

Members

Rep. Robert Behning, Co-Chairperson
Rep. Rhonda Rhoads
Rep. Wendy McNamara
Rep. Greg Porter
Rep. Shelli VanDenburgh
Rep. Clyde Kersey
Sen. Dennis Kruse, Co-Chairperson
Sen. Ryan Mishler
Sen. Ron Grooms
Sen. Earline Rogers
Sen. Frank Mrvan
Sen. Timothy Skinner



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Irma Reinumagi, Attorney for the Committee
Francine Rowley-Lacy, Attorney for the
Committee
David Lusan, Fiscal Analyst for the Committee
Chuck Mayfield, Fiscal Analyst for the Committee

Authority: IC 2-5-33.5

MEETING MINUTES¹

Meeting Date: August 25, 2011
Meeting Time: 1:00 P.M.
Meeting Place: State House, 200 W. Washington
St., House Chamber
Meeting City: Indianapolis, Indiana
Meeting Number: 2

Members Present: Rep. Robert Behning, Co-Chairperson; Rep. Rhonda Rhoads;
Rep. Wendy McNamara; Rep. Greg Porter; Sen. Dennis Kruse,
Co-Chairperson; Sen. Ryan Mishler; Sen. Ron Grooms; Sen.
Earline Rogers; Sen. Timothy Skinner.

Members Absent: Rep. Shelli VanDenburgh; Rep. Clyde Kersey; Sen. Frank
Mrvan.

Co-Chairperson Kruse called the meeting to order at 1:10 p.m. and, after having the members introduce themselves, asked Co-Chairperson Behning to present a preliminary draft (PD) that he had prepared following the first meeting's discussions on superintendent compensation.

Rep. Behning explained that PD 3070 (Exhibit A) addresses transparency in the process of setting superintendent compensation packages, rather than setting compensation caps. Chuck Mayfield, LSA fiscal analyst, provided a chart of superintendent compensation across the state (Exhibit B).

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

On the topic of graduation rates, Sen. Leising explained that she had filed a bill requesting the study because of concerns over the wide range of graduation rates around the state, and to learn what practices school corporations with high rates are using that other corporations may use. Sen. Leising distributed information (Exhibits C through F) concerning rates around the state, and pointed out that one out of five high schools in Indiana has a graduation rate of less than 70%.

Dan Clark, representing the Department of Education (DoE), the Education Roundtable, and the Commission for Higher Education, distributed information from DoE's website concerning four year cohort graduation rates (Exhibit G). Kim Clement, DoE, answered questions about graduation waivers, which are given for students who have completed academic requirements but have been unable to pass the graduation qualification examination. Mr. Clark then distributed information concerning the percentage and types of high school diplomas awarded, and the percentage of students receiving each diploma who need remediation in postsecondary education (Exhibit H).

Terry Spradlin, Director of Education Policy for the Center for Evaluation and Education Policy, presented and discussed information concerning graduation rates and dropout prevention strategies in Indiana (Exhibits I through L). Speaking of behalf of Indiana University, Mr. Spradlin pointed out that IU has been active in working with high school students through an on-line school, dual credit programs, and mentoring. In addition, once students enter IU, the school is focusing on engaging the students and making sure that they make a successful transition into higher education.

Gail Zeheralis, Indiana State Teachers Association, stated that students dropping out often stems from societal and family pressures, but schools, teachers, and counselors can influence students. Ms. Zeheralis feels that inviting teacher input and participation is vital in improving the school environment and keeping students engaged and in school, as is increased professional development. She pointed out that state funding for programs that could be successful in keeping students in school has decreased over the years.

Dr. Eugene White, superintendent, Indianapolis Public Schools (IPS), distributed information concerning the improvement in graduation rates at IPS (Exhibit M). IPS has been focusing on improving graduation rates for the last six years, and has seen significant improvements since 2009. Among the methods IPS has used to improve the rates are students taking leadership roles in their own educations, effective teaching, teacher professional development, enhanced technology, alternative schools, learning centers, credit recovery, mentors, enhanced parent involvement, and enhanced community involvement.

Robert Schultz, Indiana Wesleyan University, presented information concerning Indiana graduation rates, dropouts, and strategies (Exhibit N). He stressed the importance of including students in developing strategies for keeping students in school.

Paul McGuinness, Purdue University North Central (PNC), explained two programs in which PNC works with high school students to keep them in school and continuing to postsecondary education (Exhibit O). These programs, Talent Search and College Bound, begin working with students in middle school and continue through high school.

John Newby, Ivy Tech State College, focused on ways in which Ivy Tech works with high school administrations and students through dual credit and early college programs (Exhibit P). The dual credit programs have grown by about 20% a year for the last two years.

Judy Bardonner, Marian University, spoke about programs Marian sponsors to increase graduation rates, including the YouthBuild Indy GED program and the Summer Learning Institute (Exhibit Q).

Julie Baumgart, Indiana School Counselors Association, presented information concerning the role of school counselors and school counselor/student ratios (Exhibit R), and introduced Chris Slaten, Assistant Professor in the Counseling and Development Program at Purdue University, West Lafayette. Mr. Slaten discussed several research studies that showed that mental health interventions, such as those provided by school counselors, improved academic outcomes for the students. In addition, Amanda Fitzgerald, American School Counselors Association (ASCA), discussed the Indiana Gold Star Initiative, in which schools adopt the recognized ASCA model program for counselors.

Josette Rider, executive director of Big Brothers Big Sisters of Northeast Indiana, stated that her organization provides mentors for children at risk, including children who are at risk of dropping out (Exhibits S through V). In Ms. Rider's district, 100% of the students who had mentors and were eligible to graduate in 2011 graduated with a Core 40 diploma.

Co-chairperson Kruse distributed a report from ACT on the condition of college and career readiness 2011 (Exhibit W).

The next meeting will be held on Thursday, September 29. The Committee will look at college graduation rates at the state universities. The meeting was adjourned at 4:55 p.m.

**PRELIMINARY DRAFT
No. 3070**

**PREPARED BY
LEGISLATIVE SERVICES AGENCY
2012 GENERAL ASSEMBLY**

DIGEST

Citations Affected: IC 20-26-5-4.3.

Synopsis: Superintendent employment contracts. Requires a school corporation to give public notice and hold a public hearing detailing certain provisions of a superintendent employment contract at least 30 days prior to entering into a contract with a school superintendent.

Effective: July 1, 2012.



A BILL FOR AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

- 1 SECTION 1. IC 20-26-5-4.3 IS ADDED TO THE INDIANA CODE
2 AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY
3 1, 2012]: **Sec. 4.3. (a) At least thirty (30) days before a contract for**
4 **employment is entered into by a governing body and a school**
5 **superintendent, the governing body shall hold a public hearing on**
6 **the proposed contract at which all interested parties are provided**
7 **the opportunity to be heard.**
8 (b) Notice of the hearing on the proposed contract shall be
9 posted on the school corporation's Internet web site.
10 (c) The notice provided in subsection (b) must:
11 (1) state that on a given day, time, and place the governing
12 body will meet to discuss and hear objections to and support
13 for the proposed contract; and
14 (2) set forth the details of the proposed contract, including the
15 actual monetary value of the contract, benefits, and any
16 additional forms of compensation for each year of the
17 contract.



School Superintendent Salary for 2010-11

Does not include Charter Schools

	Number				
	2007	2008	2009	2010	2011
Less than \$ 60,000	5	7	7	8	7
Between \$60,000 and \$ 70,000	0	2	2	1	0
Between \$70,000 and \$ 80,000	4	5	3	3	1
Between \$80,000 and \$ 90,000	43	22	10	9	8
Between \$90,000 and \$ 100,000	106	95	85	78	65
Between \$100,000 and \$ 110,000	49	67	74	75	75
Between \$110,000 and \$ 120,000	30	27	37	43	40
Between \$120,000 and \$ 130,000	14	22	24	22	20
Between \$130,000 and \$ 140,000	11	10	13	15	13
Between \$140,000 and \$ 150,000	8	6	7	11	13
Between \$150,000 and \$ 160,000	8	13	9	4	8
Between \$160,000 and \$ 170,000	4	6	7	8	9
Between \$170,000 and \$ 180,000	3	3	4	5	2
Between \$180,000 and \$ 190,000	2	2	3	5	3
Between \$190,000 and \$ 200,000	0	1	1	1	3
Between \$200,000 and \$ 210,000	0	0	0	2	1
Between \$210,000 and \$ 220,000	0	0	0	0	1
Between \$220,000 and \$ 230,000	0	0	1	1	1
Between \$230,000 and \$ 240,000	0	0	0	0	0
Between \$240,000 and \$ 250,000	0	0	1	1	0
Between \$250,000 and \$ 260,000	0	0	0	0	0
Between \$260,000 and \$ 270,000	0	1	1	1	0
Between \$270,000 and \$ 280,000	0	0	0	0	1
Total Reporting	287	289	289	293	271

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit B

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
0015 Adams Central Community Schools	\$94,320	238	1,193.0	205
0025 North Adams Community Schools	\$95,500	226	1,953.0	135
0035 South Adams Schools	\$95,013	227	1,390.0	181
0125 M S D Southwest Allen County	\$150,000	26	7,071.0	32
0225 Northwest Allen County Schools	\$150,000	26	6,331.0	42
0235 Fort Wayne Community Schools	\$194,502	7	31,213.0	2
0255 East Allen County Schools	\$154,300	24	10,050.0	22
0365 Bartholomew Con School Corp	\$142,217	39	11,309.0	15
0370 Flat Rock-Hawcreek School Corp	\$100,000	185	954.0	227
0395 Benton Community School Corp	\$38,000	269	1,863.0	143
0515 Blackford County Schools	\$110,000	110	1,943.0	136
0615 Western Boone Co Com Sch Dist	\$108,758	120	1,791.0	144
0630 Zionsville Community Schools	\$133,076	50	5,644.0	47
0665 Lebanon Community School Corp	\$127,500	59	3,552.0	77
0670 Brown County School Corporation	\$100,000	185	2,102.0	122
0750 Carroll Consolidated Sch Corp	\$112,389	100	1,099.0	213
0755 Delphi Community School Corp	\$108,166	123	1,664.0	153
0775 Pioneer Regional School Corp	\$101,622	172	981.0	225
0815 Southeastern School Corp	\$113,145	94	1,551.0	164
0875 Logansport Community Sch Corp	\$92,920	247	4,243.0	62
1000 Clarksville Com School Corp	\$94,000	241	1,400.0	180
1010 Greater Clark County Schools	\$225,000	2	10,638.0	20
1125 Clay Community Schools	\$139,840	43	4,458.0	58
1150 Clinton Central School Corp	\$102,000	166	1,062.0	218
1160 Clinton Prairie School Corp	\$103,130	157	979.0	226
1170 Community Schools of Frankfort	\$115,375	85	3,233.0	84
1180 Rossville Con School District	\$98,030	207	1,039.0	219
1300 Crawford Co Com School Corp	\$96,240	221	1,632.0	158
1315 Barr-Reeve Com Schools Inc	\$99,596	196	746.0	254
1375 North Daviess Com Schools	\$100,960	177	1,131.0	207
1405 Washington Com Schools	\$105,000	137	2,529.0	105
1560 Sunman-Dearborn Com Sch Corp	\$115,260	86	4,192.0	63
1600 South Dearborn Com School Corp	\$105,561	135	2,966.0	89
1620 Lawrenceburg Com School Corp	\$97,000	216	1,874.0	140
1655 Decatur County Com Schools	\$104,000	151	2,153.0	120
1730 Greensburg Community Schools	\$125,478	62	2,325.0	110
1805 DeKalb Co Eastern Com Sch Dist	\$99,867	193	1,435.0	178
1820 Garrett-Keyser-Butler Com	\$99,759	194	1,788.0	145
1835 DeKalb Co Ctl United Sch Dist	\$118,000	81	3,976.0	68
1875 Delaware Community School Corp	\$108,150	124	2,666.0	97
1885 Wes-Del Community Schools	\$99,050	201	830.0	245
1895 Liberty-Perry Com School Corp	\$97,850	211	1,114.0	210

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
1900 Cowan Community School Corp	\$92,000	250	761.0	251
1910 Yorktown Community Schools	\$106,050	132	2,292.0	115
1940 Daleville Community Schools	\$94,925	235	815.0	248
1970 Muncie Community Schools	\$168,343	13	6,894.0	34
2040 Northeast Dubois Co Sch Corp	\$104,000	151	987.0	223
2100 Southeast Dubois Co Sch Corp	\$108,000	126	1,382.0	184
2110 Southwest Dubois Co Sch Corp	\$106,015	133	1,718.0	151
2120 Greater Jasper Con Schs	\$102,307	164	3,219.0	85
2155 Fairfield Community Schools	\$103,402	155	2,081.0	125
2270 Concord Community Schools	\$119,000	78	4,863.0	54
2275 Middlebury Community Schools	\$113,414	93	4,344.0	60
2285 Wa-Nee Community Schools	\$111,958	104	3,129.0	87
2305 Elkhart Community Schools	\$176,105	11	13,135.0	11
2315 Goshen Community Schools	\$117,476	84	6,371.0	40
2395 Fayette County School Corp	\$117,555	83	4,122.0	65
2400 New Albany-Floyd Co Con Sch	\$160,900	20	11,656.0	14
2435 Attica Consolidated Sch Corp	\$91,208	254	941.0	228
2440 Covington Community Sch Corp	\$95,000	228	990.0	222
2455 Southeast Fountain School Corp	\$94,082	240	1,301.0	195
2475 Franklin County Com Sch Corp	\$98,000	208	2,952.0	90
2645 Rochester Community Sch Corp	\$112,249	101	1,867.0	142
2650 Caston School Corporation	\$93,730	243	796.0	249
2725 East Gibson School Corporation	\$126,169	61	1,006.0	221
2735 North Gibson School Corp	\$119,304	77	2,131.0	121
2765 South Gibson School Corp	\$94,190	239	2,011.0	130
2815 Eastbrook Community Sch Corp	\$98,083	206	1,729.0	148
2825 Madison-Grant United Sch Corp	\$105,000	137	1,470.0	170
2855 Mississinewa Community School Corp	\$105,062	136	2,487.0	106
2865 Marion Community Schools	\$141,750	40	4,113.0	66
2940 Eastern Greene Schools	\$97,000	216	1,329.0	191
2950 Linton-Stockton School Corp	\$97,468	213	1,387.0	183
2960 M S D Shakamak Schools	\$87,500	260	856.0	241
2980 White River Valley Sch Dist	\$97,014	215	835.0	243
3005 Hamilton Southeastern Schools	\$160,000	21	18,687.0	5
3025 Hamilton Heights School Corp	\$137,864	45	2,291.0	116
3030 Westfield-Washington Schools	\$153,103	25	6,275.0	43
3055 Sheridan Community Schools	\$108,171	122	1,126.0	209
3060 Carmel Clay Schools	\$158,000	22	15,493.0	7
3115 Southern Hancock Co Com Sch Corp	\$147,787	30	3,328.0	81
3125 Greenfield-Central Com Schools	\$122,241	71	4,757.0	56
3135 Mt Vernon Community Sch Corp	\$112,595	98	3,645.0	74
3145 Eastern Hancock Co Com Sch Corp	\$93,500	245	1,127.0	208

