Redesigning High Schools:
Trends, Policies, and Programs

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Slide 1

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CEEP CENTER FOR EVALUATION & EDUCATION POLICY

INDIANA UNIVERSITY SCHOOL OF EDUCATION BLOOMINGTON

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About the Center for Evaluation & Education Policy

• The Center for Evaluation & Education Policy (CEEP) is a client-focused, self-funded research center associated with the School of Education at Indiana University.

• CEEP provides a wide range of **evaluation** and nonpartisan **policy research** services to policymakers, governmental entities, and non-profit organizations.

• CEEP is continually looking for new opportunities to help inform, influence, and shape the development of P-16 education policy not only in Indiana, but across the nation.

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CEEP Associates focus their broad spectrum of experience and capabilities to produce high impact within five "Areas of Excellence":

• Educational Evaluation

• Math, Science, and Technology Evaluation

• Literacy Evaluation

• Education Policy Research and Technical Assistance

• Health, Human Services, and Community Development Evaluation

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Presentation Outline

• Challenges Facing Indiana's and America's High Schools

1) Achievement gaps
2) Dropout and graduation rates
3) Suspension and expulsion data
4) Minority disproportionality in special education
5) College remediation trends

• Policy considerations and recommendations

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Challenges Facing Indiana's and America's High Schools

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Why is Reform Necessary?

- A number of academic indicators suggest that high school reform is necessary and urgent:
  - Significant achievement gaps persist
  - High school dropout and graduation rates
  - Suspension and expulsion rates
  - Minority disproportionality in special education
  - College remediation rates
- A lack of high school student engagement as noted by HSSSE (2005) also contributes to the need for reform
  - 50% of students spend four hours or less each week preparing for class
  - Less than half of the students (47%) indicated that their school places quite a bit or very much emphasis on providing helpful comments on their performance

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Why is Reform Necessary? (cont.)

- More importantly, the need for high school reform is being driven by changes in the workforce and the globalization of the economy – not by a decline in student achievement outcomes in high school.

- Expectations are high for all students, not just some.

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1) The Achievement Gap in Indiana

CEEP Report:
"Is the Achievement Gap in Indiana Narrowing?"
Issued September 19, 2005

http://ceep.indiana.edu/projects/PDF/Achievement_Gap_091405.pdf

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Indiana Achievement Gap Study Overview

- Not only timely, but most complete picture of Indiana's achievement gap since a state review in 2003.

- Report examined multiple performance measures over time by race/ethnicity, income, English proficiency, and special needs categories.

- Primary sources of data: IDOE, College Board, NCES.

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The Good News

- Aggregate results show progress over time for Indiana's public education system in a variety of important areas, including:

  - Core 40 and Academic Honors Diploma completion
  - SAT and ACT scores
  - Participation in and achievement on AP tests
  - ISTEP+ scores up slightly.

- Hoosiers' participation in higher education is also steadily increasing over time.

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The Good News (cont.)

- Particularly encouraging is the performance of Indiana's Grade 4 and 8 students in the areas of mathematics and science on the NAEP and TIMSS assessments. Grade 4 Hoosier students, for example, scored the second highest of all participants internationally on the TIMSS science assessment.

- Overall, Indiana's K-12 education system effectively serves a majority of our students.

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The Not-So-Good News

- Unfortunately, a significant number of poor and minority students in Indiana's K-12 public education system are not succeeding academically and are falling through the cracks.

- Indiana has significant achievement gaps that exist whether examining results by race/ethnicity, income, English proficiency, or disability.

- The achievement gaps have narrowed only marginally since the state embarked on a series of comprehensive school reform initiatives beginning in the late 1980s, including revisions to the school funding formula that account for certain at-risk factors.

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Severity of the Achievement Gap Nationally

- By the end of Grade 8, low income students and minority students lag behind their peers by three grade levels, and by the end of Grade 12 they lag behind by four grade levels.

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The Not-So-Good News (cont.)

- ISTEP+ results over time for Grades 3, 6, 8, and 10 demonstrate modest improvements for most subgroups, yet the achievement gaps have narrowed only slightly, if at all, and remain quite large.

