Family Impact Seminars

Indiana

Meeting the Challenge of Moving Youth into the Workforce: Reducing Dropouts and Increasing Educational Attainment

Briefing Report
November 2007

Meeting the Challenge of Moving Youth into the Workforce:
Reducing Drop Outs and Increasing Educational Attainment

Indiana Family Impact Seminars

November 19, 2007

Sponsoring Organizations

Center for Families, Purdue University

Department of Family Relations, Ball State University

Family Service Council of Indiana

Indiana Association of Family and Consumer Sciences

The Institute for Family and Social Responsibility, Indiana University

Indiana Association for Marriage and Family Therapy

Indiana Extension Homemakers Association®

Purdue Extension, Consumer and Family Sciences

Indiana Youth Institute

For a description of the organizations see pages 10& 11.

Purpose, Presenters and Publications

Family Impact Seminars have been well received by federal policymakers in Washington, DC, and Indiana is one of several states to sponsor such seminars for state policymakers. Family Impact Seminars provide state-of-the-art research on current family issues for state legislators and their aides, Governor's Office staff, state agency representatives, educators, and service providers. One of the best ways to help individuals is by strengthening their families. Therefore, the Family Impact Seminars speakers analyze the consequences an issue, policy or program may have for families.

The seminars provide objective, nonpartisan information on current issues and do not lobby for particular policies. Seminar participants discuss policy options and identify common ground where it exists.

Meeting the Challenge of Moving Youth into the Workforce: Reducing Drop Outs and Increasing Educational Attainment is the tenth in a continuing series designed to bring a family focus to policymaking. The topic was chosen by the very legislators these seminars are intended to inform. This year's topic focuses on a policy approach based on two views—What's Been Tried? What Works? based on a national perspective and What's Going On in Indiana? based on our state perspective. This tenth seminar features the following speakers:

This briefing report and past reports can be found at Purdue's Center for Families website:
www.cfs.purdue.edu/cff

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We hope that this information is useful to you in your deliberations, and we look forward to continuing to provide educational seminars and briefing reports in the future.

NATIONAL DROP OUT FACTS

- More than 1 million high school students in the United States drop out each year.

- In 2000, 86.8% of students enrolled in high school graduated. High school completion rates have remained stable since the 1990s.

- In 2004, 75% of high school freshman graduated from high school on time in 4 years.

- Males were more likely than females to be high school status dropouts in 2004 (11.6 % male versus 9% female), with females also being slightly more likely to have a high school diploma or equivalent.

- The gap between status drop out rates for blacks and whites has narrowed in the past three decades. Status drop out rates report the percentage of individuals in a given age range (most commonly 18-24) who are not in school and have not earned a high school diploma or equivalent, irrespective of when they dropped out. This rate is used to focus on an overall age group versus individuals in the United States school system. It is used to study general population issues, as opposed to just tracking changes in the U.S. school system annually, as event drop out rates do.

COST OF DROPPING OUT

- Students who drop out are more likely to be unemployed, live in poverty, receive public assistance, be unhealthy, divorced or single parents with children who will drop out themselves. They are more than 8 times as likely to be in jail or prison as a person with at least a high school diploma.

- Students who drop out earn approximately $9,200 less per year than high school graduates and more than $1 million less over a lifetime than college graduates.

	High school Drop out	High School Diploma	Bachelor's Degree	Advance College Degree
Median Income	$18,734	$ 27,915	$51,206	$74,602

Source: United States Census Bureau, 2004

- Estimates of the social benefits (social savings from reduced crime only) or a 1% increase in male U.S. high school graduation rates would amount to $1.4 billion dollars.

- Over 25-30 years, a drop out student can cost a community as much as $500,000 in public assistance, health care and incarceration costs.

Source: Toppo, Greg, Lochner, L. & Moretti, E. (2001). 'The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports', National Bureau of Economic Research Working Paper, 8605, U.S. Census Bureau; Bureau of Labor Statistics as presented by Postsecondary Education OPPORTUNITY.
National Center for Education Statistics: Drop out Rates in the United States:2004

INDIANA DROP OUT FACTS

Indiana Law:

In 2003, the Indiana General Assembly changed the way it calculated graduation rates by establishing a cohort of first-time freshmen that expands and contracts as students transfer in and out of the school district. Starting in 2003, each student in Indiana was assigned a student identification number to track each student's progress since entering high school in 2002. The four years of data needed for the new rate became available with the 2005-2006 school year. Indiana was one of the first states in the country to calculate graduation rates by using student-level data.

