Educate Maine is pleased to present the Education Indicators for Maine 2019 report. This is the 7th installment of this annual report that provides data snapshots of Maine’s education system from early childhood through adulthood. The data in the report measures access, participation, and performance across the system. This year, in addition to disaggregated data by socio-economic status, the report also includes disaggregated data based on race/ethnicity and gender. This disaggregated data is essential to understanding how we can better support students. No one indicator tells a complete story, but taken together, they do provide the reader a view of what is working well and where we need to invest more time and resources.

Educate Maine is a proud member of MaineSpark, a coalition of organizations focused on the state attainment goal: by 2025, 60% of the Maine workforce will hold education and workforce credentials that position Maine and its families for success. A credential of value includes everything from a skilled trade certificate to a college degree that connects a person to a good job and career in Maine. Educate Maine joins over 100 other education, philanthropic, nonprofit, and business organizations in pursuit of this ambitious goal. The indicators within this report represent critical benchmarks along the education pipeline. Moving these indicators toward their respective goals will allow us to achieve our goal of 60% by 2025.

We hope that you find this information helpful in advancing a constructive conversation about the future of Maine’s education system and the well-being of Maine’s workforce and economy.

Sincerely,

Jason Judd, Ed.D.
EXECUTIVE DIRECTOR
EDUCATE MAINE

This report is available at educatemaine.org/research-reports
STUDENT CATEGORIES

For the purposes of this report, *economically disadvantaged* students are those eligible for the National School Lunch Program, which provides free and reduced-price school meals to children living in households with incomes at or below 185% of the poverty level ($47,638 for a family of four). School districts collect this information from applications, which families complete annually.

Schools collect information on students’ gender and race/ethnicity from parents or guardians at the start of each school year. Race/ethnicity categories are those used for state reporting to the U.S. Department of Education:

- **American Indian or Alaska Native**
- **Asian/Pacific Islander**: Asian (including Indian subcontinent and Philippines origin) combined with Native Hawaiian or Other Pacific Islander
- **Black or African American**
- **Hispanic**
- **White (including Middle Eastern origin)**
- **Two or more races**

STUDENT ASSESSMENT DATA

Student achievement is measured with standardized tests. In the past, *Education Indicators for Maine* has used results of the National Assessment of Educational Progress (NAEP) as its measure of student achievement in 4th and 8th grades, reporting the proportions of students meeting the NAEP proficient standard, a benchmark that is above grade-level. The NAEP allows us to compare with other states, but has the drawback of being based on only a random sample of Maine students.

This year, the Ten Indicators table at the beginning of the report will keep NAEP data to compare to our 2019 goals to remain consistent. However, in this report, we are transitioning from NAEP data to Maine Educational Assessment (MEA) data.

The 4th and 8th grade achievement sections report the proportion of students meeting state expectations on the MEA. All Maine students take the eMPowerME test in 3rd through 8th grades. To measure high school student achievement, we report on the proportion of Maine 11th graders meeting the state expectation on the College Board’s SAT test.
## TEN INDICATORS