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
3160 Lanesville Community School Corp	\$104,000	151	663.0	258
3180 North Harrison Com School Corp	\$105,000	137	2,251.0	117
3190 South Harrison Com Schools	\$114,475	90	3,206.0	86
3295 North West Hendricks Schools	\$105,000	137	1,904.0	138
3305 Brownsburg Community Sch Corp	\$150,000	26	7,548.0	30
3315 Avon Community School Corp	\$155,626	23	8,498.0	25
3325 Danville Community School Corp	\$118,000	81	2,598.0	99
3330 Plainfield Community Sch Corp	\$147,288	31	4,808.0	55
3335 Mill Creek Community Sch Corp	\$105,000	137	1,631.0	159
3405 Blue River Valley Schools	\$97,644	212	720.0	255
3415 South Henry School Corp	\$91,500	253	819.0	247
3435 Shenandoah School Corporation	\$101,290	175	1,388.0	182
3445 New Castle Community Sch Corp	\$115,049	88	3,801.0	71
3455 C A Beard Memorial School Corp	\$112,055	102	1,312.0	194
3460 Taylor Community School Corp	\$103,000	159	1,427.0	179
3470 Northwestern School Corp	\$103,171	156	1,638.0	157
3480 Eastern Howard School Corp	\$103,020	158	1,344.0	185
3490 Western School Corp	\$110,000	110	2,566.0	103
3500 Kokomo-Center Twp Con Sch Corp	\$135,000	47	6,489.0	37
3625 Huntington Co Com Sch Corp	\$101,457	174	6,014.0	44
3640 Medora Community School Corp	\$105,000	137	276.0	267
3675 Seymour Community Schools	\$114,923	89	4,279.0	61
3695 Brownstown Cnt Com Sch Corp	\$114,373	91	1,725.0	149
3710 Crothersville Community Schools	\$123,176	69	551.0	263
3785 Kankakee Valley School Corp	\$101,661	171	3,546.0	78
3945 Jay School Corp	\$118,861	79	3,643.0	75
3995 Madison Consolidated Schools	\$108,494	121	3,306.0	82
4000 Southwestern-Jefferson Co Con	\$98,733	205	1,324.0	192
4015 Jennings County Schools	\$111,701	105	5,005.0	53
4145 Clark-Pleasant Com School Corp	\$163,012	19	5,880.0	45
4205 Center Grove Com Sch Corp	\$145,000	34	7,658.0	28
4215 Edinburgh Community Sch Corp	\$95,685	225	900.0	235
4225 Franklin Community School Corp	\$125,000	63	5,070.0	52
4245 Greenwood Community Sch Corp	\$164,034	18	3,799.0	72
4255 Nineveh-Hensley-Jackson United	\$50,500	268	1,908.0	137
4315 North Knox School Corp	\$112,750	95	1,336.0	188
4325 South Knox School Corp	\$92,903	248	1,220.0	203
4335 Vincennes Community Sch Corp	\$99,752	195	2,684.0	95
4345 Wawasee Community School Corp	\$113,943	92	3,251.0	83
4415 Warsaw Community Schools	\$128,000	58	6,889.0	35
4445 Tippecanoe Valley School Corp	\$105,989	134	2,087.0	123
4455 Whitko Community School Corp	\$99,475	197	1,889.0	139

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
4515 Prairie Heights Com Sch Corp	\$100,000	185	1,449.0	176
4525 Westview School Corporation	\$93,673	244	2,330.0	109
4535 Lakeland School Corporation	\$100,465	181	2,197.0	118
4590 River Forest Community Sch Corp	\$141,358	41	1,556.0	162
4600 Merrillville Community School	\$131,721	52	7,052.0	33
4645 Tri-Creek School Corporation	\$124,780	64	3,664.0	73
4650 Lake Ridge Schools	\$112,436	99	2,029.0	127
4660 Crown Point Community Sch Corp	\$146,803	32	7,636.0	29
4670 School City of East Chicago	\$143,040	37	5,683.0	46
4680 Lake Station Community Schools	\$107,726	128	1,482.0	169
4690 Gary Community School Corp	\$130,000	54	11,161.0	16
4700 Griffith Public Schools	\$118,459	80	2,681.0	96
4710 School City of Hammond	\$136,184	46	14,332.0	10
4720 School Town of Highland	\$128,750	57	3,398.0	80
4730 School City of Hobart	\$138,488	44	3,977.0	67
4740 School Town of Munster	\$142,456	38	4,153.0	64
4760 Whiting School City	\$119,313	76	1,091.0	214
4770 Cass Township Schools	\$29,400	270	210.0	269
4860 M S D of New Durham Township	\$110,000	110	909.0	232
4900 Dewey Prairie Cons School Corp	\$29,400	270	168.0	271
4925 Michigan City Area Schools	\$145,000	34	6,722.0	36
4940 South Central Com School Corp	\$95,790	224	898.0	236
4945 LaPorte Community School Corp	\$133,334	49	6,348.0	41
5075 North Lawrence Com Schools	\$104,050	148	5,346.0	50
5085 Mitchell Community Schools	\$87,955	259	1,981.0	134
5245 Frankton-Lapel Community Schs	\$109,000	117	2,947.0	91
5255 South Madison Com Sch Corp	\$111,485	106	4,392.0	59
5265 Alexandria Com School Corp	\$100,000	185	1,603.0	160
5275 Anderson Community School Corp	\$131,000	53	8,308.0	27
5280 Elwood Community School Corp	\$103,000	159	1,670.0	152
5300 M S D Decatur Township	\$189,287	8	6,435.0	38
5310 Franklin Township Com Sch Corp	\$150,000	26	8,952.0	24
5330 M S D Lawrence Township	\$212,840	3	15,456.0	8
5340 M S D Perry Township	\$202,903	4	14,423.0	9
5350 M S D Pike Township	\$184,500	9	11,074.0	18
5360 M S D Warren Township	\$181,728	10	11,741.0	13
5370 M S D Washington Township	\$198,230	5	11,155.0	17
5375 M S D Wayne Township	\$195,000	6	16,003.0	6
5380 Beech Grove City Schools	\$167,000	16	2,628.0	98
5385 Indianapolis Public Schools	\$272,940	1	33,080.0	1
5455 Culver Community Schools Corp	\$108,059	125	1,075.0	216
5470 Argos Community Schools	\$90,000	255	675.0	256

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
5480 Bremen Public Schools	\$99,899	191	1,470.0	170
5485 Plymouth Community School Corp	\$122,960	70	3,537.0	79
5495 Triton School Corporation	\$95,000	228	1,026.0	220
5520 Shoals Community School Corp	\$104,050	148	646.0	259
5615 Maconaquah School Corp	\$102,000	166	2,314.0	111
5620 North Miami Community Schools	\$88,000	258	1,080.0	215
5625 Oak Hill United School Corp	\$100,900	178	1,565.0	161
5635 Peru Community Schools	\$85,500	262	2,293.0	114
5705 Richland-Bean Blossom C S C	\$120,600	72	2,803.0	94
5740 Monroe County Com Sch Corp	\$171,000	12	10,716.0	19
5855 Crawfordsville Com Schools	\$106,442	130	2,309.0	112
5900 Monroe-Gregg School District	\$110,000	110	1,554.0	163
5910 Eminence Community School Corp	\$54,000	266	525.0	264
5925 M S D Martinsville Schools	\$123,330	68	5,391.0	49
5930 Mooresville Con School Corp	\$109,000	117	4,523.0	57
5945 North Newton School Corp	\$100,000	185	1,461.0	172
5995 South Newton School Corp	\$96,863	219	906.0	233
6055 Central Noble Com School Corp	\$89,739	256	1,324.0	192
6060 East Noble School Corp	\$123,580	67	3,868.0	70
6065 West Noble School Corporation	\$130,000	54	2,571.0	102
6080 Rising Sun-Ohio Co Com	\$91,956	252	878.0	240
6145 Orleans Community Schools	\$102,408	163	837.0	242
6160 Springs Valley Com School Corp	\$101,473	173	984.0	224
6195 Spencer-Owen Community Schools	\$100,008	184	2,848.0	92
6260 Southwest Parke Com Sch Corp	\$99,868	192	933.0	230
6300 Rockville Community School Corp	\$95,000	228	826.0	246
6310 Turkey Run Community Sch Corp	\$81,600	263	554.0	262
6340 Cannelton City Schools	\$94,860	236	269.0	268
6445 Pike County School Corp	\$112,609	97	1,991.0	132
6460 M S D Boone Township	\$97,869	210	1,114.0	210
6510 East Porter County School Corp	\$110,940	108	2,390.0	108
6520 Porter Township School Corp	\$102,760	161	1,545.0	165
6530 Union Township School Corp	\$97,129	214	1,659.0	154
6550 Portage Township Schools	\$140,016	42	8,309.0	26
6560 Valparaiso Community Schools	\$168,000	14	6,385.0	39
6590 M S D Mount Vernon	\$97,000	216	2,308.0	113
6600 M S D North Posey Co Schools	\$110,000	110	1,344.0	185
6610 New Harmony Town & Twp Con Sch	\$98,820	203	169.0	270
6620 Eastern Pulaski Com Sch Corp	\$111,988	103	1,241.0	198
6630 West Central School Corp	\$107,000	129	891.0	239
6705 South Putnam Community Schools	\$99,004	202	1,242.0	197
6715 North Putnam Community Schools	\$109,000	117	1,752.0	147

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
6750 Cloverdale Community Schools	\$109,295	116	1,330.0	190
6755 Greencastle Community Sch Corp	\$111,140	107	2,029.0	127
6795 Union School Corporation	\$55,520	265	403.0	266
6805 Randolph Southern School Corp	\$92,097	249	562.0	261
6825 Randolph Central School Corp	\$102,000	166	1,657.0	155
6835 Randolph Eastern School Corp	\$87,000	261	936.0	229
6865 South Ripley Com Sch Corp	\$92,000	250	1,238.0	200
6895 Batesville Community Sch Corp	\$120,000	73	2,085.0	124
6900 Jac-Cen-Del Community Sch Corp	\$96,857	220	893.0	238
6910 Milan Community Schools	\$51,000	267	1,235.0	202
6995 Rush County Schools	\$112,621	96	2,593.0	101
7150 John Glenn School Corporation	\$97,887	209	1,872.0	141
7175 Penn-Harris-Madison Sch Corp	\$167,280	15	10,473.0	21
7200 School City of Mishawaka	\$120,000	73	5,172.0	51
7205 South Bend Community Sch Corp	\$145,000	34	19,948.0	4
7215 Union-North United School Corp	\$98,750	204	1,238.0	200
7230 Scott County School District 1	\$129,252	56	1,333.0	189
7255 Scott County School District 2	\$100,000	185	2,809.0	93
7350 Northwestern Con School Corp	\$110,000	110	1,535.0	166
7360 Southwestern Con Sch Shelby Co	\$100,034	183	665.0	257
7365 Shelbyville Central Schools	\$124,089	65	3,917.0	69
7385 North Spencer County Sch Corp	\$94,000	241	2,004.0	131
7445 South Spencer County Sch Corp	\$94,940	234	1,520.0	167
7495 Oregon-Davis School Corp	\$99,184	199	634.0	260
7515 North Judson-San Pierre Sch Corp	\$95,000	228	1,340.0	187
7525 Knox Community School Corp	\$100,462	182	2,017.0	129
7605 Fremont Community Schools	\$94,845	237	1,069.0	217
7610 Hamilton Community Schools	\$71,990	264	464.0	265
7615 M S D Steuben County	\$133,000	51	3,114.0	88
7645 Northeast School Corp	\$96,027	222	1,451.0	175
7775 Switzerland County School Corp	\$104,948	145	1,437.0	177
7855 Lafayette School Corporation	\$145,014	33	7,075.0	31
7865 Tippecanoe School Corp	\$135,000	47	11,787.0	12
7875 West Lafayette Com School Corp	\$124,000	66	2,158.0	119
7935 Tri-Central Community Schools	\$104,026	150	923.0	231
7945 Tipton Community School Corp	\$102,500	162	1,783.0	146
7995 Evansville Vanderburgh Sch Corp	\$166,872	17	23,440.0	3
8010 North Vermillion Com Sch Corp	\$89,425	257	748.0	253
8020 South Vermillion Com Sch Corp	\$100,743	180	1,989.0	133
8045 Manchester Community Schools	\$104,942	146	1,498.0	168
8050 M S D Wabash County Schools	\$101,000	176	2,397.0	107
8060 Wabash City Schools	\$99,194	198	1,454.0	173