In 2006, Indiana has enacted legislation to address the number of dropouts:

- The General Assembly raised the age in which a student could drop out from 16 to 18 years of age, and students must have the approval of their parents and the school to withdraw.

- Students will lose their driver's license and work permit if they drop out before age 18 without financial hardship and/or parental and principal approval.

- Created School Flex, an alternate program for students in Grades 11 and 12 that allows them to enroll in a technical college or be employed provided they meet certain criteria.

- Students can only drop out if there is a financial hardship or health reasons with the approval of a judge.
  Source: Indiana Department of Education, http://www.doe.state.in.us/htmls/gradrate.html

Indiana Dropout Statistics

- In 2006, there were 58,646 public high school graduates in Indiana, and 9,821 public school students dropped out.
  Source: Indiana Kids Count, http://www.kidscount.org/cgi-bin/cliks.cgi?action=profile_results&subset=IN#6

- In 2004, out of every 100 Indiana students who entered 9th grade, only 72 are likely to graduate from high school. Only 44 will enter college, and only 22 will graduate from college within six years. *Source: National Center for Public Policy and Higher Education, April 2004 and the Manhattan Institute for Policy Research*

- Drop out rates in the Midwest (8.8%) are lower than they are in the South (12.2%) and the West (11.4%). The Midwest also has a higher status completion rate (89.7%) than the South (85.5%), the West (84.4%) and the Northeast (88.7%). *National Center for Education Statistics: Drop out Rates in the United States:2004*

- Indiana lags slightly behind the national average in on-time high school graduation. 75% of high school freshman graduate high school in 4 years. 73% of Indiana high school freshman graduate high school in 4 years.

- There are also inequities in the percent of black male students who graduate in 4 years compared to their white counterparts. In school year 2001-02, 70% of white males graduated with their cohort, compared to 38% of black males.
  Source: Public Education and Black Male Students, Schott Foundation for Public Education (2005).

INCREASING EDUCATIONAL ATTAINMENT

Educational Attainment is defined as the percentage of a state or a region's population holding a specific degree or set of degrees. The most quoted educational attainment statistic is the proportion of people of working age with a bachelor's degree or more.

Indiana has increased its educational attainment from 15.6% in 1990 to 19.4% in 2000. While Indiana's rate of change was the 12th greatest in the United States, in 2000 it was 44th in the United States in educational attainment. The increased educational attainment brought Indiana from 46th in the nation to 44th.

Table 1: Decennial Census Attainment Data for Bachelor's Degree or More				
State	Percent in 1990	Rank	Percent in 2000	Rank
Indiana	15.6%	46	19.4%	44
Illinois	21.0%	20	26.1%	15
Kentucky	13.6%	49	17.1%	48
Michigan	17.4%	37	21.8%	35

Source: U.S. Census Bureau

LINKS AND RESOURCES

Educational Attainment ~ Census 2000 Briefing Report
http://www.census.gov/prod/2003pubs/c2kbr-24.pdf

Drop Out Rates in the United States 2004 ~National Center for Education Statistics, United States Department of Education
http://165.224.221.98/pubs2007/2007024.pdf

Indiana's Educational Attainment ~ State of Indiana and Indiana University Partnership for Economic Development
http://www.ibrc.indiana.edu/incontext/2003/may-jun03/details.html

A Checklist for Assessing the Impact of Policies and Programs on Families

The first step in developing family-friendly policies is to ask the right questions:

❖ What can government and community institutions do to enhance the family's capacity to help itself and others?

❖ What effect does (or will) this policy (or proposed program) have for families? Will it help or hurt, strengthen or weaken family life?

These questions sound simple, but they can be difficult to answer.

The Family Criteria (Ad Hoc) Task Force of the Consortium of Family Organizations (COFO) developed a checklist to assess the intended and unintended consequences of policies and programs on family stability, family relationships, and family responsibilities. The checklist includes six basic principles. These principles serve as the criteria for evaluating policies and programs for sensitivity to and support of families. Each principle is accompanied by a series of family impact questions.

The principles are not rank ordered and sometimes they conflict with each other, requiring trade-offs. Cost effectiveness also must be considered. Some questions are value-neutral and others incorporate specific values. People may not always agree on these values, so sometimes the questions will require rephrasing. This tool, however, reflects a broad nonpartisan consensus, and it can be useful to people across the political spectrum.