<table>
<thead>
<tr>
<th>PAGE</th>
<th>INDICATOR</th>
<th>WHERE WE STARTED (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>PRESCHOOL PARTICIPATION</td>
<td>43% of 3- &amp; 4-year-olds were enrolled in public or private preschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32% of 4-year-olds were enrolled in public Pre-K</td>
</tr>
<tr>
<td>9</td>
<td>PRESCHOOL ACCESS</td>
<td>49% of Maine school districts offered public Pre-K</td>
</tr>
<tr>
<td>10</td>
<td>FULL-DAY KINDERGARTEN</td>
<td>87% of Maine school districts offered full-day kindergarten</td>
</tr>
<tr>
<td>12</td>
<td>4TH GRADE ACHIEVEMENT</td>
<td>37% and 47% of 4th grade students were at or above proficiency in reading and math, respectively</td>
</tr>
<tr>
<td>14</td>
<td>8TH GRADE ACHIEVEMENT</td>
<td>38% and 40% of 8th grade students were at or above proficiency in reading and math, respectively</td>
</tr>
<tr>
<td>16</td>
<td>HIGH SCHOOL ACHIEVEMENT</td>
<td>* of 11th grade students were at or above proficiency in reading and math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of Maine students graduated high school in 4 years</td>
</tr>
<tr>
<td>19</td>
<td>COLLEGE-GOING &amp; PERSISTENCE</td>
<td>62% of Maine students enrolled in college within one year of graduating from high school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85% of Maine first-year students returned for a second year at a college institution</td>
</tr>
<tr>
<td>20</td>
<td>COLLEGE COMPLETION</td>
<td>60% of Maine and 64% of New England students graduate college within 150% of normal program time (2015)*</td>
</tr>
<tr>
<td>21</td>
<td>COLLEGE COST &amp; DEBT</td>
<td>The average net cost of college for Maine students was higher as a percent of per capita income than New England: 40% Maine vs 38% New England</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maine students have a higher annual debt burden as a percent of per capita income than New England: 17% vs 14%</td>
</tr>
<tr>
<td>22</td>
<td>MAINERS WITH POSTSECONDARY CREDENTIALS OF VALUE</td>
<td>37% of Maine adults have a postsecondary credential of value (college degree, certificate or industry credential)</td>
</tr>
</tbody>
</table>
These ten indicators follow the path of Maine children as they grow and learn. We look at participation in early childhood educational programs because those experiences lay the foundation on which all future education is based. We examine performance from first grade through high school because we understand the importance of demonstrating proficiency at one level in order to be ready to achieve at the next level. Finally, we study postsecondary outcomes because, ultimately, it is educational attainment—in all its forms—that we seek to measure and celebrate.

Please note that in keeping consistent with previous years’ reports, this table compares NAEP assessment data with our 2019 goals. The 4th and 8th grade sections later in this report use MEA data.

### WHERE WE STAND

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- &amp; 4-year-olds in public or private preschool</td>
<td>43%</td>
</tr>
<tr>
<td>4-year-olds in public Pre-K</td>
<td>46%</td>
</tr>
<tr>
<td>Maine school districts offering public Pre-K</td>
<td>78%</td>
</tr>
<tr>
<td>Maine school districts offering full-day kindergarten</td>
<td>98%</td>
</tr>
<tr>
<td>4th grade students at or above proficiency in reading and math</td>
<td>36% and 42%</td>
</tr>
<tr>
<td>8th grade students at or above proficiency in reading and math</td>
<td>36% and 34%</td>
</tr>
<tr>
<td>11th grade students at or above proficiency in reading and math</td>
<td>57% and 35%</td>
</tr>
<tr>
<td>Maine students graduating high school in 4 years</td>
<td>87%</td>
</tr>
<tr>
<td>Maine students enrolling in college within one year of graduating from high school</td>
<td>62%</td>
</tr>
<tr>
<td>First-year students returning for a second year at a college institution</td>
<td>83%</td>
</tr>
<tr>
<td>Maine and New England college graduation rate</td>
<td>62% and 65%</td>
</tr>
<tr>
<td>College completion gap with New England</td>
<td>Close the college completion gap with New England</td>
</tr>
<tr>
<td>Net cost of college as a percent of per capita income</td>
<td>Close the cost and debt gap with New England</td>
</tr>
<tr>
<td>Average annual debt burden as a percent of per capita income</td>
<td>Maine students have a higher annual debt burden as a percent of per capita income than New England: 16% vs 12%</td>
</tr>
<tr>
<td>Postsecondary credential of value</td>
<td>45% of Maine adults have a postsecondary credential of value</td>
</tr>
</tbody>
</table>