- When examining the percentage of students passing both the mathematics and English/language arts sections of ISTEP+, the achievement gaps in the 2006-07 school year widen from the elementary to the secondary grade levels.
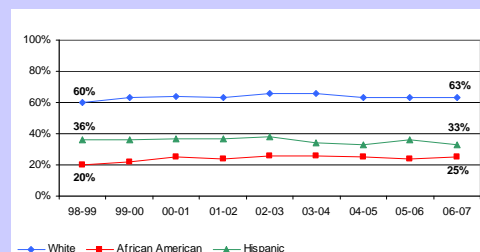
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Grade 3 ISTEP+ Percent Passing Eng/LA & Math by Ethnicity

White — African American — Hispanic

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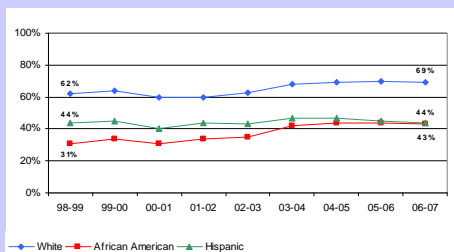
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Grade 10 ISTEP+ Percent Passing Eng/LA & Math by Ethnicity

White — African American — Hispanic

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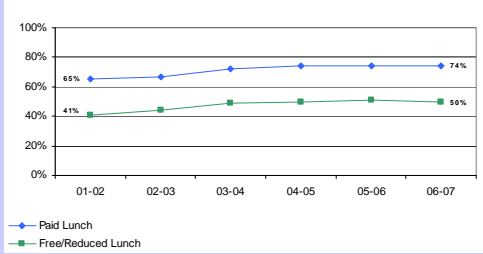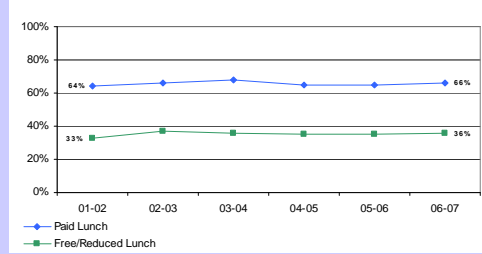
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Grade 3 ISTEP+ Percent Passing Eng/LA & Math by SES

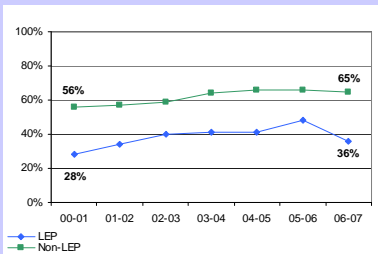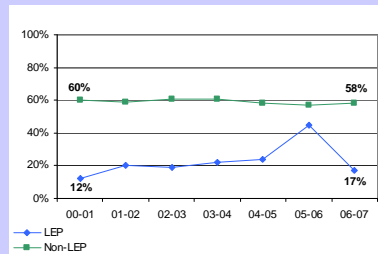**Grade 10 ISTEP+ Percent Passing Eng/LA & Math by SES**

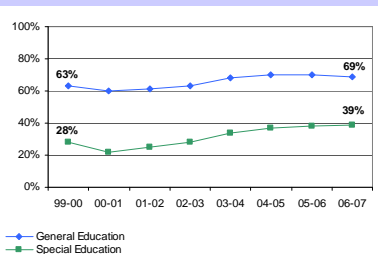**Grade 3 ISTEP+ Percent Passing Eng/LA & Math by LEP**
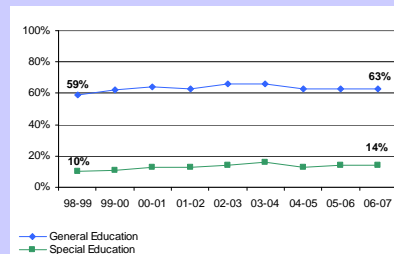

Grade 10 ISTEP+ Percent Passing Eng/LA & Math by LEP

Grade 3 ISTEP+ Percent Passing Eng/LA & Math by Special Education

Grade 10 ISTEP+ Percent Passing Eng/LA & Math by Special Education

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Conclusions of Achievement Gap Report

1) The achievement gap is a not only a school and classroom issue, but **a societal issue that must be addressed by a broad array of stakeholders that extends beyond educators**, including the governor, policymakers, business and industry, labor, clergy, and parents.

2) **Parents and the larger community must increase the value they place on elementary and secondary education** and become more engaged in supporting student learning. A citizenry that values and promotes academic achievement is essential to reducing the achievement gaps.