For the questions that apply to your policy or program, record the impact on family well-being.

Principle 1. Family support and responsibilities.

Policies and programs should aim to support and supplement family functioning and provide substitute services only as a last resort.

Does the proposal or program:

❖ support and supplement parents' and other family members' ability to carry out their responsibilities?

❖ provide incentives for other persons to take over family functioning when doing so may not be necessary?

❖ set unrealistic expectations for families to assume financial and/or caregiving responsibilities for dependent, seriously ill, or disabled family members?

❖ enforce absent parents' obligations to provide financial support for their children?

Principle 2. Family membership and stability.

Whenever possible, policies and programs should encourage and reinforce marital, parental, and family commitment and stability, especially when children are involved. Intervention in family membership and living arrangements is usually justified only to protect family members from serious harm or at the request of the family itself.

Does the policy or program:
- ❖ provide incentives or disincentives to marry, separate, or divorce?
- ❖ provide incentives or disincentives to give birth to, foster, or adopt children?
- ❖ strengthen marital commitment or parental obligations?
- ❖ use appropriate criteria to justify removal of a child or adult from the family?
- ❖ allocate resources to help keep the marriage or family together when this is the appropriate goal?
- ❖ recognize that major changes in family relationships such as divorce or adoption are processes that extend over time and require continuing support and attention?

Principle 3. Family involvement and interdependence.

Policies and programs must recognize the interdependence of family relationships, the strength and persistence of family ties and obligations, and the wealth of resources that families can mobilize to help their members.

To what extent does the policy or program:
- ❖ recognize the reciprocal influence of family needs on individual needs, and the influence of individual needs on family needs?
- ❖ recognize the complexity and responsibilities involved in caring for family members with special needs (e.g., physically or mentally disabled, or chronically ill)?
- ❖ involve immediate and extended family members in working toward a solution?
- ❖ acknowledge the power and persistence of family ties, even when they are problematic or destructive?
- ❖ build on informal social support networks (such as community/neighborhood organizations, religious communities) that are essential to families' lives?
- ❖ respect family decisions about the division of labor?
- ❖ address issues of power inequity in families?
- ❖ ensure perspectives of all family members are represented?
- ❖ assess and balance the competing needs, rights, and interests of various family members?
- ❖ protect the rights and safety of families while respecting parents' rights and family integrity?

Principle 4. Family partnership and empowerment.

Policies and programs must encourage individuals and their close family members to collaborate as partners with program professionals in delivery of services to an individual. In addition, parent and family representatives are an essential resource in policy development, program planning, and evaluation.

In what specific ways does the policy or program:
- ❖ provide full information and a range of choices to families?
- ❖ respect family autonomy and allow families to make their own decisions? On what principles are family autonomy breached and program staff allowed to intervene and make decisions?
- ❖ encourage professionals to work in collaboration with the families of their clients, patients, or students?
- ❖ take into account the family's need to coordinate the multiple services they may require and integrate well with other programs and services that the families use?
- ❖ make services easily accessible to families in terms of location, operating hours, and easy-to-use application and intake forms?
- ❖ prevent participating families from being devalued, stigmatized, or subjected to humiliating circumstances?
- ❖ involve parents and family representatives in policy and program development, implementation, and evaluation?

Principle 5. Family diversity.

Families come in many forms and configurations, and policies and programs must take into account their varying effects on different types of families. Policies and programs must acknowledge and value the diversity of family life and not discriminate against or penalize families solely for reasons of structure, roles, cultural values, or life stage.

How does the policy or program:
- ❖ affect various types of families?
- ❖ acknowledge intergenerational relationships and responsibilities among family members?
- ❖ provide good justification for targeting only certain family types, for example, only employed parents or single parents? Does it discriminate against or penalize other types of families for insufficient reason?
- ❖ identify and respect the different values, attitudes, and behavior of families from various racial, ethnic, religious, cultural, and geographic backgrounds that are relevant to program effectiveness?

Principle 6. Support of vulnerable families.

Families in greatest economic and social need, as well as those determined to be most vulnerable to breakdown, should be included in government policies and programs.

Does the policy or program:
- ❖ identify and publicly support services for families in the most extreme economic or social need?
- ❖ give support to families who are most vulnerable to breakdown and have the fewest resources?
- ❖ target efforts and resources toward preventing family problems before they become serious crises or chronic situations?