### 2019 GOALS

<table>
<thead>
<tr>
<th>Goal</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- &amp; 4-year-olds in public or private preschool</td>
<td>50%</td>
</tr>
<tr>
<td>4-year-olds in public Pre-K</td>
<td>64%</td>
</tr>
<tr>
<td>Maine will offer consistent and quality public Pre-K programming to 100% of Maine 4-year-olds</td>
<td>Maine will offer consistent and quality public Pre-K programming to 100% of Maine 4-year-olds</td>
</tr>
<tr>
<td>Maine students will increase their proficiency in reading to 44% and in math to 54%</td>
<td>Maine students will increase their proficiency in reading to 44% and in math to 54%</td>
</tr>
<tr>
<td>Maine students will increase their proficiency in reading to 45% and in math to 47%</td>
<td>Maine students will increase their proficiency in reading to 45% and in math to 47%</td>
</tr>
<tr>
<td>Maine students will increase their proficiency in reading to 70% and in math to 55%</td>
<td>Maine students will increase their proficiency in reading to 70% and in math to 55%</td>
</tr>
<tr>
<td>90% of Maine students will graduate high school in 4 years</td>
<td>90% of Maine students will graduate high school in 4 years</td>
</tr>
<tr>
<td>66% of Maine students will enroll in college within one year of graduating from high school</td>
<td>66% of Maine students will enroll in college within one year of graduating from high school</td>
</tr>
<tr>
<td>88% of Maine first-year students will return for a second year of college</td>
<td>88% of Maine first-year students will return for a second year of college</td>
</tr>
<tr>
<td>Close the college completion gap with New England</td>
<td>Close the college completion gap with New England</td>
</tr>
<tr>
<td>Close the cost and debt gap with New England</td>
<td>Close the cost and debt gap with New England</td>
</tr>
<tr>
<td>44% of Maine adults have a postsecondary credential of value</td>
<td>44% of Maine adults have a postsecondary credential of value</td>
</tr>
</tbody>
</table>

*Recent changes in Maine Educational Assessment tests require the setting of a new baseline.*
MAINE’S PUBLIC EDUCATION PIPELINE

PRE-K (4 yr. old programming)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolled</th>
<th>Proficient</th>
<th>Not Proficient</th>
<th>Met the Milestone</th>
<th>Took an Alternate Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5,900</td>
<td>12,900</td>
<td>12,900</td>
<td>12,900</td>
<td>12,900</td>
</tr>
<tr>
<td>4th Grade</td>
<td>6,600</td>
<td>6,300</td>
<td>5,200</td>
<td>7,200</td>
<td>5,200</td>
</tr>
<tr>
<td>8th Grade</td>
<td>6,900</td>
<td>7,700</td>
<td>6,000</td>
<td>7,900</td>
<td>6,000</td>
</tr>
<tr>
<td>11th Grade</td>
<td>5,000</td>
<td>5,100</td>
<td>5,100</td>
<td>5,100</td>
<td>5,100</td>
</tr>
</tbody>
</table>
Our goal at Educate Maine is to prepare all students for college and career. Reaching this goal is essential if we are to build a workforce to fuel our economy and maintain our communities. Work towards our goal starts early. Students enter the education pipeline when they enroll in high-quality, early childhood education programs and advance, achieving proficiency in 1st — 12th grades. They graduate high school prepared for college and career and move on to postsecondary education or training. With a degree or certificate in hand, Mainers exit the pipeline ready to be a productive contributor to the economy.

Unfortunately, there are leaks in the pipeline. Not all children enter the public education system on the same footing and not all children achieve proficiency at the same rate. These “leakage points” represent areas to focus our efforts and to build a workforce to meet the needs of our economy. The data used to develop this graphic comes from the Education Indicators for Maine 2019 Report.

### Applying Current Data to a Hypothetical Class—A Possible Future

The pipeline below represents the journey of a hypothetical Maine class that advances through the system using current participation, achievement, and transition rates found in this publication.
Over the last decade, the overall number of students enrolled in public schools in Maine has decreased while the proportion of students that are economically disadvantaged has increased.

While the number of enrolled students fluctuates each year, the overall trend shows a decrease in enrollment. In 2009-2010 the total number of enrolled students was 190,251 compared to 182,496 in 2018-2019.

The percent of economically disadvantaged students decreased from 47% in 2017-2018 to 43% in 2018-2019; however, Maine still has a higher percentage of students who are economically disadvantaged than ten years ago. The percent of enrolled students that were economically disadvantaged in 2009-2010 was 41%. The increase in the proportion of students that are economically disadvantaged presents a challenge to schools and teachers, who must provide additional support services in order to ensure their students are healthy and prepared to learn and achieve.

### MAINE STUDENT ENROLLMENT

American Indian/Alaska Native 1%
Asian/Pacific Islander 2%
Black or African American 4%
Hispanic/Latino 2%
Two or More Races 3%
White 89%

Economically Disadvantaged 43%
Not Economically Disadvantaged 57%

Female 48%
Male 52%

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**CHILDREN WHO ARE POOR FOR HALF THEIR CHILDHOODS ARE 90% MORE LIKELY NOT TO COMPLETE HIGH SCHOOL, COMPARED TO CHILDREN WHO WERE NEVER POOR.**[1]
EARLY CHILDHOOD

Here’s a look at what you will learn in this section.

