

HOUSE JOINT RESOLUTION NO. 130

Encouraging the Department of Education to collect data and information pertaining to and monitor high school dropout and graduation rates in the Commonwealth. Report.

Agreed to by the House of Delegates, March 11, 2006

Agreed to by the Senate, March 11, 2006

WHEREAS, national leaders, state governors, and the business community have focused attention on the declining high school graduation rate, and the No Child Left Behind Act (NCLB), Title I, Part H, established the school dropout prevention program to increase high school graduation rates; and

WHEREAS, the United States Department of Education estimates that every day 5,000 students drop out of school before graduation; and

WHEREAS, the National Governors Association, in its newly released report, "Graduation Counts: A Report of the NGA Task Force on State High School Graduation Data," indicated that "high school reform is at the forefront of the national and state education agendas; however, the quality of data concerning graduation and drop out rates is alarmingly poor, exceptionally difficult to track accurately, and often grossly inaccurate and misleading"; and

WHEREAS, the Educational Testing Service (ETS) analyzed the National Center on Education Statistics' data on dropout rates, and stated in its report, "Dreams Deferred: High School Dropouts in the United States," that "dropouts comprise nearly half of the heads of households on welfare, and a similar percentage of the prison population"; and

WHEREAS, Focus Adolescent Services cited the following dropout statistics: (i) students in large cities are twice as likely to leave school before graduating than non-urban youth; (ii) more than one in four Hispanic youth drop out, and nearly half leave by the eighth grade; (iii) Hispanics are twice as likely as African Americans to drop out. White and Asian-American students are least likely to drop out; (iv) more than half the students who drop out leave by the tenth grade, 20% quit by the eighth grade, and 3% drop out by the fourth grade; (v) nearly 25% changed schools two or more times, with some changing for disciplinary reasons; (vi) almost 20% were held back a grade, and almost half failed a course; (vii) almost one-half missed at least 10 days of school, one-third cut class at least 10 times, and one-quarter were late at least 10 times; (viii) 8% spent time in a juvenile home or shelter; (ix) one-third were put on in-school suspension, suspended, or put on probation, and more than 15% were either expelled or told they couldn't return; and (x) 12% of dropouts ran away from home; and

WHEREAS, in February 2005, the Educational Testing Service released its report, "One-Third of a Nation: Rising Dropout Rates and Declining Opportunities," in which it stated that one-third of students are leaving high school without a diploma, high school completion rates have not been accurately reported, and, from 1990 to 2000, the graduation rate declined in all but seven states and the rate declined by eight or more percentage points in 10 states; and

WHEREAS, the Educational Testing Service also reported that "there is a shortage of guidance counselors available to work with students at risk of dropping out and their families, the opportunity for dropouts to resume education and training is diminishing, the earning power of high school dropouts has been in almost continuous decline over the past three decades, and the United States ranks 10th in the world in high school completion rates"; and

WHEREAS, the personal and social costs of dropping out of school have increased, and the gap between dropouts and more educated people is widening as opportunities increase for higher skilled workers and all but disappear for the less skilled; and

WHEREAS, it is estimated that high school dropouts will earn \$200,000 less than high school graduates, and over \$800,000 less than college graduates during their lifetimes; and

WHEREAS, truancy, health conditions, poor academic performance, substance abuse, family dysfunction, behavior problems, crime, and other sociocultural issues influence the dropout rate; and

WHEREAS, declining graduation rates present significant challenges to the stability of the nation's and the Commonwealth's social and economic global standing and ability to maintain a competitive advantage among industrialized nations; and

WHEREAS, federal agencies and nationally recognized organizations have directed states' attention to the need to address the declining graduation rate; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education be encouraged to collect data and information pertaining to and monitor high school dropout and graduation rates in the Commonwealth. The Department of Education shall collect such data and information pursuant to criteria prescribed by the Board of Education. In collecting the data and information, and in its monitoring efforts, the Department of Education shall (i) determine the relevancy of the current

process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions; (ii) compile data concerning the number of students who dropped out of school before the seventh grade and the reasons therefor, and the number of students who graduate annually, for school years 2002, 2003, 2004, and 2005; (iii) ascertain whether, by whom, and the manner in which students at risk of dropping out are counseled to remain in school; (iv) identify local school division initiatives and efforts to retain and retrieve students at risk of dropping out, particularly student populations with low high school graduation rates; and (v) apprise policymakers fully regarding the Commonwealth's dropout and high school graduation rates, and of any statutory, fiscal, or regulatory changes that may be necessary to avoid an increase in the school dropout rate; and, be it

RESOLVED FURTHER, That the Clerk of the House of Delegates transmit a copy of this resolution to the President of the Board of Education and the Superintendent of Public Instruction, requesting that they further disseminate copies of this resolution to their respective constituents so that they may be apprised of the sense of the General Assembly of Virginia in this matter.