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Additional Conclusions (cont'd)

3) State and local leaders must acknowledge and address the impact that issues such as the high rates of mobility, increasing levels of poverty, poor nutrition, and restricted access to quality healthcare have on student achievement. Effective economic development, fiscal management, and public health policies will contribute to a reduction of the K-12 academic achievement gaps.

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Recommendations

1) Emphasize the role of state leadership.
2) Fulfill the recommendations of the P-16 Plan.
3) Promote early childhood education.
4) Support full-day kindergarten for all at-risk children.
5) Expand effective reading programs to all elementary classes.

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Recommendations (cont'd)

6) Examine middle school issues, particularly suspension and expulsion trends, and conduct an assessment of student engagement.

7) Continue the push to redesign high schools.

8) Revisit school improvement plan process.

9) Emphasize teacher quality.

10) Raise academic expectations.

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Achievement Gap Resources

CEEP Report: Is the Achievement Gap in Indiana Narrowing?
http://ceep.indiana.edu/projects/PDF/Achievement_Gap_091405.pdf

Closing the Achievement Gaps
NCREL, Learning Point Associates
http://www.ncrel.org/gap/library/topic.htm

Nation's Report Card (Overview)
National Center for Education Statistics
http://nces.ed.gov/nationsreportcard/about/#state

Closing the Achievement Gap
Education Commission of the States
http://www.ecs.org/html/issue.asp?issueID=194

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2. High School Dropout and Graduation Rates

- The national percentage of teens who were HS dropouts in 2005 was approximately 7%

- Between 2000 and 2004, Indiana had one of the top 10 highest percentages of teens who are HS dropouts in the country; however, in 2005 Indiana's standing significantly improved.

- In 2005, Indiana's percent of teens that were high school dropouts was 9%, a number that ranked Indiana 36th in the nation. A year earlier, Indiana had the highest percentage of teens who are HS dropouts in the nation at 13%.

  * Source: Annie E. Casey Foundation

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High School Dropout Rates (cont'd)

| Year	Percent of IN Teens who are HS Dropouts*	National Rank
2000	13%	40
2001	14%	45
2002	13%	47
2003	11%	45
2004	13%	50
2005	9%	36

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Source: Kids Count! Annie E. Casey Foundation

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High School Drop-out Rate a Significant Issue

- According to results of the 2005 Public Opinion Survey on Education in Indiana conducted by CEEP, 89% of Hoosiers indicated that the HS drop-out rate is a significant issue

- 92% of respondents between the ages of 18-34 strongly agreed or agreed

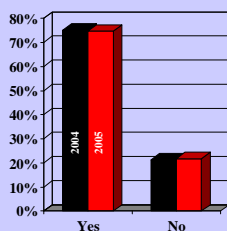- 92% of non-white respondents also strongly agreed or agreed

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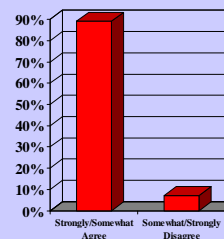
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Raising High School Drop-out Age

- 75% of respondents favored raising the high school drop-out age

- 81% of those earning less than $35,000 indicated support, compared with 72% of those earning greater than $75,000

- 87% of non-white respondents indicated support.

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Withhold Driver's License or Work Permit for Dropouts (ages 14-18)

- 67% of residents supported withholding driver's licenses or work permits for dropouts
- Those with less education indicated greater support:
  – HS or less: 72%
  – College grad or more: 61%
- Non-white respondents indicated greater support:
  – Non-white: 74%
  – White: 66%

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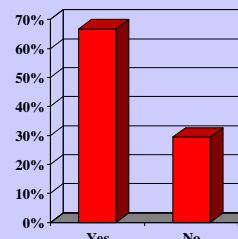
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Dropout Factories

- A Johns Hopkins University study released last month labeled 1700 high schools, or 12% of all high schools in the U.S. as "dropout factories."
- "Dropout factories" refer to schools whose senior classes contain 60% or fewer of the students who started there as freshmen.
- The highest concentration of dropout factories is in large cities or high-poverty rural areas in the South and Southwest.

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Indiana's Dropout Factories

- 10 of 340 high schools studied in Indiana were labeled as "dropout factories."
  – 2.94% of schools statewide
- Indiana ranks 40th in terms of highest dropout factory rate – a good ranking.
- 6 of the schools are located in Indianapolis, 2 in Gary.