THE BIG PICTURE
The achievement gap starts before children enter school. In order to bridge the achievement gap, enrollment and family involvement in quality, early childhood education are essential.

THE NUMBERS
- 43% of Maine 3- and 4-year-olds are enrolled in school, 46% of 4-year-olds are in public Pre-K
- 78% of Maine school districts offer public Pre-K
- 98% of Maine school districts offer full-day Kindergarten

MAIN TAKEAWAY
Greater access to quality, public Pre-K helps close the achievement gap by ensuring economically disadvantaged students are not already behind their peers before they begin their K-12 education. Reducing the gap early improves student proficiency and achievement throughout the entire education pipeline.

(SEE THE WHOLE PIPELINE INFOGRAPHIC ON PAGES 4-5)
PRESCHOOL & PUBLIC PRE-K PARTICIPATION

Early childhood education provides students with a solid foundation to build on throughout their education and into adulthood. Participation rates vary significantly across family income levels. In order to close the achievement gap, early intervention is necessary. Increased enrollment for economically disadvantaged students will aid in closing the achievement gap as students proceed through the education pipeline.

Preschool refers to any educational/care programming available to 3- and 4-year-olds prior to kindergarten. Pre-K refers to public programming for 4-year-olds available in Maine the year before kindergarten.

- In 2018-2019, 46% of all 4-year-olds were enrolled in public Pre-K programs in Maine, an increase from the previous year (44%).
- 35% of 3- and 4-year-olds living below 200% of poverty are enrolled in school.
- 49% of 3- and 4-year-olds living at or above 200% of poverty are enrolled in school.

**WHERE WE ARE**

| 43% OF 3- AND 4-YEAR-OLDS ARE ENROLLED IN PUBLIC OR PRIVATE PRESCHOOL |
| 46% OF 4-YEAR-OLDS ARE ENROLLED IN PUBLIC PRE-K |

**2019 GOALS**

| 50% OF 3- & 4-YEAR-OLDS WILL BE ENROLLED IN A PUBLIC OR PRIVATE PRESCHOOL |
| 64% OF 4-YEAR-OLDS WILL BE ENROLLED IN PUBLIC PRE-K |

**4-YEAR-OLDS ENROLLED IN PUBLIC PRE-K IN MAINE**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>34%</td>
<td>35%</td>
<td>36%</td>
<td>40%</td>
<td>39%</td>
<td>44%</td>
<td>46%</td>
</tr>
</tbody>
</table>

**CHILDREN FROM ALL SOCIOECONOMIC BACKGROUNDS REAP THE LONG-TERM BENEFITS OF QUALITY EARLY CHILDHOOD EDUCATION**

**PRE-SCHOOL ENROLLMENT 3- AND 4-YEAR-OLDS, PUBLIC AND PRIVATE**

<table>
<thead>
<tr>
<th>Total Preschool Enrollment</th>
<th>2013-2017 Average (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAINE</td>
<td>43%</td>
</tr>
<tr>
<td>NEW ENGLAND</td>
<td>57%</td>
</tr>
</tbody>
</table>

SOURCE: Early Childhood Specialist, Maine Department of Education
Ensuring voluntary public Pre-K options are available in every school district provides
greater access to high quality early childhood education for Maine families. Although
some families will continue to choose to enroll their children in private Pre-K settings
or choose to keep them home until Kindergarten, voluntary public Pre-K provides
greater access while honoring family choice.

- Public Pre-K access has increased considerably since 2008-2009, when only 24% of districts
  offered a public Pre-K option.
- State law requires all school districts to offer a voluntary public Pre-K option.
- Maine public Pre-K is high quality: Maine met 9 of 10 quality standards in recent years. [3]

**PUBLIC PRE-K ACCESS**

78% OF DISTRICTS OFFERING PUBLIC PRE-K

MAINE WILL OFFER CONSISTENT AND QUALITY PUBLIC PRE-K PROGRAMMING TO 100% OF MAINE 4-YEAR-OLDS

IF ALL MAINE STUDENTS HAD FULL-TIME EARLY EDUCATION FROM BIRTH TO KINDERGARTEN, OVER 1,000 MORE ECONOMICALLY DISADVANTAGED STUDENTS WOULD GRADUATE FROM HIGH SCHOOL. [4]

