Breakout data show a larger decrease in the dropout rate for minority students between 1999 and 2004 than for non-minority students. The overall dropout rate has increased from a low of 3.3 percent in 2003 to 4.2 percent in 2008.

The number and percentage of school districts with a 4-percent or higher dropout rate had been decreasing from 270 districts (60 percent) in 1995 to a low of 83 districts (18 percent) in 2004. In 2008, 104 districts (23 percent) had a dropout rate in excess of 4 percent.



Source: School Core Data (public school data only), October 2008

About the measure: In the statistics above, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” The dropout rate equals: (grade 9-12 dropouts divided by grade 9-12 average enrollment) multiplied by 100. Average enrollment equals: September enrollment plus transfers-in minus transfers-out, minus dropouts added to the total September enrollment, and then divided by 2. The data reflect revisions for multiple years made through October 2008. Data for 2008 was based on use of the MOSIS individual student record system.

Why is this objective important?

The 2008 Alliance for Excellent Education state card snapshot for Missouri reported:

- Approximately 19,300 students did not graduate from Missouri's high schools in 2007; the lost lifetime earnings in Missouri for that class of dropouts alone are more than \$5 billion.
- Missouri would save more than \$245.1 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
- Missouri's economy would see a combination of crime-related savings and additional revenue of about \$147 million each year if the male high school graduation rate increased just 5 percent.

How does Missouri compare to other states and the nation on this measure?

Because states vary in their definitions of dropouts as well as in their methodologies for data collection, gathering comparable dropout rates is difficult. However, the NCES has developed a standard definition and standard data-collection procedures currently followed by 48 states. Based on this methodology, Missouri had a 2005-2006 dropout rate of 4.1 percent. Neighboring states adhering to this standard for the same period included Iowa with a dropout rate of 2.2 percent, Illinois with 3.9 percent, Arkansas with 3.1 percent, Kansas with 2.4 percent, Kentucky with 3.3 percent, Nebraska with 2.8 percent, Oklahoma with 3.5 percent and Tennessee with 2.8 percent. (The NCES will not compute a national rate until all states can be included in the calculation.)

Comparative state-to-state data on the gap between minority and non-minority dropout rates are beginning to be made available. Currently, 44 states are able to report data by race and ethnicity. According to the NCES, Missouri has a white, non-Hispanic dropout rate of 3.3 percent compared to a reporting-states average of 2.7 percent. The black, non-Hispanic rate is 7.9 percent compared to a reporting-states average of 6.1 percent; and the Hispanic rate is 6.3 percent compared to the reporting-states average of 6.0 percent. Over the past quarter century, dropout rates for minority groups are higher than rates for non-minority students.

What factors influence this measure?

1. Programs that encourage students to complete school (A+ Schools, alternative schools and other programs for at-risk students) as well as a school-accreditation program that holds districts accountable for increasing school-completion rates
2. The strength of the economy, which affects job opportunities — a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials
3. Student mobility — according to the KIDS COUNT in Missouri 2003 data, “Children who move four or more times during their childhood are more likely to drop out than children who remain in the same school.”
4. Other social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates
5. Local school district programs funded through the Foundation Formula that address the needs of at-risk students

KEY STRATEGIES AND ACTIONS

Professional development

DESE will:

- provide in-service and professional-development programs that enable educators to better understand and adapt to individual learning styles and instructional needs. Emphasis will be placed on programs specifically geared toward the learning styles and cultures of racial- and ethnic-minority students.
- increase the availability and use of technology in Missouri school districts to help teachers meet a wide variety of student needs and learning styles, which will encourage students to stay in school.

Performance and accountability

DESE will:

- evaluate districts' efforts, through the Missouri School Improvement Program (MSIP), to reduce the dropout rate, which is the catalyst for a variety of improvements in Missouri school districts.
- monitor dropout rates, levels of parental involvement, at-risk student identification procedures and professional development to help school staff implement dropout prevention and intervention strategies.
- improve the process districts use to report dropout data, which includes procedures for disaggregating data for racial- and ethnic-minority groups.
- utilize MSIP process standards to improve data collection and data quality at local school districts.
- bring about changes in teaching practices through Missouri's standards-based reform efforts, the Show-Me Standards and the Missouri Assessment Program (MAP), that benefit all students.

Funding

DESE will:

- target resources at school districts with high concentrations of racial- and ethnic-minority students to assist the districts in decreasing the dropout rate using strategies recommended in the 1997 DESE report "Raising the Bar – Closing the Gap."