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
8115 M S D Warren County	\$101,795	170	1,239.0	199
8130 Warrick County School Corp	\$115,247	87	9,905.0	23
8205 Salem Community Schools	\$105,000	137	2,037.0	126
8215 East Washington School Corp	\$105,000	137	1,653.0	156
8220 West Washington School Corp	\$100,764	179	904.0	234
8305 Nettle Creek School Corp	\$106,125	131	1,199.0	204
8355 Western Wayne Schools	\$104,611	147	1,136.0	206
8360 Centerville-Abington Com Schs	\$103,791	154	1,723.0	150
8375 Northeastern Wayne Schools	\$99,084	200	1,113.0	212
8385 Richmond Community Schools	\$120,000	73	5,472.0	48
8425 Southern Wells Com Schools	\$95,000	228	835.0	243
8435 Northern Wells Com Schools	\$108,000	126	2,598.0	99
8445 M S D Bluffton-Harrison	\$101,970	169	1,452.0	174
8515 North White School Corp	\$95,000	228	897.0	237
8525 Frontier School Corporation	\$93,500	245	772.0	250
8535 Tri-County School Corp	\$102,008	165	760.0	252
8565 Twin Lakes School Corp	\$110,911	109	2,549.0	104
8625 Smith-Green Community Schools	\$96,000	223	1,258.0	196
8665 Whitley Co Cons Schools	\$127,000	60	3,600.0	76
Minimum	\$29,400			
Average	\$113,941			
Weighted Average	\$141,854			
Maximum	\$272,940			

Superintendent's Compensation Survey

1. What is the annual salary of superintendent?
2. How many days are required to be worked each year?
3. How much vacation time or leave time is included in the annual superintendent's contract?
4. How much does the school district pay annually for superintendent's health insurance beyond what other employees receive?
5. Does the district pay into a retirement fund/account (i.e.401K) other than the Teachers Retirement Fund for retirement benefits for the superintendent that is different than a teacher's benefit? Yes/no
If yes what is the dollar amount contributed annually above the amount provided to teachers at retirement?
6. Does the school district provide the superintendent with a car and pay for maintenance or provide a stipend for a car? Car provided Yes/No Car stipend Yes/No
If so how what is the approximate annual costs?
7. Does school provide the superintendent with a paid cell phone? Yes/No
If so was if the approximate annual cost?
8. Does school provide the superintendent with a living allowance for a home or provide a home? Yes/No
If there is an allowance what is the annual payment?
9. What other benefits are provided to the superintendent above and beyond what other employees receive? Yes/No
If so, what is the annual value of those other benefits?
10. What is the value of the total compensation package?

Exhibit C

**Information Maintained by the Office of Code Revision Indiana Legislative Services Agency
IC 20-26-13**

Chapter 13. Graduation Rate Determination

IC 20-26-13-1**Applicability**

Sec. 1. This chapter applies to:

- (1) a public high school; and
- (2) an accredited nonpublic high school.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-2**"Cohort"**

Sec. 2. As used in this chapter, "cohort" refers to a class of students who:

- (1) attend the same high school; and
- (2) are first considered to have entered grade 9 in the same year.

As added by P.L. 1-2005, SEC. 10. Amended by P.L. 229-2007, SEC. 3.

IC 20-26-13-3**"Enrollment"**

Sec. 3. As used in this chapter, "enrollment" means the total number of students within a grade that is reported to the department annually on:

- (1) October 1; or
- (2) a date specified by the department.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-4**"Expected graduation year"**

Sec. 4. As used in this chapter, "expected graduation year" means the reporting year beginning three (3) years after the reporting year in which a student is first considered by a school corporation to have entered grade nine.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-5**"Graduation"**

Sec. 5. (a) As used in this chapter, "graduation" means the successful completion by a student of:

- (1) a sufficient number of academic credits, or the equivalent of academic credits; and
- (2) the graduation examination or waiver process required under IC 20-32-3 through IC 20-32-6;

resulting in the awarding of a high school diploma or an academic honors diploma.

(b) The term does not include the granting of a general educational development diploma under IC 20-20-6 (before its repeal) or IC 22-4.1-18.

As added by P.L. 1-2005, SEC. 10. Amended by P.L. 7-2011, SEC. 9.

IC 20-26-13-6**"Graduation rate"**

Sec. 6. As used in this chapter, "graduation rate" means the percentage of students within a cohort

who graduate during their expected graduation year.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-7

"Reporting year"

Sec. 7. As used in this chapter, "reporting year" refers to the period beginning October 1 of a year and ending September 30 of the following year.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-8

"Retention"

Sec. 8. As used in this chapter, "retention" refers to the reclassification by a school corporation of a student that places the student into a cohort that has an expected graduation year after the expected graduation year of the student's initial cohort.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-9

Graduation rate determination by department

Sec. 9. Beginning with the class of students who are expected to graduate in the 2005-2006 school year, the department shall determine the graduation rate of high school students under this chapter.

As added by P.L. 1-2005, SEC. 10.

IC 20-26-13-10

Formula to determine four year graduation rate

Sec. 10. Except as provided in section 11 of this chapter, the four (4) year graduation rate for a cohort in a high school is the percentage determined under STEP FIVE of the following formula:

STEP ONE: Determine the grade 9 enrollment at the beginning of the reporting year three (3) years before the reporting year for which the graduation rate is being determined.

STEP TWO: Add:

(A) the number determined under STEP ONE; and

(B) the number of students who:

(i) have enrolled in the high school after the date on which the number determined under

STEP ONE was determined; and

(ii) have the same expected graduation year as the cohort.

STEP THREE: Subtract from the sum determined under STEP TWO the number of students who have left the cohort for any of the following reasons:

(A) Transfer to another public or nonpublic school.

(B) Removal by the student's parents under IC 20-33-2-28 to

provide instruction equivalent to that given in the public schools.

(C) Withdrawal because of a long term medical condition or death.

(D) Detention by a law enforcement agency or the department of correction.

(E) Placement by a court order or the department of child services.

(F) Enrollment in a virtual school.

(G) Leaving school, if the student attended school in Indiana for less than one (1) school year and the location of the student cannot be determined.

(H) Leaving school, if the location of the student cannot be determined and the student has been reported to the Indiana clearinghouse for information on missing children and missing endangered adults.

(I) Withdrawing from school before graduation, if the student is a high ability student (as defined in IC 20-36-1-3) who is a full-time student at an accredited institution of higher education during the

semester in which the cohort graduates.

STEP FOUR: Determine the total number of students determined under STEP TWO who have graduated during the current reporting year or a previous reporting year.

STEP FIVE: Divide:

- (A) the number determined under STEP FOUR; by
- (B) the remainder determined under STEP THREE.

As added by P.L.1-2005, SEC.10. Amended by P.L.242-2005, SEC.11; P.L.145-2006, SEC.151; P.L.229-2007, SEC.4; P.L.45-2008, SEC.1; P.L.43-2009, SEC.17.

IC 20-26-13-10.2

Formula to determine five year graduation rate

Sec. 10.2. In the reporting year immediately following the determination of a cohort's four (4) year graduation rate under section 10 of this chapter, the department shall calculate a five (5) year graduation rate for the cohort using the following formula:

STEP ONE: Determine the number determined under STEP FOUR of the formula established in section 10 of this chapter.

STEP TWO: Add:

- (A) the number determined under STEP ONE; and
- (B) the number of students in the cohort who have graduated during the current reporting year.

STEP THREE: Divide:

- (A) the sum determined under STEP TWO; by
- (B) the remainder determined under STEP THREE of the formula established in section 10 of this chapter.

As added by P.L.229-2007, SEC.5.

IC 20-26-13-10.5

Formula to determine six or subsequent year graduation rate

Sec. 10.5. In the reporting year immediately following the determination of a cohort's five (5) year graduation rate under section 10.2 of this chapter and each subsequent reporting year, the department shall calculate a six (6) or subsequent year graduation rate for the cohort using the following formula:

STEP ONE: Determine the number determined under STEP TWO of the formula established in section 10.2 of this chapter.

STEP TWO: Add:

- (A) the number determined under STEP ONE; and
- (B) the number of students in the cohort who have graduated during the current reporting year.

STEP THREE: Divide:

- (A) the sum determined under STEP TWO; by
- (B) the remainder determined under STEP THREE of the formula established in section 10 of this chapter.

As added by P.L.229-2007, SEC.6.

IC 20-26-13-10.7

Student included in only one graduation year

Sec. 10.7. For purposes of determining a graduation rate under sections 10, 10.2, and 10.5 of this chapter, a student may be counted as a member of only one (1) cohort and as graduating during only one (1) reporting year.

As added by P.L.229-2007, SEC.7. Amended by P.L.45-2008, SEC.2.

IC 20-26-13-11

Student who has left school; responsibility of state attendance officer

Sec. 11. (a) A student who has left school is not included in clauses (A) through (I) of STEP THREE of the formula established in section 10 of this chapter unless the school corporation can provide written proof that the student has left the school for one (1) of the reasons set forth in clauses (A) through (I) of STEP THREE of section 10 of this chapter. If the location of the student is unknown to the school, the principal of the school shall send a certified letter to the last known address of the student, inquiring about the student's whereabouts and status. If the student is not located after the certified letter is delivered or if no response is received, the principal may submit the student's information, including last known address, parent or guardian name, student testing number, and other pertinent data to the state attendance officer. The state attendance officer, using all available state data and any other means available, shall attempt to locate the student and report the student's location and school enrollment status to the principal so that the principal can appropriately send student records to the new school or otherwise document the student's status.

(b) If a school corporation cannot provide written proof that a student should be included in clauses (A) through (I) of STEP THREE of section 10 of this chapter, the student is considered a

dropout.

As added by P.L.242-2005, SEC.12. Amended by P.L.229-2007, SEC.8.

IC 20-26-13-12

Estimated graduation rate

Sec. 12. For each high school, the department shall calculate an estimated graduation rate that is determined by the total number of graduates for the reporting year divided by the total number of students enrolled in grade 9 at the school three (3) years before the reporting year. For any school where the difference between the estimated graduation rate and the number determined under STEP FIVE of section 10 of this chapter is more than five percent (5%), the department shall request the data used in determining that the missing students are classified under one (1) or more of clauses (A) through (I) of STEP THREE of section 10 of this chapter.

As added by P.L.242-2005, SEC.13. Amended by P.L.229-2007, SEC.9; P.L.45-2008, SEC.3.

IC 20-26-13-13

Corrected graduation rate

Sec. 13. For any school that cannot provide written proof supporting the school's determination to include a student under any one (1) of clauses (A) through (I) of STEP THREE of section 10 of this chapter, the department shall require the publication of the corrected graduation rate in the next school year's report required under IC 20-20-8-3.

As added by P.L.242-2005, SEC.14. Amended by P.L.229-2007, SEC.10.

IC 20-26-13-14

Report; contents

Sec. 14. (a) Each reporting year, the department shall determine and report the following for each cohort:

- (1) A four (4) year graduation rate determined under section 10 of this chapter.
- (2) A five (5) year graduation rate determined under section 10.2 of this chapter.
- (3) A six (6) and subsequent year graduation rate determined under section 10.5 of this chapter.

(b) Except for the correction of calculation errors, a four (4) year and five (5) year graduation rate may not be altered after the rates are initially reported.

As added by P.L.229-2007, SEC.11.

IC 20-26-13-15

Deadline for schools to report graduation information; report date for four year graduation rate

Sec. 15. (a) The provisions of sections 12 and 13 of this chapter must be completed before the release

of the reports required under

section 14 of this chapter. The department shall establish deadlines for each school to provide the information required under section 13 of this chapter.

(b) Notwithstanding subsection (a), the department shall report the four (4) year graduation rates for each cohort not later than January 15 following the cohort's expected graduation rate.

As added by P.L.229-2007, SEC.12.

IC 20-26-13-16

Graduation rate determination under National Governors' Association guidelines

Sec. 16. In addition to any other determination required under this chapter, the department shall determine and report a statewide graduation rate that is consistent with guidelines developed by the National Governors' Association. If the guidelines are unclear or allow flexibility in determination, the requirements of this chapter apply to the determination of a statewide graduation rate. However, cohort members who leave after less than one (1) year of attendance in an Indiana school and whose location cannot be determined may not be subtracted in the calculation of a statewide graduation rate.

As added by P.L.229-2007, SEC.13.