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**WHERE WE ARE**

PROPORTION OF MAINE SCHOOL DISTRICTS OFFERING A PUBLIC PRE-K PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>47%</td>
</tr>
<tr>
<td>2012-13</td>
<td>63%</td>
</tr>
<tr>
<td>2013-14</td>
<td>65%</td>
</tr>
<tr>
<td>2014-15</td>
<td>72%</td>
</tr>
<tr>
<td>2015-16</td>
<td>71%</td>
</tr>
<tr>
<td>2016-17</td>
<td>75%</td>
</tr>
<tr>
<td>2017-18</td>
<td>75%</td>
</tr>
<tr>
<td>2018-19</td>
<td>78%</td>
</tr>
</tbody>
</table>

SOURCE: Early Childhood Specialist, Maine Department of Education
Maine has made great strides in increasing the number of school districts offering full-day Kindergarten. In 2002, only 51% of districts offered full-day Kindergarten. Today, nearly all districts offer full-day Kindergarten. Providing full-day Kindergarten is essential in closing the achievement gap, as students who attend full-day Kindergarten are more equipped to master the skills needed in first grade and beyond. All Kindergarteners are expected to master the same standards regardless of whether they attend full- or half-day sessions.

WHERE WE ARE
98% of districts offer full-day Kindergarten

2019 GOALS
100% of Maine school districts will offer full-day Kindergarten

FULL-DAY KINDERGARTEN IN MAINE VS NEW ENGLAND (2017)

98% of Maine school districts offered full-day kindergarten in 2017. This is an increase from just 51% in 2002.

MAINE
98%

NEW ENGLAND
96%

DISTRICTS WITH FULL-DAY KINDERGARTEN
DISTRICTS WITHOUT FULL-DAY KINDERGARTEN

SOURCE: New England State Departments of Education

BY THE TIME VERY ECONOMICALLY DISADVANTAGED CHILDREN ENTER KINDERGARTEN, THEY ARE 12 TO 14 MONTHS BEHIND IN LANGUAGE AND PRE-READING SKILLS, COMPARED WITH THEIR HIGHER-INCOME PEERS.5
By the time students leave high school, they should be prepared for post-secondary education or a career. However, Maine’s achievement gap is still significant and a large portion of students are not meeting proficiency standards at graduation. We track the proportion of students scoring proficient or higher on the Maine Educational Assessments (MEA) in 4th and 8th grades and the SAT in 11th grade. We also take a look at the achievement gap based on socioeconomic and race/ethnicity factors.

**THE NUMBERS**

- **4TH GRADE**
  - 51% of students are proficient in reading and 40% of students are proficient in math

- **8TH GRADE**
  - 53% of students are proficient in reading and 39% of students are proficient in math

- **HIGH SCHOOL (11TH GRADE)**
  - 57% proficient in reading, 35% proficient in math
  - 87% of entering 9th graders graduate from high school in 4 years

**MAIN TAKEAWAY**

In order to better prepare our students for postsecondary education and the workforce, we need to focus on closing the achievement gap and increasing proficiency.
Student achievement in school is assessed at large for the first time in 4th grade, allowing us to measure proficiency early in the education pipeline. This measurement is important as students’ proficiency in 4th grade is an indicator of students’ ability to graduate high school and graduate on time. Students who are not reading proficiently by 3rd grade (as indicated by 4th grade scores) are four times more likely to drop out than proficient readers.[3] Early intervention is essential for ensuring students’ future success.

The achievement gap refers to the difference in academic performance or educational attainment between groups of students, examined here by student socioeconomic status, gender, and race/ethnicity. Closing achievement gaps early is important in terms of preventing them from growing larger over time. This should improve overall academic proficiency throughout the educational pipeline.

The following data are based on eMPowerME results from 2018:

- 51% of all Maine 4th graders were proficient in reading in 2018, compared to 52% in the previous two years. 40% of 4th graders were proficient in math in 2018, compared to 44% in 2017 and 40% in 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in reading (63%) and math (52%) than students who are economically disadvantaged (39% in reading and 27% in math). The gap in reading proficiency has closed by 2% in the past two years, and has remained unchanged in math proficiency.
- Female students achieved a higher rate of proficiency in reading (56%) compared to male students (47%), while male students achieved a slightly higher rate of proficiency in math (41% compared to 39% for female students). Proficiency rates for male and female students in both reading and math have remained essentially unchanged over the past two years.
- Asian students achieved a much higher rate of proficiency in reading (77%) compared to other racial/ethnic groups. See the charts below for detailed data on proficiency rates in math and reading by race/ethnicity.