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List of Indiana's Dropout Factories

- Indiana's 10 dropout factories and their retention rate, from lowest to highest include:

    - Arsenal Technical High School, Indianapolis: 22% retention
    - Manual High School, Indianapolis: 24% retention
    - Arlington High School, Indianapolis: 26% retention
    - Northwest High School, Indianapolis: 29% retention
    - Broad Ripple High School, Indianapolis: 34% retention

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List of Indiana's Dropout Factories (cont.)

- Richmond High School, Richmond: 53% retention
- Roosevelt High School, Gary: 58% retention
- Perry Meridian High School, Indianapolis: 59% retention
- Wallace High School, Gary: 60% retention
- East Chicago Central High School, East Chicago: 60% retention

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National High School Graduation Rates

- Revised graduation rate formulas reflect a much lower HS graduation rate than originally thought

- National HS graduation rate is approximately 70%

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Indiana's H.S. Graduation Rate

- Old method used since 1988-89 generated a graduation rate that hovered around 90%

- Based on NCES model

- Determined by figuring percentage of students dropping out at each of the four grade level **during the same year**.

- Each of the four dropout rates for Grades 9, 10, 11, and 12 is subtracted from 1.0, then the rates are multiplied by each other and by 100 to create that year's graduation rate.

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Corrected Numbers

- When using a method like the NGA model Indiana's HS graduation rate has hovered near the national average in recent years:

    - Greene (2001) calculated Indiana's graduation rate at 74%, ranking it 26th in the nation

    - An *Education Week* (2006) report calculated Indiana's graduation rate at 73%, ranking it 23rd in the country

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High School Graduation Rates Class of 2006

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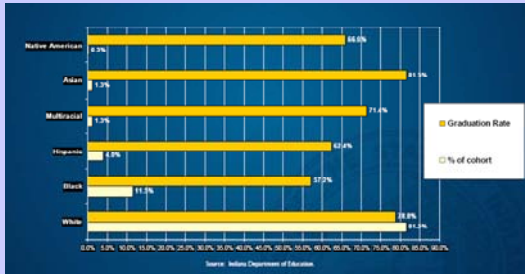
Indiana Family Impact Seminars – November 2007
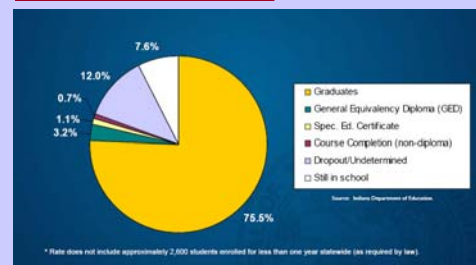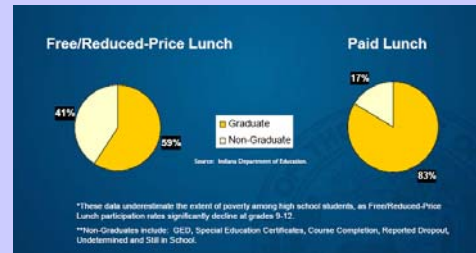
Graduation Rate by Ethnicity

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Graduation Rate by Socioeconomic Status

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3. Suspension and Expulsion Data

- For the 2000-2001 school year, Indiana had the highest expulsion rate and the 9th highest out-of-school suspension rate in the nation.
  - Data from U.S. ED Office of Civil Rights
  - Contrary to conventional wisdom, this is not due to issues of definition
- All states have disproportionality concerns regarding suspension and expulsion

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What Behaviors are Students Referred For? By Race

Of the 32 infractions, only 8 significant differences:

➢White students referred more for:
- •Smoking
- •Vandalism
- •Leaving w/o permission
- •Obscene Language

➢Black students referred more for:
- •Disrespect
- •Excessive Noise
- •Threat
- •Loitering

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Outcomes of Exclusionary Discipline

- 30-50% of students suspended are repeat offenders
  - "Suspension functions as a reinforcer…rather than as a punisher" (Tobin, Sugai, & Colvin, 1996)
- Use of suspension correlates with:
  - School dropout (school level) (Raffaele-Mendez; Ekstrom, 1986)
  - Juvenile incarceration (state level) (Skiba et al.)