Best practices and technical assistance

DESE will:

- work with school districts to fully implement the Missouri Comprehensive Guidance Program.
- work with school districts in developing successful parental involvement programs.
- promote High Schools That Work (HSTW) as a whole-school, research- and assessment-based reform effort for grades 9 through 12.
- promote programs such as the Missouri Option Program and A+ Schools, which encourage students to stay in school and obtain their high school diplomas.
- refer dropouts reported to the State Literacy Hotline to the nearest Adult Education and Literacy (AEL) program for GED attainment.

- promote successful reading programs.
- assist districts in longitudinally analyzing student performance by using the Missouri Student Information System (MOSIS).
- utilize MSIP process standards to improve data collection and data quality at local school districts.

Communication

DESE will:

- develop online resources to improve communication with citizens, members of the education community and policy-makers about statewide school-improvement initiatives and efforts to reduce the dropout rate.
- promote use of the Missouri Career Information Management System in order to establish a focus on school retention and careers for students.

Collaboration

DESE will:

- increase interagency collaboration and cooperation at the state and local levels regarding youth services affecting school retention and GED attainment, as well as career-success strategies found in the 1998 Workforce Investment Act (WIA).
- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program. Services are available in 361 of the 449 high schools in Missouri.
- facilitate community and cultural support systems such as partnerships between schools and businesses.

III. KEY OUTCOME: 18-year-olds with a high school diploma or GED (continued)

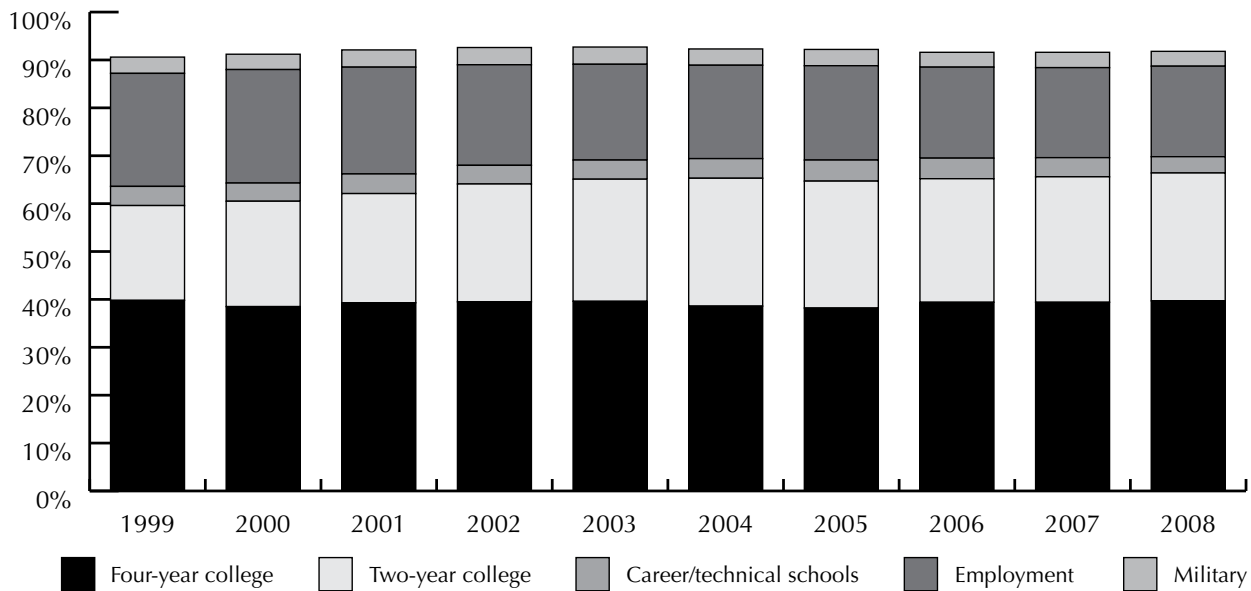
KEY OBJECTIVE 2

Increase to 96 percent by 2011 the number of high school graduates entering postsecondary education, employment or the military

What's the trend?