**4TH GRADE ACHIEVEMENT**

**REGIONAL COMPARISONS:**

**4TH GRADE READING PROFICIENCY:**

<table>
<thead>
<tr>
<th></th>
<th>MAINE</th>
<th>NEW ENGLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>36%</td>
<td>39%</td>
</tr>
</tbody>
</table>

**4TH GRADE MATH PROFICIENCY:**

<table>
<thead>
<tr>
<th></th>
<th>MAINE</th>
<th>NEW ENGLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>42%</td>
<td>44%</td>
</tr>
</tbody>
</table>

The National Assessment of Education Progress (NAEP) offers a second set of data useful in comparing proficiency of Maine students with regional and national student proficiency levels.[6]

**4TH GRADE PROFICIENCY BY STUDENT SUBGROUP, 2018***

**READING**

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Proficiency Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>51%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>42%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>45%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>45%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>52%</td>
</tr>
<tr>
<td>White</td>
<td>52%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>39%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>62%</td>
</tr>
<tr>
<td>Female</td>
<td>56%</td>
</tr>
<tr>
<td>Male</td>
<td>47%</td>
</tr>
</tbody>
</table>

**MATH**

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Proficiency Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>40%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>27%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>52%</td>
</tr>
<tr>
<td>Female</td>
<td>39%</td>
</tr>
<tr>
<td>Male</td>
<td>41%</td>
</tr>
</tbody>
</table>

Disaggregated proficiency data by race/ethnicity for 4th grade students is not available for math.

*Students with English Learner status excluded [7]

SOURCE: Maine Assessment and Accountability Reporting System (MAARS), https://lms.backpack.education/public/main
8TH GRADE ACHIEVEMENT

Eighth grade achievement is an important indicator of progress as students prepare to move on to high school. Performance in eighth grade often indicates performance in high school and is one of the strongest predictors of college- and work-readiness.

The achievement gap refers to the difference in academic performance or educational attainment between groups of students, examined here by student socioeconomic status, gender, and race/ethnicity. While early intervention is key in closing achievement gaps, making sure that gaps are addressed before high school is crucial in order to improve student graduation rates and proficiency at graduation.

The following data are based on eMPowerME results from 2018:

- 53% of all Maine 8th graders were proficient in reading in 2018, a 5 percentage point increase since 2016. 39% of all Maine 8th graders were proficient in math in 2018, a 4 point increase since 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in 2018 in reading (62%) and math (50%) than students who are economically disadvantaged (39% in reading and 23% in math). Since 2016, the achievement gap in reading has not changed, however, both groups’ performance increased by 4 points. The gap widened in math from 23 points in 2016 to 27 points in 2018 due to higher proficiency gains among not economically disadvantaged students.
- Female students achieved a much higher rate of proficiency in reading (61%) compared to male students (45%), and also demonstrated a slightly higher rate of proficiency in math (39% compared to 38% for male students). Males have been narrowing both the reading and math proficiency gaps with female students by 1 point each year since 2016.
- Asian students achieved a much higher rate of proficiency in math (60%) compared to other racial/ethnic groups.

SOURCE: Maine Assessment and Accountability Reporting System (MAARS), https://lms.backpack.education/public/maine

*Students with English Learner status excluded [7]
Achievement in high school is measured by both the SAT and graduation rates (high school completion). Maine has set lofty goals for high school proficiency in the coming years, particularly in math, to ensure students are prepared for postsecondary education and the workforce. It’s essential to target and address the needs and barriers to success for diverse student subgroups if we hope to move these numbers and close enduring gaps.