2010 State Graduation Rate Breakdown

- 84.1 percent of public school students graduated within four years
- 6.4 percent of students are reported dropouts or undetermined (meaning they either dropped out or left school without formally withdrawing)
- 7.3 percent of students are still in school
- 0.8 percent of students earned a General Education Development (GED) diploma
- 1.2 percent of students earned a Special Education Certificate
- 0.3 percent of students earned a non-diploma Course Completion Certificate

2010 Public High School Graduation Rate Breakdown

- 90-100 percent graduation rate – 133 schools (36 percent)
- 80-89.9 percent graduation rate – 161 schools (43 percent)
- 70-79.9 percent graduation rate – 47 schools (13 percent)
- 60-69.9 percent graduation rate – 13 schools (4 percent)
- 50-59.9 percent graduation rate – 8 schools (2 percent)
- Less than 50 percent graduation rate – 9 schools (2 percent)

Other Notes

- 66 percent of public high schools met or exceeded the state average
- 79 percent of public high schools graduated 80 percent or more of their senior class
- 36 percent of public high schools graduated 90 percent or more of their senior class
- 234 schools (64 percent) improved their graduation rates from 2009 to 2010
- 26 percent of schools had at least a 5 percentage point increase in their graduation rate

*Interim Study Committee on
Education Issues
Meeting 8/25/2011
Exhibit D*

2010 Non-waiver Grad. Rate

Corp No	Corp Name	Sch No	School Name	Non-Waiver Grad Rate	Statutory Rate	Diff
9670	Indianapolis Metropolitan High Sch	5664	Indianapolis Metropolitan High Sch	47.0	61.4	14.5
9660	Stonegate Early Clg HS for Sci/Tec	5278	Stonegate Early Clg HS for Sci/Tec	78.7	86.9	8.2
9655	Hope Academy	5292	Hope Academy	31.3	31.3	0.0
9650	Herron Charter	5724	Herron High School	83.0	90.4	7.4
9640	Options Charter Sch - Noblesville	2551	Options Charter School Noblesville	46.2	46.2	0.0
9625	IN Acad for Sci Math Humanities	1443	IN Aca for Sci Math & Humanities	99.2	99.2	0.0
9620	Burriss Laboratory School	1441	Burriss Laboratory School	93.0	95.3	2.3
9545	21st Century Charter Sch of Gary	4164	21st Century Charter Sch of Gary	76.5	76.5	0.0
9525	Decatur Discovery Academy Inc	5186	Decatur Discovery Academy	53.8	53.8	0.0
9480	Fountain Square Academy	5864	Fountain Square Academy	33.3	33.3	0.0
9460	Thea Bowman Leadership Academy	4022	Thea Bowman Leadership Academy	84.9	84.9	0.0
9445	Charles A Tindley Accelerated Schl	6208	Charles A Tindley Accelerated Sch	78.9	78.9	0.0
9370	Fall Creek Academy	5870	Fall Creek Academy	66.7	80.0	13.3
9330	Irvington Community School	1537	Irvington Community School	59.0	62.8	3.8
9325	Options Charter School - Carmel	2524	Options Charter School - Carmel	37.1	38.7	1.6
9315	Signature School Inc	8295	Signature School Inc	100.0	100.0	0.0
9300	Campagna Academy Charter School	1534	Campagna Academy Charter School	2.1	16.7	14.6
8665	Whitley Co Cons Schools	9187	Columbia City High School	86.5	89.3	2.9
8625	Smith-Green Community Schools	9193	Churubusco Jr-Sr High School	84.3	86.5	2.2
8565	Twin Lakes School Corp	9149	Twin Lakes Senior High School	79.5	84.5	5.0
8535	Tri-County School Corp	9141	Tri-County Middle-Senior High	84.7	86.4	1.7
8525	Frontier School Corporation	9137	Frontier Jr-Sr High School	80.8	80.8	0.0
8515	North White School Corp	9135	North White Jr/Sr High School	77.8	80.2	2.5
8445	M S D Bluffton-Harrison	9089	Bluffton High School	89.8	94.4	4.6
8435	Northern Wells Com Schools	9087	Norwell High School	81.2	86.8	5.6
8425	Southern Wells Com Schools	9058	Southern Wells Jr-Sr High Sch	87.7	91.2	3.5
8385	Richmond Community Schools	8993	Richmond High School	80.8	82.5	1.7
8375	Northeastern Wayne Schools	8927	Northeastern High School	83.9	84.9	1.1
8360	Centerville-Abington Com Schs	8981	Centerville Sr High School	90.3	92.2	1.9
8355	Western Wayne Schools	8961	Lincoln Sr High Sch	72.1	73.3	1.2
8305	Nettle Creek School Corp	8985	Hagerstown Jr-Sr High School	82.2	85.1	3.0

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8220	West Washington School Corp	8869	West Washington Jr-Sr HS	85.9	87.5	1.6
8215	East Washington School Corp	8905	Eastern High Sch	84.7	89.3	4.6
8205	Salem Community Schools	8857	Salem High School	81.4	86.2	4.8
8130	Warrick County School Corp	8772	Tecumseh Jr-Sr High Sch	78.2	92.0	13.8
8130	Warrick County School Corp	8789	Boonville High School	78.5	86.8	8.3
8130	Warrick County School Corp	8809	Castle High School	80.4	85.9	5.6
8115	M S D Warren County	8737	Seeger Memorial Jr-Sr HS	84.4	95.6	11.1
8060	Wabash City Schools	8693	Wabash High School	83.3	84.3	0.9
8050	M S D Wabash County Schools	8651	Northfield Jr-Sr High School	79.8	89.0	9.2
8050	M S D Wabash County Schools	8655	Southwood Jr-Sr High School	87.2	89.9	2.8
8050	M S D Wabash County Schools	8673	White's Jr-Sr High School	23.1	26.9	3.8
8045	Manchester Community Schools	8625	Manchester Jr-Sr High School	83.3	89.2	5.9
8030	Vigo County School Corp	8441	Terre Haute North Vigo High Sch	83.9	90.0	6.1
8030	Vigo County School Corp	8453	West Vigo High School	78.2	90.9	12.7
8030	Vigo County School Corp	8457	Terre Haute South Vigo High Sch	82.5	86.2	3.7
8030	Vigo County School Corp	8611	Booker T Washington Alt Sch	32.0	40.0	8.0
8030	Vigo County School Corp	8612	McLean Education Center (Alt)	35.9	51.3	15.4
8020	South Vermillion Com Sch Corp	8432	South Vermillion High School	81.4	88.4	7.0
8010	North Vermillion Com Sch Corp	8394	North Vermillion High School	79.0	93.5	14.5
7995	Evansville Vanderburgh Sch Corp	8237	Benjamin Bosse High School	71.9	85.0	13.2
7995	Evansville Vanderburgh Sch Corp	8241	Central High School	69.5	80.3	10.8
7995	Evansville Vanderburgh Sch Corp	8245	Francis Joseph Reitz High Sch	86.0	96.0	10.0
7995	Evansville Vanderburgh Sch Corp	8253	North High School	76.2	84.0	7.8
7995	Evansville Vanderburgh Sch Corp	8311	William Henry Harrison High Sch	74.5	87.7	13.2
7950	Union Co/Clg Corner Joint Sch Dist	8193	Union County High School	81.3	81.3	0.0
7945	Tipton Community School Corp	8177	Tipton High School	86.6	93.7	7.1
7935	Tri-Central Community Schools	8155	Tri Central Middle-High School	82.1	83.3	1.2
7875	West Lafayette Com School Corp	8129	West Lafayette Jr/Sr High Sch	93.5	94.7	1.2
7865	Tippecanoe School Corp	8003	McCutcheon High School	80.8	80.8	0.0
7865	Tippecanoe School Corp	8029	William Henry Harrison High Sch	81.9	86.1	4.2
7855	Lafayette School Corporation	8069	Jefferson High School	67.1	80.2	13.1
7775	Switzerland County School Corp	7993	Switzerland Co Senior High Sch	68.4	76.9	8.5
7715	Southwest School Corp	7957	Sullivan High School	79.2	87.9	8.7
7645	Northeast School Corp	7909	Union High School	76.5	76.5	0.0

7645	Northeast School Corp	7917	North Central High School	86.3	87.7	1.4
7615	M S D Steuben County	7893	Angola High School	77.4	83.7	6.3
7610	Hamilton Community Schools	7885	Hamilton Community High Sch	81.5	85.2	3.7
7605	Fremont Community Schools	7877	Fremont High School	90.7	91.8	1.0
7525	Knox Community School Corp	7833	Knox Community High School	68.7	73.3	4.6
7515	North Judson-San Pierre Sch Corp	7849	North Judson-San Pierre High Sch	70.9	78.6	7.7
7495	Oregon-Davis School Corp	7831	Oregon-Davis Jr-Sr High School	80.9	91.5	10.6
7445	South Spencer County Sch Corp	7795	South Spencer High School	86.3	92.2	5.9
7385	North Spencer County Sch Corp	7759	Heritage Hills High School	89.8	92.7	2.8
7365	Shelbyville Central Schools	7717	Shelbyville Sr High Sch	76.9	85.9	9.0
7360	Southwestern Con Sch Shelby Co	7701	Southwestern High School	79.7	89.8	10.2
7350	Northwestern Con School Corp	7689	Triton Central High School	91.6	96.3	4.7
7285	Shelby Eastern Schools	7661	Morristown Jr-Sr High School	75.0	78.3	3.3
7285	Shelby Eastern Schools	7665	Waldron Jr-Sr High School	89.5	94.7	5.3
7255	Scott County School District 2	7641	Scottsburg Senior High School	75.9	80.3	4.4
7230	Scott County School District 1	7629	Austin High School	64.6	69.0	4.4
7215	Union-North United School Corp	7399	LaVille Jr-Sr High School	83.3	85.6	2.2
7205	South Bend Community Sch Corp	7421	Clay High School	67.3	80.8	13.5
7205	South Bend Community Sch Corp	7505	Adams High School	63.7	75.7	12.0
7205	South Bend Community Sch Corp	7513	Riley High School	66.6	77.4	10.8
7205	South Bend Community Sch Corp	7517	Washington High School	74.6	86.8	12.2
7205	South Bend Community Sch Corp	7534	Bendix School	16.9	23.6	6.7
7200	School City of Mishawaka	7461	Mishawaka High School	72.8	79.1	6.3
7175	Penn-Harris-Madison Sch Corp	7353	Penn High School	82.6	87.5	4.9
7150	John Glenn School Corporation	7453	John Glenn High School	88.3	92.6	4.3
6995	Rush County Schools	7285	Rushville Consolidated High Sch	86.2	92.8	6.7
6910	Milan Community Schools	7205	Milan High School	79.6	84.3	4.6
6900	Jac-Cen-Del Community Sch Corp	7193	Jac-Cen-Del Jr-Sr High School	70.4	70.4	0.0
6895	Batesville Community Sch Corp	7217	Batesville High School	95.0	97.2	2.2
6865	South Ripley Com Sch Corp	7182	South Ripley High School	74.3	81.9	7.6
6835	Randolph Eastern School Corp	7161	Union City Community High Sch	89.3	96.4	7.1
6825	Randolph Central School Corp	7125	Winchester Community High Sch	85.4	90.2	4.9
6820	Monroe Central School Corp	7151	Monroe Central Jr-Sr High Sch	77.2	83.7	6.5
6805	Randolph Southern School Corp	7121	Randolph Southern Jr-Sr High Sch	79.6	87.8	8.2

\$5,390/Student

6795	Union School Corporation	7119	Union Junior & High School	69.4	77.8	8.3
6755	Greencastle Community Sch Corp	7089	Greencastle Senior High Sch	80.4	83.9	3.5
6750	Cloverdale Community Schools	7077	Cloverdale High School	73.3	75.0	1.7
6715	North Putnam Community Schools	7061	North Putnam Sr High Sch	81.0	86.9	5.8
6705	South Putnam Community Schools	7071	South Putnam High School	80.7	83.5	2.8
6630	West Central School Corp	7025	West Central Senior High School	83.6	84.9	1.4
6620	Eastern Pulaski Com Sch Corp	6997	Winamac Community High School	89.1	90.8	1.7
6610	New Harmony Town & Twp Con Sch	6993	New Harmony Elem & High Sch	72.7	90.9	18.2
6600	M S D North Posey Co Schools	6975	North Posey Sr High Sch	92.9	95.2	2.4
6590	M S D Mount Vernon	6949	Mount Vernon High School	81.1	88.6	7.6
6560	Valparaiso Community Schools	6881	Valparaiso High School	84.0	88.0	4.1
6550	Portage Township Schools	6853	Portage High School	79.6	88.8	9.2
6530	Union Township School Corp	6841	Wheeler High School	94.8	98.1	3.2
6520	Porter Township School Corp	6838	Boone Grove High School	85.8	87.2	1.4
6510	East Porter County School Corp	6825	Morgan Township Middle/High School	98.1	100.0	1.9
6510	East Porter County School Corp	6833	Kouts Middle/High School	84.4	85.9	1.6
6510	East Porter County School Corp	6849	Washington Twp Middle/High School	87.7	94.7	7.0
6470	Duneland School Corporation	6925	Chesterton Senior High School	87.5	91.1	3.6
6460	M S D Boone Township	6813	Hebron High School	90.7	92.0	1.3
6445	Pike County School Corp	6763	Pike Central High Sch	85.3	91.0	5.8
6350	Tell City-Troy Twp School Corp	6741	Tell City Jr-Sr High School	75.0	78.1	3.1
6340	Cannelton City Schools	6733	Cannelton Elem & High School	56.5	73.9	17.4
6325	Perry Central Com Schools Corp	6708	Perry Central Jr-Sr High Sch	82.0	96.0	14.0
6310	Turkey Run Community Sch Corp	6649	Turkey Run High School	68.3	75.6	7.3
6300	Rockville Community School Corp	6637	Rockville Jr-Sr High School	87.8	91.5	3.7
6260	Southwest Parke Com Sch Corp	6627	Riverton Parke Jr-Sr High School	76.7	80.2	3.5
6195	Spencer-Owen Community Schools	6613	Owen Valley Community HS	71.1	73.5	2.5
6160	Springs Valley Com School Corp	6589	Springs Valley Comm High Sch	74.2	80.6	6.5
6155	Paoli Community School Corp	6581	Paoli Jr & Sr High Sch	84.8	85.6	0.8
6145	Orleans Community Schools	6573	Orleans Jr-Sr High Sch	98.6	98.6	0.0
6080	Rising Sun-Ohio Co Com	6513	Rising Sun High School	78.2	84.6	6.4
6065	West Noble School Corporation	6489	West Noble High School	66.5	82.4	15.9
6060	East Noble School Corp	6458	East Noble High School	70.9	75.6	4.7
6055	Central Noble Com School Corp	6453	Central Noble High School	78.6	81.3	2.7