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4. Minority Disproportionality in Special Education

- Equity Project at Indiana University
  - Directed by Prof. Russ Skiba
- Collaboration of IDOE & CEEP since 1998
  - Documents status of minority disproportionality in Indiana
  - Uses that information to guide change planning

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Over-representation of African Americans in Special Education

- Relative Risk for Indiana's AA students:
  - *Mild Mental Disability*   **3.29 x** more
  - *Emotional Disturbance*   **2.38 x** more
  - *Moderate MD*   **1.91 x** more
  - *Communication Disorder*   **35%** less
  - *Learning Disabled*   **6%** less

Skiba, Simmons, Ritter, Rausch, Feggins, Gallini, Edl, & Mukherjee, 2004

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Disproportionality in Placements

- African American students with a disability are **35% less likely** than their peers to have a **regular class placement**

- African American students with a disability are **2.84 times more likely** than their peers to have a **separate class placement**

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Why Does Disproportionality Occur?

- Not simply due to poverty
  - Poverty correlates, but race predicts independently
- Disproportionality as *multi-determined*
  - Contributions of special education process
  - Contributions of general education
    - Behavioral issues
    - Resource insufficiency

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5. College Remediation Nationally

- In 2000, 28% of college freshmen registered for at least one remedial education course
  - Most often in the areas of mathematics and writing

- The length of time students spend taking remedial courses increased:
  - From 33% taking one year or more in 1995 to 40% in 2000

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College Remediation in Indiana

- The number of IN students attending college has increased:
  - From 289,211 in 2000-01 to 366,342 in 2005-06

- The number of Hoosier students enrolling in remedial mathematics and language arts courses increased:
  - From 55,675 in 2000-01 to 71,928 in 2003-04

- The need for mathematics remediation among college freshmen has increased the most in recent years:
  - From 15.5% of freshmen in 00-01 to 20.2% of freshmen in 03-04

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Recently Enacted Education Laws and Legislation in Indiana	
PL 105-2005 Core 40 mandate	• Beginning with the 2010-2011 school year, the state requires, with certain exceptions, that students complete the Core 40 curriculum in order to graduate from high school. • Beginning with the 2011-2012 academic year, requires, with certain exceptions, that students must have completed the Core 40 curriculum in order to be admitted to a four-year degree program in a state educational institution.
PL 218-2005 Dual Credit Agreements	• Requires a school corporation and a post-secondary institution to enter into a contract concerning credits for students attending the post- secondary institution while they are also attending secondary school.
PL 242-2005 Dropout Age & Consequences	• Permits public school students who are at least 16 years of age and less than 18 years of age to withdraw from school by: (1) attending an exit interview; (2) obtaining the consent of the student's parent; and (3) obtaining the consent of the school principal. Requires that the school principal provide students and parents with information concerning the consequences of dropping out of school during the exit interview, and to provide the Department of Education with the number of students who withdraw from school. • Includes certain additional groups of students in the determination of a school's graduation rate. Establishes certain procedures concerning a student who has left school and whose location is unknown to the school.
PL 185-2006 Dropout prevention, Fast-Track Program, Double-up for College Program	• Allows Ivy Tech Community College of Indiana and Vincennes University to offer fast track to college programs in which a qualified student may earn a high school diploma while also earning credits for a certificate program, an associate's or a baccalaureate degree. • Allows other state educational institutions to establish a fast track to college program. Requires a school corporation to pay the tuition for high school diploma courses taken by certain students who are less than 19 years of age. • Establishes the Double Up for College dual high school-college credit program. Requires high schools to offer at least two dual credit and advanced placement courses each year to high school students who qualify to enroll in the courses.

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Policy Considerations and Recommendations

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Additional Ideas and Strategies on H.S. Reform

1) Don't overlook middle school reform
2) Assess student engagement in middle schools and high schools
3) Use postsecondary credit-based transition programs to enrich the high school curriculum
4) Learn More Indiana: a model program
5) School counselors must play a more significant role

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Recommendations to Enrich High School Curriculum

1. Increase high school student participation in rigorous coursework.
2. Increase access to AP and dual credit courses for minority groups and students from lower socioeconomic backgrounds.
3. Increase AP research.
4. Increase the level of IB participation in high school across the nation.

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Recommendations (cont.)

5. Promote expansion of dual credit programs in every state.
6. Consider other programs and funding strategies.
7. Undertake additional research and evaluation on all dual credit programs.
8. Revisit the role of the Tech Prep curriculum in preparing students for the workplace or postsecondary education.

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