The following data are based on SAT results from 2018:

- 57% of all Maine 11th graders were proficient in reading in 2018, a 3% decrease since 2016. 35% of all Maine 11th graders were proficient in math in 2018, a rate that has remained unchanged since 2016.
- Students who are not economically disadvantaged achieved much higher rates of proficiency in 2018 in reading (67%) and math (43%) than students who are economically disadvantaged (40% in reading and 19% in math). Since 2016, the achievement gap has widened by 2 points in reading and 1 point in math.
- Female students achieved a higher rate of proficiency in reading (60%) compared to male students (54%), while male students achieved a higher rate of proficiency in math (36% compared to 33% for female students). Gaps have decreased slightly in reading since 2016 as the performance of both males and females declined (slightly more for females) and widened slightly in math due to a small decline in the rate of proficiency for females.
- The gap in HS graduation rates between economically disadvantaged (78%) and not economically disadvantaged students (95%) was 17 points, unchanged since 2012.
In 2019 a high school diploma is simply not enough. More learning must happen to make Maine’s workforce competitive in the larger market. This is why MaineSpark has a goal for 60% of Mainers to hold a postsecondary credential of value by 2025.

THE NUMBERS

• 62% of Maine high school graduates enroll in college within one year of graduation and 83% of Maine students return for the second year of college.

• 62% of first-time, full-time Maine college students complete their degree within 150% of the normal program time.

• In 2016-2017, the average net price of college for Maine students was $16,719 (38% of per-capita income) and the average student debt was 16% of per-capita income.

• 45% of Mainers hold a postsecondary credential of value.

MAIN TAKEAWAY

To best serve Maine’s expanding workforce, we need to increase the number of Mainers with postsecondary credentials of value. In order to achieve this, the price of college (and other credentials of value) need to be made more affordable to Maine students, allowing and encouraging more students to complete their degrees and certificates.
An increasing number of jobs in Maine are requiring education beyond high school. In order to meet the demands of Maine’s workforce, a high school diploma is not enough. Improved preparation for postsecondary education will increase the proportion of Maine students enrolling in college and completing their degrees.

- 62% of Maine high school graduates enroll in college within a year of graduation
- The gap in college-going rates between economically disadvantaged (50%) and not economically disadvantaged students (75%) was 25 points.
- 83% of all Maine students return for the second year of college, 74% of economically disadvantaged students return.

**WHERE WE ARE**

62% of students enroll in college within one year of graduating from high school

83% of Maine first-year students return for the second year of college

**2019 GOALS**

66% of students will enroll in college within one year of graduating from high school

88% of Maine first-year students will return for the second year of college

**REGIONAL COMPARISONS:**

CLASS OF 2018

**COLLEGE ENROLLMENT RATE**

MAINE 62%

NEW ENGLAND 66%

CLASS OF 2016

**COLLEGE PERSISTENCE RATE**

MAINE 83%

NEW ENGLAND 84%

**SOURCE:** Maine DOE Data Warehouse, www.maine.gov/doe/data-reporting/reporting/warehouse/NSC-2018
College completion opens many doors for Mainers entering the workforce. Mainers with a college degree are eligible for more and higher paying jobs than those who do not complete college. This report uses data from the New England Secondary School Consortium (NESSC) to measure college completion, including transfer students finishing their degree at a different institution. For the purposes of this report, college completion is counted as 150% of the normal program time.

- 62% of first-time, full-time Maine college students complete their degree.
- 45% of economically disadvantaged Maine college students complete their degree compared with 70% of their peers who are not economically disadvantaged.
- 65% of New England college students complete their degree.

WHERE WE ARE
62% MAINE, 65% NEW ENGLAND

2019 GOALS
CLOSE THE COLLEGE COMPLETION GAP WITH NEW ENGLAND

STUDENTS WHO DO NOT COMPLETE COLLEGE ARE
3X MORE LIKELY THAN COLLEGE GRADUATES TO DEFAULT ON THEIR STUDENT LOANS.\([10]\)

College Completion Rates

The best way to ensure a prosperous future for Maine is to increase the number of Mainers pursuing a credential of value after high school. However, the cost of college and student debt burden has a great influence over who enrolls in higher education and whether they graduate. In order to be competitive in an increasingly educated marketplace, college needs to be more affordable for Maine students, closing the affordability gap with New England.

- In Maine in 2016-2017, the average net price of college for students was $16,719 (38% per-capita income) and average student debt ($6,941) was 16% of per-capita income.
- In New England in 2016-2017, the average net price of college was $21,453 (34% of per-capita income) and the average student debt ($7,526) was 12% of per-capita income.