5995	South Newton School Corp	6417	South Newton Senior High Sch	73.4	73.4	0.0
5945	North Newton School Corp	6411	North Newton Jr-Sr High Sch	75.2	77.8	2.6
5930	Mooreville Con School Corp	6369	Mooreville High School	88.9	97.3	8.4
5925	M S D Martinsville Schools	6329	Martinsville High School	80.2	83.8	3.6
5910	Eminence Community School Corp	6325	Eminence Jr-Sr High School	50.0	52.8	2.8
5900	Monroe-Gregg School District	6321	Monrovia High School	85.2	88.9	3.7
5855	Crawfordsville Com Schools	6277	Crawfordsville Sr High School	82.4	92.3	9.9
5845	South Montgomery Com Sch Corp	6257	Southmont Sr High School	91.9	91.9	0.0
5835	North Montgomery Com Sch Corp	6271	North Montgomery High School	88.6	96.4	7.8
5740	Monroe County Com Sch Corp	6166	Bloomington High School South	78.8	86.4	7.6
5740	Monroe County Com Sch Corp	6168	Bloomington High School North	73.4	83.4	10.0
5705	Richland-Bean Blossom C S C	6146	Edgewood High School	89.6	95.0	5.4
5635	Peru Community Schools	6085	Peru High School	88.2	95.0	6.8
5625	Oak Hill United School Corp	6069	Oak Hill High School	89.6	91.8	2.2
5620	North Miami Community Schools	6049	North Miami Middle/High School	77.9	80.2	2.3
5615	Maconaquah School Corp	6032	Maconaquah High School	90.6	93.0	2.3
5525	Loogootee Community Sch Corp	6003	Loogootee Jr/Sr High School	81.3	82.7	1.3
5520	Shoals Community School Corp	5985	Shoals Comm Jr-Sr High Sch	70.6	72.5	2.0
5495	Triton School Corporation	5923	Triton Jr-Sr High Sch	83.9	89.7	5.7
5485	Plymouth Community School Corp	5945	Plymouth High School	79.5	84.7	5.2
5480	Bremen Public Schools	5941	Bremen Senior High School	92.3	92.3	0.0
5470	Argos Community Schools	5937	Argos Comm Jr-Sr High School	88.0	88.0	0.0
5455	Culver Community Schools Corp	5245	Culver Community High Sch	74.3	78.6	4.3
5400	School Town of Speedway	5891	Speedway Senior High School	94.1	100.0	5.9
5385	Indianapolis Public Schools	5465	Arlington Community High School	41.4	66.4	25.0
5385	Indianapolis Public Schools	5469	Arsenal Technical High School	41.9	56.5	14.6
5385	Indianapolis Public Schools	5473	Crispus Attucks Medical Magnet	92.2	100.0	7.8
5385	Indianapolis Public Schools	5477	Broad Ripple Mgnt HS for Prfm Arts	56.7	60.2	3.5
5385	Indianapolis Public Schools	5481	Emmerich Manual High School	48.4	60.1	11.7
5385	Indianapolis Public Schools	5483	Northwest High School	41.0	57.2	16.2
5385	Indianapolis Public Schools	5631	Key Learning Community	52.6	84.2	31.6
5385	Indianapolis Public Schools	5639	Thomas Carr Howe Comm High School	59.3	78.0	18.7
5385	Indianapolis Public Schools	5643	George Washington Community	58.2	68.4	10.1
5380	Beech Grove City Schools	5449	Beech Grove Sr High School	86.1	88.7	2.6

5375	M S D Wayne Township	5213	Ben Davis High School	70.7	83.5	12.8
5375	M S D Wayne Township	5447	Ben Davis University High School	91.5	96.3	4.9
5370	M S D Washington Township	5451	North Central High School	86.5	87.8	1.3
5360	M S D Warren Township	5361	Warren Central High School	80.3	84.2	3.9
5350	M S D Pike Township	5353	Pike High School	82.4	89.5	7.1
5340	M S D Perry Township	5307	Perry Meridian High School	76.0	85.1	9.1
5340	M S D Perry Township	5309	Southport High School	78.1	85.3	7.1
5330	M S D Lawrence Township	5275	Lawrence Central High School	75.8	84.1	8.3
5330	M S D Lawrence Township	5276	Lawrence North High School	76.6	85.8	9.2
5310	Franklin Township Com Sch Corp	5193	Franklin Central High School	83.3	86.4	3.1
5300	M S D Decatur Township	5177	Decatur Central High School	71.6	80.3	8.7
5280	Elwood Community School Corp	5149	Elwood Community High School	68.5	78.4	9.9
5275	Anderson Community School Corp	4945	Anderson High School	46.2	57.0	10.8
5275	Anderson Community School Corp	5049	Highland Senior High School	56.1	62.1	6.0
5265	Alexandria Com School Corp	5041	Alexandria-Monroe High School	88.3	92.5	4.2
5255	South Madison Com Sch Corp	5053	Pendleton Heights High School	86.3	90.6	4.3
5245	Frankton-Lapel Community Schs	5005	Frankton Jr-Sr High Sch	80.5	87.8	7.3
5245	Frankton-Lapel Community Schs	5011	Lapel Sr High School	94.1	97.6	3.5
5085	Mitchell Community Schools	4925	Mitchell High School	74.4	79.1	4.7
5075	North Lawrence Com Schools	4911	Bedford-North Lawrence High School	82.9	84.8	2.0
4945	LaPorte Community School Corp	4741	LaPorte High School	78.6	86.9	8.4
4940	South Central Com School Corp	4737	South Central Jr-Sr High Sch	88.7	88.7	0.0
4925	Michigan City Area Schools	4795	Michigan City High Sch	69.9	75.2	5.2
4860	M S D of New Durham Township	4701	Westville High School	83.9	91.1	7.1
4805	New Prairie United School Corp	4689	New Prairie High School	86.6	93.8	7.2
4790	Dewey Township Schools	4677	La Crosse Elem & High School	85.2	92.6	7.4
4760	Whiting School City	4353	Whiting High School	83.8	85.1	1.4
4740	School Town of Munster	4332	Munster High School	93.7	95.2	1.6
4730	School City of Hobart	4305	Hobart High School	82.5	88.6	6.1
4720	School Town of Highland	4281	Highland High School	86.3	91.0	4.7
4710	School City of Hammond	4411	George Rogers Clark Md/HS	59.1	68.8	9.7
4710	School City of Hammond	4413	Donald E Gavit Mdl/High Sch	72.9	79.3	6.4
4710	School City of Hammond	4415	Hammond High School	37.9	62.6	24.7
4710	School City of Hammond	4417	Morton Senior High School	60.7	69.1	8.5

4700	Griffith Public Schools	4173	Griffith Senior High School	85.7	89.0	3.4
4690	Gary Community School Corp	4029	Lew Wallace (Sci, Tech, Eng, Math)	60.3	75.5	15.2
4690	Gary Community School Corp	4033	Theodore Roosevelt Car & Tech Acad <i>\$9,525/student</i>	39.1	56.7	17.6
4690	Gary Community School Corp	4163	West Side Leadership Academy	57.1	73.4	16.3
4690	Gary Community School Corp	4168	Wm A Wirt/Emerson VPA	84.6	90.8	6.2
4680	Lake Station Community Schools	3965	Thomas A Edison Jr-Sr HS	69.2	71.4	2.2
4670	School City of East Chicago	3924	East Chicago Central High Sch	47.1	52.0	4.9
4660	Crown Point Community Sch Corp	3901	Crown Point High School	89.5	93.6	4.1
4650	Lake Ridge Schools	3869	Calumet High School	61.4	72.2	10.8
4645	Tri-Creek School Corporation	3865	Lowell Senior High School	79.7	80.4	0.6
4615	Lake Central School Corp	3833	Lake Central High School	82.8	85.4	2.6
4600	Merrillville Community School	3809	Merrillville High Sch	82.0	90.8	8.8
4590	River Forest Community Sch Corp	3791	River Forest Jr-Sr High School	63.5	65.9	2.4
4580	Hanover Community School Corp	3785	Hanover Central High Sch	88.7	92.9	4.3
4535	Lakeland School Corporation	3730	Lakeland High School	85.6	88.4	2.8
4525	Westview School Corporation	3697	Westview Jr-Sr High School	88.3	89.2	0.9
4515	Prairie Heights Com Sch Corp	3690	Prairie Heights Sr High Sch	82.1	85.7	3.6
4455	Whitko Community School Corp	9191	Whitko High School	86.6	90.6	3.9
4445	Tippecanoe Valley School Corp	3602	Tippecanoe Valley High School	76.2	80.4	4.2
4415	Warsaw Community Schools	3647	Warsaw Community HS	77.5	83.9	6.5
4345	Wawasee Community School Corp	3639	Wawasee High School	81.7	83.4	1.7
4335	Vincennes Community Sch Corp	3553	Lincoln High School	80.0	80.0	0.0
4325	South Knox School Corp	3490	South Knox Middle-High School	86.7	92.8	6.0
4315	North Knox School Corp	3537	North Knox High School	71.4	79.5	8.0
4255	Nineveh-Hensley-Jackson United	3419	Indian Creek Sr High Sch	81.8	85.1	3.3
4245	Greenwood Community Sch Corp	3473	Greenwood Community High Sch	91.1	92.4	1.3
4225	Franklin Community School Corp	3445	Franklin Community High Sch	79.8	87.8	8.0
4215	Edinburgh Community Sch Corp	3447	Edinburgh Community High Sch	95.8	95.8	0.0
4205	Center Grove Com Sch Corp	3437	Center Grove High School	90.5	93.3	2.7
4145	Clark-Pleasant Com School Corp	3421	Whiteland Community High Sch	85.8	95.5	9.7
4015	Jennings County Schools	3345	Jennings County High School	74.5	81.7	7.2
4000	Southwestern-Jefferson Co Con	3337	Southwestern Middle/Sr High Sch	74.6	83.3	8.7
3995	Madison Consolidated Schools	3309	Madison Consolidated High Sch	69.9	72.0	2.1
3945	Jay School Corp	3239	Jay County High School	78.3	84.1	5.8

3815	Rensselaer Central School Corp	3201	Rensselaer Central High Sch	79.0	89.5	10.5
3785	Kankakee Valley School Corp	3181	Kankakee Valley High School	83.6	86.0	2.4
3710	Crothersville Community Schools	3121	Crothersville Jr-Sr High School	61.7	72.3	10.6
3695	Brownstown Cnt Com Sch Corp	3126	Brownstown Central High Sch	83.7	89.9	6.2
3675	Seymour Community Schools	3133	Seymour Senior High School	79.4	90.0	10.7
3640	Medora Community School Corp	3093	Medora Jr & Sr High School	65.0	70.0	5.0
3625	Huntington Co Com Sch Corp	3065	Huntington North High School	85.5	88.6	3.1
3500	Kokomo-Center Twp Con Sch Corp	3013	Kokomo High School	83.8	88.2	4.4
3490	Western School Corp	2921	Western High School	94.4	96.1	1.7
3480	Eastern Howard School Corp	2919	Eastern Jr & Sr High School	89.8	91.7	1.9
3470	Northwestern School Corp	2897	Northwestern Sr High Sch	94.9	94.9	0.0
3460	Taylor Community School Corp	2894	Taylor High School	85.7	91.4	5.7
3455	C A Beard Memorial School Corp	2869	Knightstown High School	85.0	90.0	5.0
3445	New Castle Community Sch Corp	2825	New Castle Chrysler High Sch	66.5	74.7	8.2
3435	Shenandoah School Corporation	2817	Shenandoah High School	80.7	86.8	6.1
3415	South Henry School Corp	2773	Tri Junior-Senior High School	87.0	92.8	5.8
3405	Blue River Valley Schools	2801	Blue River Valley Jr-Sr HS	78.0	78.0	0.0
3335	Mill Creek Community Sch Corp	2692	Cascade Senior High School	90.9	93.6	2.7
3330	Plainfield Community Sch Corp	2749	Plainfield High School	96.7	98.0	1.3
3325	Danville Community School Corp	2741	Danville Community High Sch	94.9	95.5	0.6
3315	Avon Community School Corp	2737	Avon High School	90.3	93.3	3.0
3305	Brownsburg Community Sch Corp	2709	Brownsburg High School	88.7	91.2	2.4
3295	North West Hendricks Schools	2731	Tri-West Senior High School	88.0	93.0	4.9
3190	South Harrison Com Schools	2640	Corydon Central High School	82.0	93.2	11.2
3190	South Harrison Com Schools	2670	South Central Jr & Sr HS	81.9	87.5	5.6
3180	North Harrison Com School Corp	2629	North Harrison High School	81.9	85.6	3.8
3160	Lanesville Community School Corp	2613	Lanesville Jr-Sr HS	95.5	95.5	0.0
3145	Eastern Hancock Co Com Sch Corp	2585	Eastern Hancock High Sch	93.9	98.8	4.9
3135	Mt Vernon Community Sch Corp	2569	Mt Vernon High School	86.2	88.9	2.8
3125	Greenfield-Central Com Schools	2595	Greenfield-Central High Sch	87.4	90.4	3.0
3115	Southern Hancock Co Com Sch Corp	2565	New Palestine High School	90.2	91.7	1.5
3070	Noblesville Schools	2517	Noblesville High School	91.5	93.4	1.8
3060	Carmel Clay Schools	2505	Carmel High School	89.1	89.6	0.5
3055	Sheridan Community Schools	2463	Sheridan High School	80.4	85.9	5.4

\$5312/student

3030	Westfield-Washington Schools	2493	Westfield High School	93.4	96.1	2.7
3025	Hamilton Heights School Corp	2477	Hamilton Heights High School	89.4	93.8	4.3
3005	Hamilton Southeastern Schools	2487	Fishers High School	93.5	93.5	0.0
3005	Hamilton Southeastern Schools	2499	Hamilton Southeastern HS	90.8	91.4	0.5
2980	White River Valley Sch Dist	2429	White River Valley Jr/Sr High Sch	81.4	86.4	5.1
2960	M S D Shakamak Schools	2445	Shakamak Jr-Sr High Sch	90.2	93.4	3.3
2950	Linton-Stockton School Corp	2437	Linton-Stockton High School	86.5	86.5	0.0
2940	Eastern Greene Schools	2435	Eastern Greene High School	72.3	90.4	18.1
2920	Bloomfield School District	2419	Bloomfield Jr-Sr High School	96.1	97.4	1.3
2865	Marion Community Schools	2351	Marion High School	60.3	68.2	7.9
2855	Mississinewa Community School Corp	2333	Mississinewa High School	89.7	95.5	5.8
2825	Madison-Grant United Sch Corp	2321	Madison-Grant High School	78.2	83.9	5.6
2815	Eastbrook Community Sch Corp	2293	Eastbrook High School	79.6	83.6	3.9
2765	South Gibson School Corp	2211	Gibson Southern High School	87.4	91.8	4.4
2735	North Gibson School Corp	2249	Princeton Comm High Sch	79.9	87.0	7.1
2725	East Gibson School Corporation	2233	Waldo J Wood Memorial High	72.6	88.1	15.5
2650	Caston School Corporation	2159	Caston Jr-Sr High Sch	77.8	81.5	3.7
2645	Rochester Community Sch Corp	2173	Rochester Community High Sch	89.7	92.1	2.4
2475	Franklin County Com Sch Corp	2083	Franklin County High	71.4	78.0	6.5
2455	Southeast Fountain School Corp	2022	Fountain Central High School	85.9	91.3	5.4
2440	Covington Community Sch Corp	2005	Covington Community High Sch	77.9	83.8	5.9
2435	Attica Consolidated Sch Corp	2053	Attica High School	81.7	86.7	5.0
2400	New Albany-Floyd Co Con Sch	1925	New Albany Senior High School	71.7	84.6	12.8
2400	New Albany-Floyd Co Con Sch	1930	Floyd Central High School	86.7	89.2	2.6
2395	Fayette County School Corp	1889	Connersville Sr High School	77.9	78.3	0.4
2315	Goshen Community Schools	1821	Goshen High School	78.4	82.8	4.4
2305	Elkhart Community Schools	1749	Elkhart Central High School	67.7	74.1	6.4
2305	Elkhart Community Schools	1750	Elkhart Memorial High School	70.7	76.6	5.9
2285	Wa-Nee Community Schools	1737	North Wood High School	86.1	94.7	8.6
2275	Middlebury Community Schools	1733	Northridge High School	90.3	92.1	1.8
2270	Concord Community Schools	1715	Concord Community High School	85.0	90.2	5.2
2260	Baugo Community Schools	1701	Jimtown High School	76.3	82.7	6.5
2155	Fairfield Community Schools	1613	Fairfield Jr-Sr High School	90.0	94.5	4.5
2120	Greater Jasper Con Schs	1593	Jasper High School	89.7	91.1	1.5