Adapted from Ooms, T. (1995). Taking families seriously as an essential policy tool. Paper prepared for an expert meeting on Family Impact in Leuven, Belgium.

The first version of this checklist was published by Ooms, T., & Preister, S. (Eds., 1988). A strategy for strengthening families: Using family criteria in policymaking and program evaluation. Washington DC: Family Impact Seminar.

The checklist and the papers are available from Karen Bogenschneider and Jessica Mills of the Policy Institute for Family Impact Seminars at the University of Wisconsin-Madison/Extension, 120 Human Ecology, 1300 Linden Drive, Madison, WI, 53706; phone (608) 263-2353; FAX (608) 262-5335.

The Policy Institute for Family Impact Seminars website can be found at: http://www.familyimpactseminars.org .
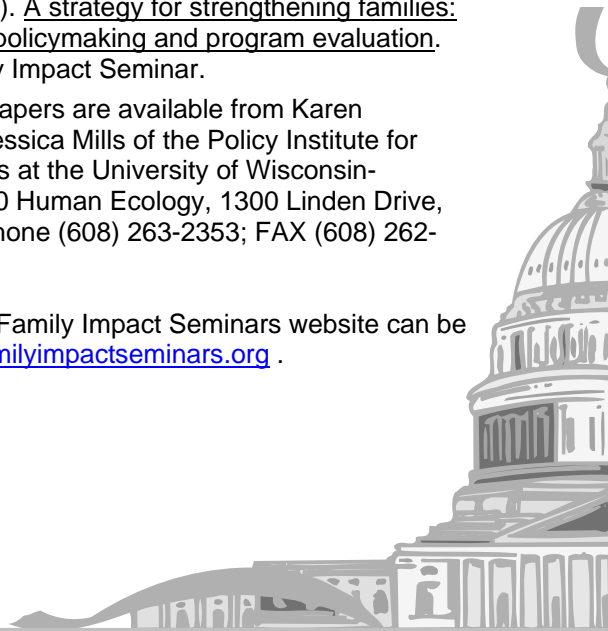
Sponsoring Organizations and Descriptions

The Center for Families at Purdue University focuses on improving the quality of life for families and strengthening the capacity of families to provide nurturing environments for their members. To accomplish this, the center works with four important groups whose efforts directly impact quality of life for families: educators, human service providers, employers, and policymakers. With informed sensitivity to family issues, these groups have the power to improve the quality of life for families in Indiana and beyond.

The Department of Family Relations at Ball State University includes a variety of majors from interior design and residential property management to nutrition and marriage and family relations. We offer courses in family relations, infant/toddler, child development, marriage, life-work management, family stress and family policy. Students are also required to take interdisciplinary coursework. In addition, students are required to complete a 400 hour internship at a family or child related facility which also includes government internships.   Our curriculum has been designed to fulfill the academic requirements to become a Certified Family Life Educator (CFLE). CFLEs have received academic training in ten substantive areas related to the family, one of which is family policy, and are certified by the National Council of Family Relations, a professional organization.

The purpose of the Family Service Council of Indiana is to represent families and respond to their needs by strengthening member agencies and creating alliances to promote excellence in advocacy and service for families throughout Indiana. With 12 member agencies, the Family Service Council serves the citizens of nearly 60 Hoosier counties. FSCI member agencies offer a wide variety of programs, including counseling, sexual abuse assessment, homemaker services, children's programs, services for victims of domestic violence, as well as many other diverse programs for over 90,000 individuals, approximately 80 percent of whom are low income. These services are offered regardless of race, creed, or color on a sliding fee scale supported by local United Ways and governmental grants. Statewide, FSCI members employ approximately 1,000 people with various professional degrees and specific skills to assist clients in resolving their life issues. The total operating budgets for these member agencies range from $220,000 to $3.5 million.

The members of the Indiana Association of Family and Consumer Sciences focus on an integrative approach to the relationships among individuals, families and communities as well as the environments in which they function. The association supports the profession as it provides leadership in: improving individual, family and community well being; impacting the development, delivery and evaluation of consumer goods and services; influencing the creation of public policy; and shaping social change. The Indiana Association is part of the American Association of Family and Consumer Sciences.