### WHERE WE ARE

MAINE COLLEGE COST IS 38% OF PER CAPITA INCOME ON AVERAGE VS NEW ENGLAND COLLEGE COST OF 34% OF PER CAPITA INCOME

MAINE DEBT LOAD IS 16% OF PER CAPITA INCOME VS NEW ENGLAND DEBT LOAD OF 12% OF PER CAPITA INCOME

### 2019 GOALS
CLOSE THE COST AND DEBT GAPS WITH NEW ENGLAND

<table>
<thead>
<tr>
<th>COLLEGE COST &amp; DEBT IN MAINE VS NEW ENGLAND (2016-2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AVERAGE NET PRICE</strong></td>
</tr>
<tr>
<td>$16,719 Maine</td>
</tr>
<tr>
<td>$21,453 New England</td>
</tr>
</tbody>
</table>

| **AVERAGE ANNUAL STUDENT LOAN**            | **AVERAGE STUDENT LOAN AS A PERCENTAGE OF ANNUAL INCOME** |
| $6,941 Maine                              | 16% Maine                                              |
| $7,526 New England                       | 12% New England                                        |

SOURCE: Integrated Postsecondary Education Data System (IPEDS), National Center for Education, U.S. Department of Education
To meet the needs of Maine’s current workforce, most employees will need to obtain a postsecondary credential of value in addition to their high school diploma. Postsecondary credentials of value include college degrees, skilled trade credentials, and professional certificates. Educate Maine and MaineSpark set a goal that 60% of Mainers will hold a postsecondary credential of value by 2025. We have reached our goal of 44% by 2019, but still have some work to do in order to achieve our state-mandated goal of 60% of Mainers with a postsecondary degree by 2025.

**WHERE WE ARE**

Maine 45%, New England 54%

**2019 GOALS**

44% of Mainers will hold a postsecondary credential of value

**Working Age Adults (25-64) with a Postsecondary Degree or Credential**

- **2008**: Maine 37%, New England 46%
- **2010**: Maine 45%, New England 54%
- **2012**: Maine 48%, New England 54%
- **2014**: Maine 54%, New England 54%
- **2016**: Maine 45%, New England 54%
- **2018**: Maine 45%, New England 54%

*Credential estimates included for 2015-2018

WHAT CAN WE DO TO REACH OUR GOALS?

Select Strategies from the Educate Maine Policy Brief Series

Educate Maine's “Helping Diverse Students Thrive”
- Identify and eliminate discriminatory school policies.
- Develop and incorporate culturally inclusive curriculum.
- Provide implicit bias training to teachers and staff.
- Support salary increases, loan assistance, and loan forgiveness programs for new educators.

Educate Maine's “Getting Ready for High-Paying Careers in Maine”
- Encourage business, government and nonprofit leaders to be actively involved in their local schools—providing mentoring, internships, summer jobs, open houses; and contributing equipment and money for technical courses.
- Provide Career and Technical Education (CTE) courses in computer programming, nursing, pre-engineering, construction, and other subjects as a part of every student’s education.
- Ensure guidance counselors understand and communicate the variety of pathways available for good-paying jobs in Maine.

Educate Maine's “College and Career Readiness for Maine”
- Provide a greater number of affordable, high quality public and private Pre-K options for Maine families.
- Provide greater after school and summer programming learning opportunities to help students close achievement gaps.
- Support and complete the State’s shift to proficiency-based education.
- Provide quality early college and dual enrollment opportunities for all Maine students.

Check out MaineSpark's innovative programs offered by their coalition members
- “Strong Foundations, for children from birth through Sixth Grade”
- “Future Success, for students from Sixth Grade through post-secondary education”
- “Adult Promise, for adult learners looking to earn credentials or change careers”
- “New Opportunities, for professionals looking to move or begin new careers in Maine”
MISSION STATEMENT
Educate Maine champions career readiness by increasing the educational attainment of Maine people, enabling all students to succeed in postsecondary education and in the workplace.

EQUITY STATEMENT
All Maine people must have access to a quality education that provides them with the knowledge and skills required for a career and economic success. Education opportunities should not depend upon geography, income, gender identity, sexual orientation, age, race or ethnicity. Ensuring access and removing barriers will lead to greater equity, a stronger economy, and will allow Maine to achieve our common and state mandated goal: by 2025, 60% of Mainers will hold education and workforce credentials that position Maine and its families for success.

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