2110	Southwest Dubois Co Sch Corp	1588	Southridge High School	82.5	88.3	5.8
2100	Southeast Dubois Co Sch Corp	1583	Forest Park Jr-Sr High Sch	85.7	87.6	1.9
2040	Northeast Dubois Co Sch Corp	1545	Northeast Dubois High School	92.3	92.3	0.0
1970	Muncie Community Schools	1421	Muncie Central High School	72.7	91.9	19.1
1970	Muncie Community Schools	1424	Muncie Southside High Sch	76.8	91.4	14.5
1940	Daleville Community Schools	1401	Daleville Jr/Sr High School	77.0	78.7	1.6
1910	Yorktown Community Schools	1389	Yorktown High School	88.0	95.3	7.3
1900	Cowan Community School Corp	1386	Cowan High School	87.2	95.7	8.5
1895	Liberty-Perry Com School Corp	1375	Wapahani High School	97.5	97.5	0.0
1885	Wes-Del Community Schools	1372	Wes-Del Middle/Senior High Sch	89.9	93.7	3.8
1875	Delaware Community School Corp	1369	Delta High School	89.8	93.2	3.4
1835	DeKalb Co Ctl United Sch Dist	1345	DeKalb High School	83.2	87.0	3.8
1820	Garrett-Keyser-Butler Com	1325	Garrett High School	83.8	86.8	2.9
1805	DeKalb Co Eastern Com Sch Dist	1317	Eastside Junior-Senior High Sch	88.9	91.7	2.8
1730	Greensburg Community Schools	1268	Greensburg Community High Sch	88.0	93.0	4.9
1655	Decatur County Com Schools	1263	South Decatur Jr-Sr High Sch	79.0	91.4	12.3
1655	Decatur County Com Schools	1267	North Decatur Jr-Sr High Sch	90.4	93.3	2.9
1620	Lawrenceburg Com School Corp	1177	Lawrenceburg High School	81.5	85.4	3.8
1600	South Dearborn Com School Corp	1179	South Dearborn High School	78.9	86.1	7.2
1560	Sunman-Dearborn Com Sch Corp	7213	East Central High School	85.1	89.7	4.6
1405	Washington Com Schools	1125	Washington High School	68.0	74.2	6.2
1375	North Daviess Com Schools	1121	North Daviess Jr-Sr High Sch	88.9	93.7	4.8
1315	Barr-Reeve Com Schools Inc	1069	Barr Reeve Jr-Sr High School	100.0	100.0	0.0
1300	Crawford Co Com School Corp	1059	Crawford County Jr-Sr HS	79.8	81.5	1.7
1180	Rossville Con School District	1021	Rossville Senior High School	86.8	88.2	1.5
1170	Community Schools of Frankfort	0997	Frankfort Senior High School	68.6	81.9	13.3
1160	Clinton Prairie School Corp	0977	Clinton Prairie Jr-Sr HS	95.2	96.8	1.6
1150	Clinton Central School Corp	0957	Clinton Central Junior-Senior HS	79.7	82.4	2.7
1125	Clay Community Schools	0897	Clay City Jr-Sr High School	90.4	94.5	4.1
1125	Clay Community Schools	0933	Northview High School	88.9	90.6	1.7
1010	Greater Clark County Schools	0809	New Washington Middle/High School	83.6	89.0	5.5
1010	Greater Clark County Schools	0821	Charlestown Senior High Sch	82.6	85.5	2.9
1010	Greater Clark County Schools	0849	Jeffersonville High School	67.9	83.4	15.5
1000	Clarksville Com School Corp	0833	Clarksville Senior High Sch	86.1	96.0	9.9

0940	West Clark Community Schools	0765	Henryville Jr & Sr High Sch	81.3	90.6	9.4
0940	West Clark Community Schools	0777	Silver Creek High School	85.7	91.4	5.7
0940	West Clark Community Schools	0813	William W Borden High School	86.5	92.3	5.8
0875	Logansport Community Sch Corp	0701	Logansport Comm High Sch	73.8	79.7	5.8
0815	Southeastern School Corp	0689	Lewis Cass Jr-Sr High School	83.9	88.4	4.5
0775	Pioneer Regional School Corp	0645	Pioneer Jr-Sr High School	85.5	88.2	2.6
0755	Delphi Community School Corp	0637	Delphi Community High School	71.8	85.5	13.7
0750	Carroll Consolidated Sch Corp	0621	Carroll Jr-Sr High Sch	91.8	92.9	1.2
0670	Brown County School Corporation	0573	Brown County High School	82.0	89.3	7.3
0665	Lebanon Community School Corp	0553	Lebanon Senior High School	93.9	95.3	1.4
0630	Zionsville Community Schools	0512	Zionsville Community High Sch	98.0	98.3	0.2
0615	Western Boone Co Com Sch Dist	0539	Western Boone Jr-Sr High School	92.4	97.5	5.1
0515	Blackford County Schools	0489	Blackford High School	81.6	86.1	4.4
0395	Benton Community School Corp	0445	Benton Central Jr-Sr High Sch	88.0	90.4	2.4
0370	Flat Rock-Hawcreek School Corp	0410	Hauser Jr-Sr High School	84.1	85.2	1.1
0365	Bartholomew Con School Corp	0397	Columbus North High School	83.4	88.9	5.5
0365	Bartholomew Con School Corp	0399	Columbus East High School	71.2	76.1	4.9
0255	East Allen County Schools	0049	Leo Junior/Senior High School	96.5	97.0	0.5
0255	East Allen County Schools	0081	Heritage Jr/Sr High School	87.0	89.4	2.5
0255	East Allen County Schools	0279	Paul Harding High School	53.1	75.0	21.9
0255	East Allen County Schools	0285	Woodlan Jr/Sr High School	82.0	87.4	5.4
0255	East Allen County Schools	0297	New Haven High School	77.9	84.7	6.8
0235	Fort Wayne Community Schools	0097	Elmhurst High School	67.0	81.6	14.6
0235	Fort Wayne Community Schools	0101	North Side High School	66.0	83.3	17.3
0235	Fort Wayne Community Schools	0102	R Nelson Snider High School	79.2	89.7	10.5
0235	Fort Wayne Community Schools	0105	South Side High School	62.0	83.6	21.5
0235	Fort Wayne Community Schools	0177	Wayne High School	54.9	81.3	26.5
0235	Fort Wayne Community Schools	0219	Northrop High School	76.0	88.5	12.5
0225	Northwest Allen County Schools	0091	Carroll High School	94.1	94.5	0.4
0125	M S D Southwest Allen County	0047	Homestead Senior High School	89.3	92.5	3.2
0035	South Adams Schools	0023	South Adams High School	82.7	86.7	4.1
0025	North Adams Community Schools	0029	Bellmont Senior High School	81.9	87.7	5.9
0015	Adams Central Community Schools	0021	Adams Central High School	96.7	96.7	0.0
9830	Beacon Academy	8411	Beacon Academy	0.0	0.0	0.0

STATE TOTAL (PUBLIC)	78.1	84.1	6.0
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09-10 Grad Rates

Corp No	Corp Name	Sch No	Sch Name	2010 Cohort Size	2010 Graduates	2008 Grad Rate	2009 Grad Rate	2010 Grad Rate	Number of Additional Graduates Needed to Reach 90%
0015	Adams Central Community Schools	0021	Adams Central High School	92	89	87.8	94.2	96.7	n/a
0025	North Adams Community Schools	0029	Bellmont Senior High School	204	179	87.5	91.5	87.7	5
0035	South Adams Schools	0023	South Adams High School	98	85	84.4	83.7	86.7	3
0125	M S D Southwest Allen County	0047	Homestead Senior High School	507	469	94.7	93.1	92.5	n/a
0225	Northwest Allen County Schools	0091	Carroll High School	475	449	95.6	93.1	94.5	n/a
0235	Fort Wayne Community Schools	0097	Elmhurst High School	206	168	79.0	84.1	81.6	17
0235	Fort Wayne Community Schools	0101	North Side High School	359	299	68.0	75.3	83.3	24
0235	Fort Wayne Community Schools	0102	R Nelson Snider High School	448	402	88.0	90.0	89.7	1
0235	Fort Wayne Community Schools	0105	South Side High School	353	295	70.4	75.1	83.6	23
0235	Fort Wayne Community Schools	0177	Wayne High School	257	209	76.8	78.3	81.3	22
0235	Fort Wayne Community Schools	0219	Northrop High School	496	439	85.6	90.3	88.5	7
0255	East Allen County Schools	0049	Leo Junior/Senior High School	200	194	90.4	94.0	97.0	n/a
0255	East Allen County Schools	0081	Heritage Jr/Sr High School	161	144	81.7	93.9	89.4	1
0255	East Allen County Schools	0279	Paul Harding High School	128	96	68.6	88.2	75.0	19
0255	East Allen County Schools	0285	Woodlan Jr/Sr High School	111	97	83.6	92.9	87.4	3
0255	East Allen County Schools	0297	New Haven High School	222	188	78.8	81.7	84.7	12
0365	Bartholomew Con School Corp	0397	Columbus North High School	505	449	90.6	86.4	88.9	6
0365	Bartholomew Con School Corp	0399	Columbus East High School	364	277	77.8	77.3	76.1	51
0370	Flat Rock-Hawcreek School Corp	0410	Hauser Jr-Sr High School	88	75	80.0	83.3	85.2	4
0395	Benton Community School Corp	0445	Benton Central Jr-Sr High Sch	166	150	86.7	91.3	90.4	n/a
0515	Blackford County Schools	0489	Blackford High School	158	136	75.4	87.0	86.1	6
0615	Western Boone Co Com Sch Dist	0539	Western Boone Jr-Sr High School	158	154	92.6	93.2	97.5	n/a
0630	Zionsville Community Schools	0512	Zionsville Community High Sch	409	402	96.4	96.5	98.3	n/a
0665	Lebanon Community School Corp	0553	Lebanon Senior High School	213	203	86.3	90.3	95.3	n/a
0670	Brown County School Corporation	0573	Brown County High School	150	134	72.5	89.3	89.3	1
0750	Carroll Consolidated Sch Corp	0621	Carroll Jr-Sr High Sch	85	79	82.1	94.0	92.9	n/a
0755	Delphi Community School Corp	0637	Delphi Community High School	117	100	86.4	90.5	85.5	5
0775	Pioneer Regional School Corp	0645	Pioneer Jr-Sr High School	76	67	81.0	89.9	88.2	1
0815	Southeastern School Corp	0689	Lewis Cass Jr-Sr High School	112	99	77.3	86.6	88.4	2
0875	Logansport Community Sch Corp	0701	Logansport Comm High Sch	325	259	82.1	79.5	79.7	34
0940	West Clark Community Schools	0765	Henryville Jr & Sr High Sch	96	87	89.5	90.0	90.6	n/a
0940	West Clark Community Schools	0777	Silver Creek High School	175	160	92.4	86.2	91.4	n/a
0940	West Clark Community Schools	0813	William W Borden High School	52	48	88.9	87.7	92.3	n/a
1000	Clarksville Com School Corp	0833	Clarksville Senior High Sch	101	97	79.2	92.6	96.0	n/a
1010	Greater Clark County Schools	0809	New Washington Middle/High School	73	65	80.3	79.3	89.0	1