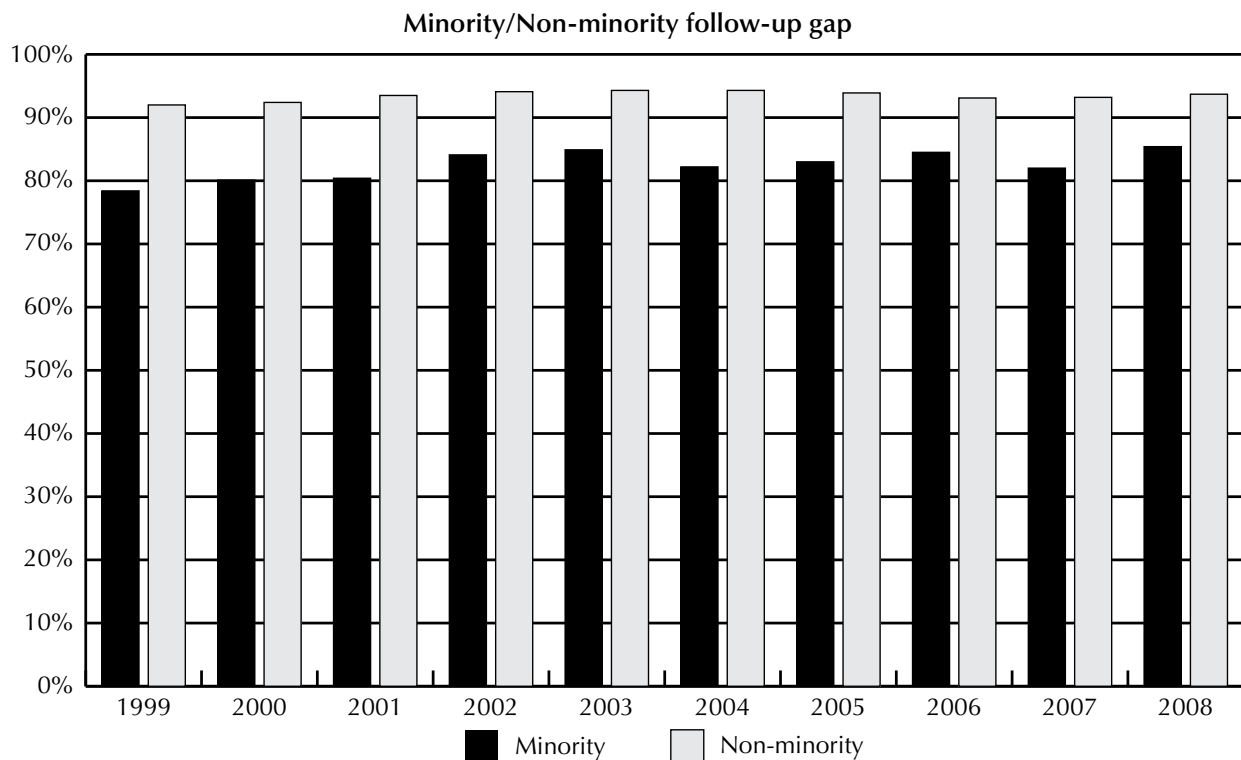
During the past 11 years, Missouri high school graduate analysis has shown relatively stable levels of graduates entering the military directly after high school. Employment has decreased from 24.5 percent in 1996 to 18.9 percent in 2008. Gains have been realized in the number of high school graduates entering postsecondary education, particularly in the percentage of graduates entering two-year institutions. That number grew from 17.1 percent in 1996 to 26.7 percent in 2008. At least part of this growth can be attributed to the A+ Schools program, which provides eligible students with tuition and fees to attend Missouri public community colleges or area career centers.

Percentage of high school graduates entering postsecondary education, employment or the military



Graduate follow-up data

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
4-year college	39.8%	38.5%	39.3%	39.5%	39.6%	38.6%	38.2%	39.4%	39.4%	39.7%
2-year college	19.8%	22.0%	22.8%	24.6%	25.5%	26.7%	26.5%	25.8%	26.2%	26.7%
Career/Technical Schools	4.0%	3.8%	4.1%	3.9%	4.0%	4.1%	4.4%	4.3%	4.0%	3.4%
Employment	23.6%	23.7%	22.3%	21.0%	20.0%	19.5%	19.7%	19.0%	18.8%	18.9%
Military	3.4%	3.2%	3.6%	3.6%	3.6%	3.4%	3.4%	3.1%	3.2%	3.1%
Total	90.6%	91.2%	92.1%	92.6%	92.7%	92.3%	92.2%	91.6%	91.6%	91.8%



Source: *School Core Data, October 2008*

About the measure: In the above statistics, non-minority students are “white, non-Hispanic” and minority students are “black” and “Hispanic.” Students entering postsecondary education include those who entered accredited two- and four-year colleges and universities, as well as students who entered other postsecondary programs. Graduate follow-up information is reported in February of the year after graduation. In this chart, the data are presented according to graduating class.

Why is this objective important?

The future goals of Missouri students have a direct impact on high school retention and completion rates. Employment, military enlistment and entry into postsecondary education are all indicators that high school students have positioned themselves to attain skills and knowledge through hands-on or formal settings.

How does Missouri compare to other states and the nation on this measure?

DESE is seeking data from other states to determine how Missouri compares on this measure.

What factors influence this measure?