The Indiana Association of Marriage and Family Therapy is part of the American Association of Marriage and Family Therapy. Since the founding of AAMFT in 1942, they have been involved with the problems, needs and changing patterns of couples and family relationships. The association leads the way to increasing understanding, research and education in the field of marriage and family therapy, and ensuring that the public's needs are met by trained practitioners. The AAMFT provides individuals with the tools and resources they need to succeed as marriage and family therapists.

The Institute for Family and Social Responsibility is a joint venture of the Schools of Social Work and Public and Environmental Affairs designed to bring the resources of Indiana University researchers to the assistance of public policy makers on issues impacting Hoosier families. The Institute's mission is to bring together the resources of citizens, governments, communities and Indiana University to better the lives of children and families. Ongoing research projects have examined the impacts of welfare reforms, the efficiency of the township system of government, the adequacy of child support guidelines, community responses to the Temporary Assistance to Needy Families legislation, performance contracting for intensive family preservation services, and AIDS education for incarcerated youth. The Institute serves as the National Child Support Enforcement Research Clearinghouse.

It is the mission of the Indiana Extension Homemakers Association® to strengthen families through continuing education, leadership development, and volunteer community support. We share information on new knowledge and research with our members and communities, promote programs on developing skills and family issues, and we support projects which help children and families in today's world.

Purdue Extension Consumer and Family Sciences provides informal educational programs that increase knowledge, influence attitudes, teach skills, and inspire aspirations. Through the adoption and application of these practices, the quality of individual, family, and community life is improved. Consumer and Family Sciences Extension is a part of the mission of the College of Consumer and Family Sciences at Purdue University and the Purdue Extension Service

Indiana Youth Institute promotes the healthy development of children and youth by serving the institutions and people of Indiana who work on their behalf. It is a leading source of useful information and practical tools for nonprofit youth workers. Secondary audiences include educators, policymakers, think tanks, government program officials, and others who can impact the lives of Hoosier children. In addition, it is an advocate for healthy youth development on the local, state, and national level.

Effective Dropout Prevention Strategies:
What Does Research Tell Us?

Robert Wood
Senior Economist
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Effective Dropout Prevention Strategies:
What Does Research Tell Us?

Robert G. Wood

Presented at the Family Impact Seminar on
Reducing Dropout and Increasing Educational Attainment

Indianapolis, Indiana

November 19, 2007

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How Common Is Dropping Out?

- **1 in 10 young adults is a dropout**

- **Minority students more likely to drop out – particularly Latinos**

- **Dropout rates fell in 1970s and 1980s – have since remained flat**

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What Are the Consequences?

- **Poor labor market prospects:**
  - More likely to be unemployed
  - Lower wages (and gap is growing)

- **More criminal involvement, public assistance receipt**

- **Makes high dropout rates a pressing policy concern**

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3

Why Do Youth Drop Out?

- **Many factors contribute**

- **Gradual process of disengagement**

- **Commonly cited reasons:**
  - High school overwhelming, impersonal
  - Poor early academic preparation
  - School boring or irrelevant
  - Lack of home support

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What Is Known About Effective Prevention Strategies?

- These results draw on findings from the What Works Clearinghouse:
  - Systematic assessment of research on the effectiveness of education interventions
  - Dropout prevention one of several review areas
- Supplemented with additional information

WWC Dropout Reviews

- Ongoing effort: Reviews of more than 20 interventions completed or under way

- Assessed 70+ studies so far—less than a third met WWC standards:
  - Weak research designs
  - Do not examine relevant outcomes (staying in, progressing in, and completing school)

Four Basic Approaches Have Been Tested

- Adding services to the standard curriculum
- Whole-school reform
- Alternative schools
- Second-chance approaches— intervening after dropout

Close Monitoring and Quick Response Shows Promise

- Two similar interventions – Check & Connect and ALAS – have positive evidence
- Of all programs reviewed, these show strongest effects on staying and progressing in school
- Key feature: Close monitoring of attendance, behavior, and school performance
  - Quick intervention when problems arise
  - Begins in middle and early high school
- Includes mentoring, case management, and family outreach

Not All Supplemental Strategies Are Effective

- Example: Quantum Opportunity Program (QOP)
- Intensive, expensive—but no impacts
- Shares common elements with Check & Connect and ALAS (case management and mentoring)
- But differs in important ways:
  - No attendance or performance monitoring
  - No family outreach
  - Less narrowly targeted
- Differences point to elements of Check & Connect and ALAS that may have contributed to success