Interim Study Committee on
Education Issues
Meeting 8/25/2011

1010	Greater Clark County Schools	0821	Charlestown Senior High Sch	138	118	72.1	82.0	85.5	6
1010	Greater Clark County Schools	0849	Jeffersonville High School	483	403	73.9	77.8	83.4	32
1125	Clay Community Schools	0897	Clay City Jr-Sr High School	73	69	87.9	94.8	94.5	n/a
1125	Clay Community Schools	0933	Northview High School	234	212	80.4	80.9	90.6	n/a
1150	Clinton Central School Corp	0957	Clinton Central Junior-Senior HS	74	61	87.6	88.3	82.4	6
1160	Clinton Prairie School Corp	0977	Clinton Prairie Jr-Sr HS	63	61	85.9	98.4	96.8	n/a
1170	Community Schools of Frankfort	0997	Frankfort Senior High School	210	172	75.7	76.7	81.9	17
1180	Rossville Con School District	1021	Rossville Senior High School	68	60	88.1	88.5	88.2	1
1300	Crawford Co Com School Corp	1059	Crawford County Jr-Sr HS	119	97	66.5	84.0	81.5	10
1315	Barr-Reeve Com Schools Inc	1069	Barr Reeve Jr-Sr High School	44	44	95.6	100.0	100.0	n/a
1375	North Daviess Com Schools	1121	North Daviess Jr-Sr High Sch	63	59	95.9	90.9	93.7	n/a
1405	Washington Com Schools	1125	Washington High School	178	132	75.1	76.9	74.2	28
1560	Sunman-Dearborn Com Sch Corp	7213	East Central High School	348	312	90.9	87.3	89.7	1
1600	South Dearborn Com School Corp	1179	South Dearborn High School	237	204	80.6	85.4	86.1	9
1620	Lawrenceburg Com School Corp	1177	Lawrenceburg High School	130	111	81.4	87.0	85.4	6
1655	Decatur County Com Schools	1263	South Decatur Jr-Sr High Sch	81	74	89.7	86.3	91.4	n/a
1655	Decatur County Com Schools	1267	North Decatur Jr-Sr High Sch	104	97	74.7	85.3	93.3	n/a
1730	Greensburg Community Schools	1268	Greensburg Community High Sch	142	132	91.7	95.1	93.0	n/a
1805	DeKalb Co Eastern Com Sch Dist	1317	Eastside Junior-Senior High Sch	108	99	85.4	84.6	91.7	n/a
1820	Garrett-Keyser-Butler Com	1325	Garrett High School	136	118	88.9	94.1	86.8	4
1835	DeKalb Co Ctl United Sch Dist	1345	DeKalb High School	292	254	83.9	87.7	87.0	9
1875	Delaware Community School Corp	1369	Delta High School	206	192	85.7	90.8	93.2	n/a
1885	Wes-Del Community Schools	1372	Wes-Del Middle/Senior High Sch	79	74	87.7	96.7	93.7	n/a
1895	Liberty-Perry Com School Corp	1375	Wapahani High School	81	79	90.9	96.6	97.5	n/a
1900	Cowan Community School Corp	1386	Cowan High School	47	45	84.8	89.8	95.7	n/a
1910	Yorktown Community Schools	1389	Yorktown High School	150	143	88.1	93.0	95.3	n/a
1940	Daleville Community Schools	1401	Daleville Jr/Sr High School	61	48	85.2	87.5	78.7	7
1970	Muncie Community Schools	1421	Muncie Central High School	209	192	81.3	90.0	91.9	n/a
1970	Muncie Community Schools	1424	Muncie Southside High Sch	220	201	77.5	81.4	91.4	n/a
2040	Northeast Dubois Co Sch Corp	1545	Northeast Dubois High School	78	72	86.3	91.0	92.3	n/a
2100	Southeast Dubois Co Sch Corp	1583	Forest Park Jr-Sr High Sch	105	92	93.2	88.0	87.6	3
2110	Southwest Dubois Co Sch Corp	1588	Southridge High School	137	121	82.1	85.1	88.3	2
2120	Greater Jasper Con Schs	1593	Jasper High School	271	247	92.9	93.3	91.1	n/a
2155	Fairfield Community Schools	1613	Fairfield Jr-Sr High School	110	104	92.2	95.1	94.5	n/a
2260	Baugo Community Schools	1701	Jimtown High School	139	115	72.8	73.2	82.7	10
2270	Concord Community Schools	1715	Concord Community High School	286	258	85.8	89.0	90.2	n/a
2275	Middlebury Community Schools	1733	Northridge High School	278	256	87.1	92.7	92.1	n/a
2285	Wa-Nee Community Schools	1737	North Wood High School	209	198	85.8	87.1	94.7	n/a
2305	Elkhart Community Schools	1749	Elkhart Central High School	375	278	61.9	68.8	74.1	60
2305	Elkhart Community Schools	1750	Elkhart Memorial High School	423	324	63.3	71.8	76.6	57

2315	Goshen Community Schools	1821	Goshen High School	343	284	70.6	75.2	82.8	25
2395	Fayette County School Corp	1889	Connersville Sr High School	276	216	68.2	75.8	78.3	32
2400	New Albany-Floyd Co Con Sch	1925	New Albany Senior High School	460	389	72.0	77.8	84.6	25
2400	New Albany-Floyd Co Con Sch	1930	Floyd Central High School	427	381	90.0	87.6	89.2	3
2435	Attica Consolidated Sch Corp	2053	Attica High School	60	52	80.7	94.0	86.7	2
2440	Covington Community Sch Corp	2005	Covington Community High Sch	68	57	82.2	86.0	83.8	4
2455	Southeast Fountain School Corp	2022	Fountain Central High School	92	84	78.7	81.4	91.3	n/a
2475	Franklin County Com Sch Corp	2083	Franklin County High	245	191	80.0	78.9	78.0	30
2645	Rochester Community Sch Corp	2173	Rochester Community High Sch	165	152	81.8	78.8	92.1	n/a
2650	Caston School Corporation	2159	Caston Jr-Sr High Sch	54	44	61.6	73.3	81.5	5
2725	East Gibson School Corporation	2233	Waldo J Wood Memorial High	84	74	84.9	90.9	88.1	2
2735	North Gibson School Corp	2249	Princeton Comm High Sch	154	134	82.1	83.2	87.0	5
2765	South Gibson School Corp	2211	Gibson Southern High School	182	167	83.0	90.7	91.8	n/a
2815	Eastbrook Community Sch Corp	2293	Eastbrook High School	152	127	84.2	87.9	83.6	10
2825	Madison-Grant United Sch Corp	2321	Madison-Grant High School	124	104	76.3	82.4	83.9	8
2855	Mississinewa Community School Corp	2333	Mississinewa High School	156	149	87.6	87.7	95.5	n/a
2865	Marion Community Schools	2351	Marion High School	305	208	66.2	72.8	68.2	67
2920	Bloomfield School District	2419	Bloomfield Jr-Sr High School	76	74	88.1	92.6	97.4	n/a
2940	Eastern Greene Schools	2435	Eastern Greene High School	94	85	74.6	79.0	90.4	n/a
2950	Linton-Stockton School Corp	2437	Linton-Stockton High School	74	64	74.5	76.5	86.5	3
2960	M S D Shakamak Schools	2445	Shakamak Jr-Sr High Sch	61	57	73.4	83.3	93.4	n/a
2980	White River Valley Sch Dist	2429	White River Valley Jr/Sr High Sch	59	51	89.6	95.9	86.4	2
3005	Hamilton Southeastern Schools	2487	Fishers High School	474	443	86.9	93.6	93.5	n/a
3005	Hamilton Southeastern Schools	2499	Hamilton Southeastern HS	556	508	87.2	88.9	91.4	n/a
3025	Hamilton Heights School Corp	2477	Hamilton Heights High School	161	151	84.1	91.5	93.8	n/a
3030	Westfield-Washington Schools	2493	Westfield High School	410	394	92.9	94.7	96.1	n/a
3055	Sheridan Community Schools	2463	Sheridan High School	92	79	72.7	85.8	85.9	4
3060	Carmel Clay Schools	2505	Carmel High School	1036	928	91.7	94.7	89.6	4
3070	Noblesville Schools	2517	Noblesville High School	544	508	88.8	91.3	93.4	n/a
3115	Southern Hancock Co Com Sch Corp	2565	New Palestine High School	266	244	96.5	95.9	91.7	n/a
3125	Greenfield-Central Com Schools	2595	Greenfield-Central High Sch	270	244	77.1	81.1	90.4	n/a
3135	Mt Vernon Community Sch Corp	2569	Mt Vernon High School	289	257	87.3	88.8	88.9	3
3145	Eastern Hancock Co Com Sch Corp	2585	Eastern Hancock High Sch	82	81	87.0	96.3	98.8	n/a
3160	Lanesville Community School Corp	2613	Lanesville Jr-Sr HS	44	42	95.0	92.2	95.5	n/a
3180	North Harrison Com School Corp	2629	North Harrison High School	160	137	83.8	81.7	85.6	7
3190	South Harrison Com Schools	2640	Corydon Central High School	161	150	79.3	82.3	93.2	n/a
3190	South Harrison Com Schools	2670	South Central Jr & Sr HS	72	63	83.8	93.3	87.5	2
3295	North West Hendricks Schools	2731	Tri-West Senior High School	142	132	81.4	85.6	93.0	n/a
3305	Brownsburg Community Sch Corp	2709	Brownsburg High School	533	486	92.1	89.9	91.2	n/a
3315	Avon Community School Corp	2737	Avon High School	569	531	90.7	93.7	93.3	n/a

3325	Danville Community School Corp	2741	Danville Community High Sch	176	168	90.4	92.9	95.5	n/a
3330	Plainfield Community Sch Corp	2749	Plainfield High School	304	298	93.0	92.0	98.0	n/a
3335	Mill Creek Community Sch Corp	2692	Cascade Senior High School	110	103	95.8	92.2	93.6	n/a
3405	Blue River Valley Schools	2801	Blue River Valley Jr-Sr HS	59	46	83.1	79.1	78.0	7
3415	South Henry School Corp	2773	Tri Junior-Senior High School	69	64	85.7	92.2	92.8	n/a
3435	Shenandoah School Corporation	2817	Shenandoah High School	114	99	83.8	83.5	86.8	4
3445	New Castle Community Sch Corp	2825	New Castle Chrysler High Sch	281	210	63.7	68.6	74.7	43
3455	C A Beard Memorial School Corp	2869	Knightstown High School	100	90	82.2	84.8	90.0	n/a
3460	Taylor Community School Corp	2894	Taylor High School	105	96	84.9	85.2	91.4	n/a
3470	Northwestern School Corp	2897	Northwestern Sr High Sch	137	130	93.0	91.0	94.9	n/a
3480	Eastern Howard School Corp	2919	Eastern Jr & Sr High School	108	99	89.9	94.9	91.7	n/a
3490	Western School Corp	2921	Western High School	179	172	89.7	95.5	96.1	n/a
3500	Kokomo-Center Twp Con Sch Corp	3013	Kokomo High School	389	343	80.5	84.5	88.2	7
3625	Huntington Co Com Sch Corp	3065	Huntington North High School	420	372	84.2	89.1	88.6	6
3640	Medora Community School Corp	3093	Medora Jr & Sr High School	20	14	87.5	67.6	70.0	4
3675	Seymour Community Schools	3133	Seymour Senior High School	291	262	84.6	87.5	90.0	n/a
3695	Brownstown Cnt Com Sch Corp	3126	Brownstown Central High Sch	129	116	89.1	90.7	89.9	1
3710	Crothersville Community Schools	3121	Crothersville Jr-Sr High School	47	34	89.7	97.1	72.3	8
3785	Kankakee Valley School Corp	3181	Kankakee Valley High School	286	246	76.1	71.5	86.0	11
3815	Rensselaer Central School Corp	3201	Rensselaer Central High Sch	124	111	72.9	86.6	89.5	1
3945	Jay School Corp	3239	Jay County High School	277	233	74.7	88.0	84.1	16
3995	Madison Consolidated Schools	3309	Madison Consolidated High Sch	239	172	67.6	76.7	72.0	43
4000	Southwestern-Jefferson Co Con	3337	Southwestern Middle/Sr High Sch	126	105	74.4	73.9	83.3	8
4015	Jennings County Schools	3345	Jennings County High School	377	308	78.6	85.0	81.7	31
4145	Clark-Pleasant Com School Corp	3421	Whiteland Community High Sch	331	316	86.9	93.6	95.5	n/a
4205	Center Grove Com Sch Corp	3437	Center Grove High School	549	512	88.0	93.6	93.3	n/a
4215	Edinburgh Community Sch Corp	3447	Edinburgh Community High Sch	71	68	76.1	83.6	95.8	n/a
4225	Franklin Community School Corp	3445	Franklin Community High Sch	362	318	85.1	83.3	87.8	8
4245	Greenwood Community Sch Corp	3473	Greenwood Community High Sch	225	208	83.6	91.6	92.4	n/a
4255	Nineveh-Hensley-Jackson United	3419	Indian Creek Sr High Sch	121	103	83.3	85.7	85.1	6
4315	North Knox School Corp	3537	North Knox High School	112	89	80.3	78.2	79.5	12
4325	South Knox School Corp	3490	South Knox Middle-High School	83	77	92.2	93.8	92.8	n/a
4335	Vincennes Community Sch Corp	3553	Lincoln High School	185	148	73.1	76.5	80.0	19
4345	Wawasee Community School Corp	3639	Wawasee High School	241	201	79.8	83.4	83.4	16
4415	Warsaw Community Schools	3647	Warsaw Community HS	479	402	80.6	74.9	83.9	29
4445	Tippecanoe Valley School Corp	3602	Tippecanoe Valley High School	168	135	71.9	75.4	80.4	16
4455	Whitko Community School Corp	9191	Whitko High School	127	115	80.1	84.9	90.6	n/a
4515	Prairie Heights Com Sch Corp	3690	Prairie Heights Sr High Sch	140	120	83.3	90.0	85.7	6
4525	Westview School Corporation	3697	Westview Jr-Sr High School	111	99	89.4	89.4	89.2	1
4535	Lakeland School Corporation	3730	Lakeland High School	181	160	75.8	81.9	88.4	3