1. Skill sets obtained during high school that might not provide employability for available jobs or entry into postsecondary institutions
2. Geographic and financial accessibility could pose barriers to entering postsecondary education
3. Programs that encourage students to complete high school (A+ Schools, Missouri Option, alternative schools and other programs for at-risk students), as well as a school-accreditation program that holds districts accountable for increasing school-completion rates

4. The strength of the economy, which affects job opportunities – a strong economy generally results in labor shortages, placing pressure on employers to meet staffing needs and possibly resulting in less emphasis on high school credentials
 5. Social, environmental, cultural, generational and health/addiction factors that influence individuals and combine to affect dropout rates
 6. Changes in high school graduation requirements
-

KEY STRATEGIES AND ACTIONS

Best practices and technical assistance

DESE will:

- support and expand initiatives that integrate academic and career education to prepare students for employment, military service or postsecondary education.
- support the use of existing and new technologies to facilitate service delivery for youths and adults, including those with disabilities.
- establish cooperative agreements linking education, career preparation and transition to employment services.
- improve the process that districts use to report graduate follow-up data by developing templates and a standard methodology for collecting the data.
- identify districts of concern and utilize Success Teams to assist districts and evaluate progress.
- promote the implementation and continued use of Missouri's Comprehensive Guidance Program by providing in-service training for school district personnel.
- promote HSTW as a whole-school, research- and assessment-based reform effort for grades 9 through 12.
- encourage career education and occupational technical training that lead to postsecondary education and/or employment.
- provide both funding and incentives for school districts to continually improve performance in career education using standards for secondary career education under the Carl D. Perkins Career and Technical Education Act of 2006.
- encourage participation in A+ Schools, in which students can earn the opportunity to pursue a two-year degree with paid tuition and fees at Missouri public community colleges or career/technical schools.
- assist districts in longitudinally analyzing student performance by using the student information system.
- utilize MSIP process standards to improve data collection and data quality at local school districts.
- promote the use of dual credit, Advanced Placement and International Baccalaureate programs.

- promote the development and use of articulation agreements between secondary and postsecondary schools.
- increase the number of statewide articulation agreements.

Performance and accountability

DESE will:

- encourage districts to strive to meet accreditation standards, which include: “The percent of students demonstrating adequate preparation for postsecondary education and/or employment is at a high level or is increasing.”
- utilize the MOSIS centralized data-collection system to improve the reliability of required dropout reports.

Collaboration

DESE will:

- collaborate with other state agencies, businesses and industries to establish a comprehensive system of workforce education and preparation.
- follow A+ Schools program graduates through two years of postsecondary education, with the cooperation of the Coordinating Board for Higher Education, to determine the percentage successfully completing a postsecondary program.
- support initiatives for youths with disabilities that promote parental involvement, improvements in Individualized Education Program (IEP) development, postsecondary options through transition planning and linkages with the business community.
- coordinate and provide electronic links to Missouri Career Centers.
- increase interagency collaboration and cooperation with the Workforce Investment Act at the state and local levels in order to impact career-success strategies and services for youth.
- offer services to high-school-age youth with disabilities through the Missouri Vocational Rehabilitation Transition from School to Work program.

Key programs for Outcome III

Program name	Objective	
	1	2
A+ Schools	•	•
Alternative education centers, located at area career centers	•	•
Alternative schools, supported by the Safe Schools program	•	•
Carl D. Perkins Career and Technical Education Improvement Act of 2006		•
Charter schools that serve at-risk students	•	•
Foundation Formula	•	•
High Schools That Work	•	•
Migrant Education and English Language Learning (MELL) program	•	•
Missouri Career Information Management System	•	•
Missouri Comprehensive Guidance Program	•	•
Missouri Option program	•	•
Missouri School Improvement Program (MSIP)	•	•
Missouri Student Information System (MOSIS)	•	•
Missouri Virtual Instruction Program (MoVIP)	•	•
Practical Parenting Partnerships (PPP)	•	•
Reading First grants	•	•
School and business/community partnerships	•	
Special education programs and services	•	•
Statewide articulation agreements	•	•
Title I program	•	•
Transition from School to Work	•	•
Workforce Investment Act	•	•

For more information

Resources	Objective	
	1	2
http://dese.mo.gov/divcareered/	•	•
http://vr.dese.mo.gov	•	•
http://dese.mo.gov/schooldata	•	•
http://www.acenet.edu/clll/index.cfm	•	•
http://dese.mo.gov/divimprove/coredata/index.html	•	•
http://missouricareereducation.org	•	•
http://nces.ed.gov/	•	•
http://ed.gov/about/offices/list/ovae/index.html	•	•
http://www.sreb.org/programs/hstw/hstwinindex.asp	•	•