Whole-School Reform: Some Evidence of Success

- One model—Talent Development—had positive effects on progressing in school:
  - Many other approaches not tested
- Reform model for large schools with attendance, discipline, and dropout problems
- Key elements:
  - Small learning communities
  - Curriculum reforms ("double dose" English and math classes, college-prep for all)

Alternative High Schools: Little Evidence of Positive Effects

- Alternative high schools vary—but share common elements:
  - Smaller schools and classes
  - Emphasis on experiential learning
  - Additional support services
- Not shown to reduce dropout or increase graduation
- Alternative middle schools show more promise:
  - Chance for those behind-grade-level to "catch up"
  - Reduce dropout—but unclear students learn more

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Second-Chance Approaches Can Promote GED Receipt

- Common elements of enhanced GED programs:
  - Basic education, GED preparation
  - Occupational skills training, other supports
- Consistently shown to increase high school completion:
  - Through greater GED attainment
  - In some cases, reduces diploma receipt somewhat
- More limited evidence of success improving college going and employment

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Choosing an Approach: Consider Your Goals

- Transforming a struggling school or supporting high-risk students?

- Preventing dropout or re-engaging those who have already dropped out?

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Also Consider Costs

- Per-student costs vary substantially:
  - Check & Connect: ~$6,000
  - Talent Development: ~$1,500
  - Enhanced GED: ~$9,000
- So do costs per dropout prevented:
  - Check & Connect: ~$30,000
  - Talent Development: ~$20,000
  - Enhanced GED: ~$75,000
- Early intervention may be more cost-effective

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To Sum Up

- Supplemental approaches:
  - Close monitoring/rapid intervention shows promise
- Whole-school reform:
  - Evidence of effects—but research is limited
- Alternative high schools:
  - Generally found not effective
- Second-chance approaches:
  - Enhanced GED programs can increase GED attainment—but at relatively high cost

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To Learn More

- Visit the What Works Clearinghouse website: www.whatworks.ed.gov

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Redesigning High Schools:
Trends, Policies, and Programs

Terry Spradlin
Associate Director for Education Policy
Center for Evaluation and
Education Policy

Slide 1

Redesigning High Schools:
Trends, Policies, and Programs

2007 Indiana Family Impact Seminar

November 19, 2007

Terry Spradlin, Associate Director for Education Policy

CEEP CENTER FOR EVALUATION & EDUCATION POLICY   INDIANA UNIVERSITY SCHOOL OF EDUCATION BLOOMINGTON

Slide 2

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.

CEEP   2

Slide 3

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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Slide 4

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

CEEP   4

Challenges Facing Indiana's and America's High Schools

5

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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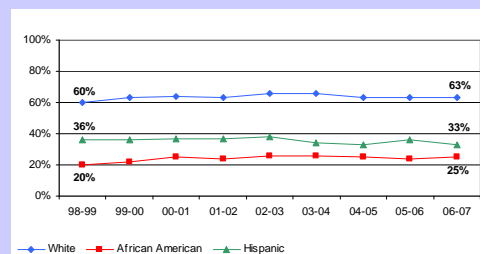

Grade 3 ISTEP+ Percent Passing Eng/LA & Math by Ethnicity
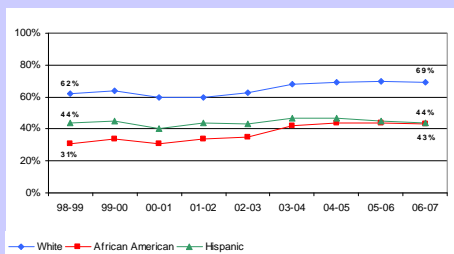
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Grade 10 ISTEP+ Percent Passing Eng/LA & Math by Ethnicity

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

- Paid Lunch
- Free/Reduced Lunch

18

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

- Paid Lunch
- Free/Reduced Lunch

19

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

- LEP
- Non-LEP

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

- LEP
- Non-LEP

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

- General Education
- Special Education

22
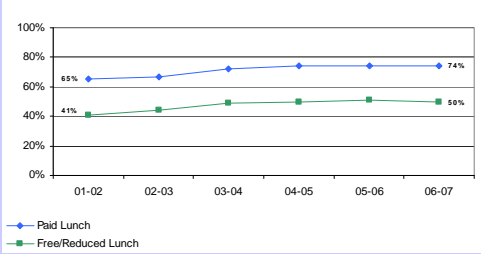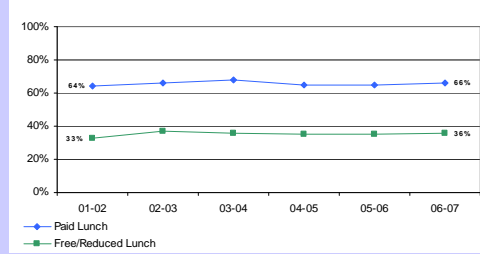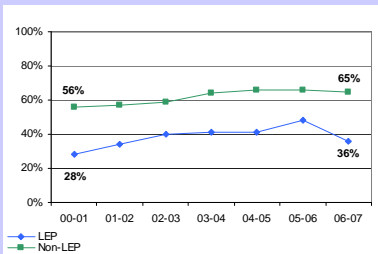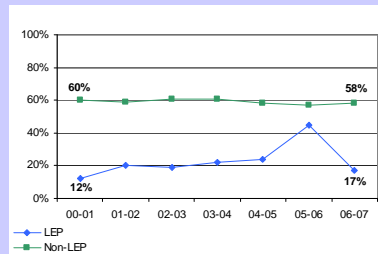
Grade 10 ISTEP+ Percent Passing Eng/LA & Math by Special Education
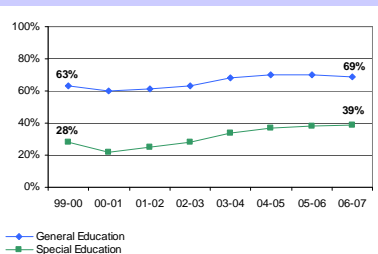
- General Education
- Special Education
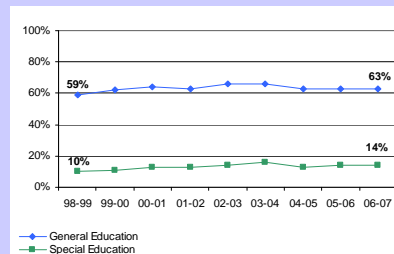
Conclusions of Achievement Gap Report

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

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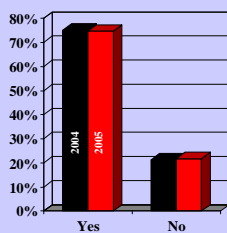- 92% of non-white respondents also strongly agreed or agreed

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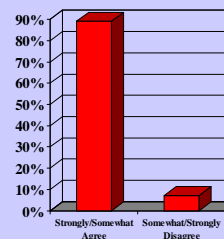
Raising High School Drop-out Age

- 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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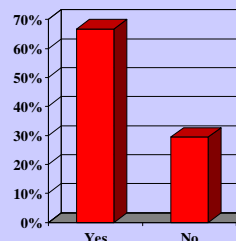
Dropout Factories

- 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.
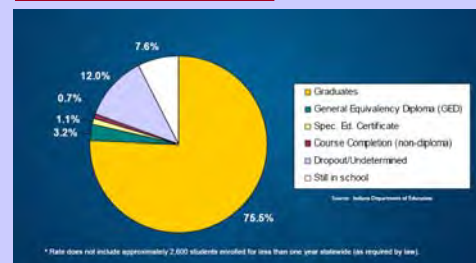
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Corrected Numbers

- 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
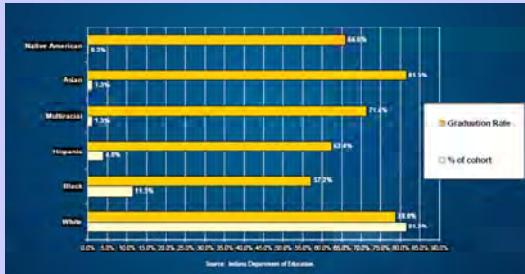
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High School Graduation Rates Class of 2006
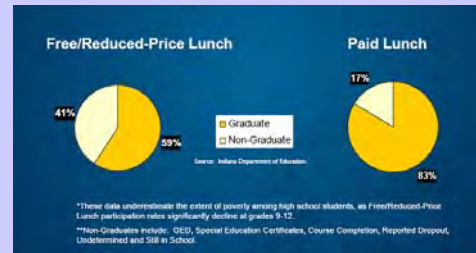

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Graduation Rate by Ethnicity

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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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Indiana Family Impact Seminars – November 2007

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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