4580	Hanover Community School Corp	3785	Hanover Central High Sch	141	131	93.0	94.4	92.9	n/a
4590	River Forest Community Sch Corp	3791	River Forest Jr-Sr High School	126	83	61.6	70.4	65.9	30
4600	Merrillville Community School	3809	Merrillville High Sch	511	464	79.0	87.3	90.8	n/a
4615	Lake Central School Corp	3833	Lake Central High School	772	659	84.6	85.7	85.4	36
4645	Tri-Creek School Corporation	3865	Lowell Senior High School	316	254	79.6	84.1	80.4	30
4650	Lake Ridge Schools	3869	Calumet High School	176	127	66.7	68.0	72.2	31
4660	Crown Point Community Sch Corp	3901	Crown Point High School	608	569	89.9	89.8	93.6	n/a
4670	School City of East Chicago	3924	East Chicago Central High Sch	325	169	53.9	55.7	52.0	124
4680	Lake Station Community Schools	3965	Thomas A Edison Jr-Sr HS	91	65	64.4	71.9	71.4	17
4690	Gary Community School Corp	4029	Lew Wallace (Sci, Tech, Eng, Math)	151	114	42.1	51.1	75.5	22
4690	Gary Community School Corp	4033	Theodore Roosevelt Car & Tech Acad	238	135	42.4	44.4	56.7	79
4690	Gary Community School Corp	4163	West Side Leadership Academy	289	212	64.0	70.6	73.4	48
4690	Gary Community School Corp	4168	Wm A Wirt/Emerson VPA	65	59	80.3	92.3	90.8	n/a
4700	Griffith Public Schools	4173	Griffith Senior High School	237	211	82.2	89.2	89.0	2
4710	School City of Hammond	4411	George Rogers Clark Md/HS	176	121	54.7	67.0	68.8	37
4710	School City of Hammond	4413	Donald E Gavit Mdl/High Sch	188	149	62.3	58.2	79.3	20
4710	School City of Hammond	4415	Hammond High School	235	147	57.3	61.0	62.6	65
4710	School City of Hammond	4417	Morton Senior High School	272	188	58.7	68.5	69.1	57
4720	School Town of Highland	4281	Highland High School	278	253	83.0	80.1	91.0	n/a
4730	School City of Hobart	4305	Hobart High School	280	248	82.0	85.2	88.6	4
4740	School Town of Munster	4332	Munster High School	378	360	93.2	94.9	95.2	n/a
4760	Whiting School City	4353	Whiting High School	74	63	74.6	91.3	85.1	4
4790	Dewey Township Schools	4677	La Crosse Elem & High School	27	25	79.2	90.0	92.6	n/a
4805	New Prairie United School Corp	4689	New Prairie High School	209	196	90.8	93.0	93.8	n/a
4860	M S D of New Durham Township	4701	Westville High School	56	51	73.0	80.0	91.1	n/a
4925	Michigan City Area Schools	4795	Michigan City High Sch	439	330	70.4	76.7	75.2	65
4940	South Central Com School Corp	4737	South Central Jr-Sr High Sch	62	55	94.6	89.2	88.7	1
4945	LaPorte Community School Corp	4741	LaPorte High School	443	385	76.1	83.6	86.9	14
5075	North Lawrence Com Schools	4911	Bedford-North Lawrence High School	356	302	78.5	83.1	84.8	18
5085	Mitchell Community Schools	4925	Mitchell High School	129	102	75.3	73.6	79.1	14
5245	Frankton-Lapel Community Schs	5005	Frankton Jr-Sr High Sch	123	108	76.2	89.4	87.8	3
5245	Frankton-Lapel Community Schs	5011	Lapel Sr High School	85	83	89.9	89.8	97.6	n/a
5255	South Madison Com Sch Corp	5053	Pendleton Heights High School	277	251	90.8	90.0	90.6	n/a
5265	Alexandria Com School Corp	5041	Alexandria-Monroe High School	120	111	78.2	85.4	92.5	n/a
5275	Anderson Community School Corp	4945	Anderson High School	342	195	47.5	57.0	57.0	113
5275	Anderson Community School Corp	5049	Highland Senior High School	351	218	62.1	63.5	62.1	98
5280	Elwood Community School Corp	5149	Elwood Community High School	111	87	90.3	91.1	78.4	13
5300	M S D Decatur Township	5177	Decatur Central High School	402	323	71.0	73.1	80.3	39
5310	Franklin Township Com Sch Corp	5193	Franklin Central High School	575	497	81.1	77.2	86.4	21
5330	M S D Lawrence Township	5275	Lawrence Central High School	554	466	78.6	84.7	84.1	33

5330	M S D Lawrence Township	5276	Lawrence North High School	606	520	79.7	85.3	85.8	25
5340	M S D Perry Township	5307	Perry Meridian High School	484	412	76.7	78.9	85.1	24
5340	M S D Perry Township	5309	Southport High School	462	394	83.5	79.5	85.3	22
5350	M S D Pike Township	5353	Pike High School	687	615	75.5	88.3	89.5	3
5360	M S D Warren Township	5361	Warren Central High School	804	677	71.5	76.7	84.2	47
5370	M S D Washington Township	5451	North Central High School	757	665	85.6	86.0	87.8	16
5375	M S D Wayne Township	5213	Ben Davis High School	1035	864	70.3	75.8	83.5	68
5375	M S D Wayne Township	5447	Ben Davis University High School	82	79	n/a	n/a	96.3	n/a
5380	Beech Grove City Schools	5449	Beech Grove Sr High School	151	134	66.3	73.7	88.7	2
5385	Indianapolis Public Schools	5465	Arlington Community High School	256	170	48.0	59.7	66.4	60
5385	Indianapolis Public Schools	5469	Arsenal Technical High School	575	325	44.0	46.5	56.5	193
5385	Indianapolis Public Schools	5473	Crispus Attucks Medical Magnet	51	51	n/a	n/a	100.0	n/a
5385	Indianapolis Public Schools	5477	Broad Ripple Mgnt HS for Prfm Arts	171	103	60.1	59.0	60.2	51
5385	Indianapolis Public Schools	5481	Emmerich Manual High School	188	113	39.3	44.4	60.1	56
5385	Indianapolis Public Schools	5483	Northwest High School	222	127	45.5	49.6	57.2	73
5385	Indianapolis Public Schools	5631	Key Learning Community	19	16	82.8	94.7	84.2	1
5385	Indianapolis Public Schools	5639	Thomas Carr Howe Comm High School	123	96	52.5	58.3	78.0	15
5385	Indianapolis Public Schools	5643	George Washington Community	79	54	49.3	47.0	68.4	17
5400	School Town of Speedway	5891	Speedway Senior High School	119	119	86.3	96.6	100.0	n/a
5455	Culver Community Schools Corp	5245	Culver Community High Sch	70	55	75.0	71.1	78.6	8
5470	Argos Community Schools	5937	Argos Comm Jr-Sr High School	50	44	68.2	68.6	88.0	1
5480	Bremen Public Schools	5941	Bremen Senior High School	117	108	85.6	86.5	92.3	n/a
5485	Plymouth Community School Corp	5945	Plymouth High School	288	244	85.9	85.0	84.7	15
5495	Triton School Corporation	5923	Triton Jr-Sr High Sch	87	78	84.4	86.5	89.7	1
5520	Shoals Community School Corp	5985	Shoals Comm Jr-Sr High Sch	51	37	71.7	74.6	72.5	9
5525	Loogootee Community Sch Corp	6003	Loogootee Jr/Sr High School	75	62	85.9	89.9	82.7	6
5615	Maconaquah School Corp	6032	Maconaquah High School	128	119	80.2	83.6	93.0	n/a
5620	North Miami Community Schools	6049	North Miami Middle/High School	86	69	79.4	81.6	80.2	8
5625	Oak Hill United School Corp	6069	Oak Hill High School	134	123	92.3	88.3	91.8	n/a
5635	Peru Community Schools	6085	Peru High School	161	153	81.4	83.9	95.0	n/a
5705	Richland-Bean Blossom C S C	6146	Edgewood High School	202	192	84.2	91.4	95.0	n/a
5740	Monroe County Com Sch Corp	6166	Bloomington High School South	396	342	83.2	87.5	86.4	14
5740	Monroe County Com Sch Corp	6168	Bloomington High School North	319	266	81.2	76.1	83.4	21
5835	North Montgomery Com Sch Corp	6271	North Montgomery High School	166	160	92.9	95.1	96.4	n/a
5845	South Montgomery Com Sch Corp	6257	Southmont Sr High School	160	147	93.7	93.8	91.9	n/a
5855	Crawfordsville Com Schools	6277	Crawfordsville Sr High School	182	168	83.7	85.4	92.3	n/a
5900	Monroe-Gregg School District	6321	Monrovia High School	108	96	84.4	89.8	88.9	1
5910	Eminence Community School Corp	6325	Eminence Jr-Sr High School	36	19	71.7	86.7	52.8	13
5925	M S D Martinsville Schools	6329	Martinsville High School	420	352	73.9	76.3	83.8	26
5930	Mooresville Con School Corp	6369	Mooresville High School	298	290	90.2	95.3	97.3	n/a

5945	North Newton School Corp	6411	North Newton Jr-Sr High Sch	117	91	84.8	80.8	77.8	14
5995	South Newton School Corp	6417	South Newton Senior High Sch	79	58	76.8	77.7	73.4	13
6055	Central Noble Com School Corp	6453	Central Noble High School	112	91	84.4	81.8	81.3	10
6060	East Noble School Corp	6458	East Noble High School	275	208	80.3	83.4	75.6	40
6065	West Noble School Corporation	6489	West Noble High School	182	150	81.5	82.9	82.4	14
6080	Rising Sun-Ohio Co Com	6513	Rising Sun High School	78	66	79.2	93.8	84.6	4
6145	Orleans Community Schools	6573	Orleans Jr-Sr High Sch	71	70	81.8	91.9	98.6	n/a
6155	Paoli Community School Corp	6581	Paoli Jr & Sr High Sch	125	107	72.9	84.0	85.6	6
6160	Springs Valley Com School Corp	6589	Springs Valley Comm High Sch	62	50	79.0	76.1	80.6	6
6195	Spencer-Owen Community Schools	6613	Owen Valley Community HS	204	150	73.6	74.8	73.5	34
6260	Southwest Parke Com Sch Corp	6627	Riverton Parke Jr-Sr High School	86	69	67.6	76.5	80.2	8
6300	Rockville Community School Corp	6637	Rockville Jr-Sr High School	82	75	74.6	90.1	91.5	n/a
6310	Turkey Run Community Sch Corp	6649	Turkey Run High School	41	31	85.7	90.0	75.6	6
6325	Perry Central Com Schools Corp	6708	Perry Central Jr-Sr High Sch	100	96	86.2	91.3	96.0	n/a
6340	Cannelton City Schools	6733	Cannelton Elem & High School	23	17	42.3	70.8	73.9	4
6350	Tell City-Troy Twp School Corp	6741	Tell City Jr-Sr High School	128	100	76.9	79.5	78.1	15
6445	Pike County School Corp	6763	Pike Central High Sch	156	142	83.2	85.5	91.0	n/a
6460	M S D Boone Township	6813	Hebron High School	75	69	84.9	86.7	92.0	n/a
6470	Duneland School Corporation	6925	Chesterton Senior High School	449	409	86.5	86.2	91.1	n/a
6510	East Porter County School Corp	6825	Morgan Township Middle/High School	53	53	93.5	98.0	100.0	n/a
6510	East Porter County School Corp	6833	Kouts Middle/High School	64	55	93.5	96.1	85.9	3
6510	East Porter County School Corp	6849	Washington Twp Middle/High School	57	54	95.7	81.8	94.7	n/a
6520	Porter Township School Corp	6838	Boone Grove High School	141	123	78.9	88.6	87.2	4
6530	Union Township School Corp	6841	Wheeler High School	155	152	88.6	95.6	98.1	n/a
6550	Portage Township Schools	6853	Portage High School	563	500	83.3	87.2	88.8	7
6560	Valparaiso Community Schools	6881	Valparaiso High School	493	434	88.6	91.6	88.0	10
6590	M S D Mount Vernon	6949	Mount Vernon High School	185	164	84.3	86.7	88.6	3
6600	M S D North Posey Co Schools	6975	North Posey Sr High Sch	126	120	89.2	95.0	95.2	n/a
6610	New Harmony Town & Twp Con Sch	6993	New Harmony Elem & High Sch	11	10	80.0	88.9	90.9	n/a
6620	Eastern Pulaski Com Sch Corp	6997	Winamac Community High School	119	108	86.5	89.1	90.8	n/a
6630	West Central School Corp	7025	West Central Senior High School	73	62	77.0	88.7	84.9	4
6705	South Putnam Community Schools	7071	South Putnam High School	109	91	86.4	86.5	83.5	7
6715	North Putnam Community Schools	7061	North Putnam Sr High Sch	137	119	79.4	86.6	86.9	4
6750	Cloverdale Community Schools	7077	Cloverdale High School	116	87	72.8	73.3	75.0	17
6755	Greencastle Community Sch Corp	7089	Greencastle Senior High Sch	143	120	81.4	81.3	83.9	9
6795	Union School Corporation	7119	Union Junior & High School	36	28	82.2	78.6	77.8	4
6805	Randolph Southern School Corp	7121	Randolph Southern Jr-Sr High Sch	49	43	75.5	86.3	87.8	1
6820	Monroe Central School Corp	7151	Monroe Central Jr-Sr High Sch	92	77	88.9	88.6	83.7	6
6825	Randolph Central School Corp	7125	Winchester Community High Sch	123	111	82.3	87.0	90.2	n/a
6835	Randolph Eastern School Corp	7161	Union City Community High Sch	56	54	86.0	88.1	96.4	n/a

6865	South Ripley Com Sch Corp	7182	South Ripley High School	105	86	83.8	78.4	81.9	9
6895	Batesville Community Sch Corp	7217	Batesville High School	180	175	90.2	92.9	97.2	n/a
6900	Jac-Cen-Del Community Sch Corp	7193	Jac-Cen-Del Jr-Sr High School	71	50	70.0	73.6	70.4	14
6910	Milan Community Schools	7205	Milan High School	108	91	78.2	74.0	84.3	6
6995	Rush County Schools	7285	Rushville Consolidated High Sch	195	181	90.3	89.4	92.8	n/a
7150	John Glenn School Corporation	7453	John Glenn High School	162	150	83.8	91.8	92.6	n/a
7175	Penn-Harris-Madison Sch Corp	7353	Penn High School	794	695	82.7	85.1	87.5	20
7200	School City of Mishawaka	7461	Mishawaka High School	378	299	61.7	74.0	79.1	41
7205	South Bend Community Sch Corp	7421	Clay High School	297	240	74.3	82.1	80.8	27
7205	South Bend Community Sch Corp	7505	Adams High School	358	271	68.6	78.4	75.7	51
7205	South Bend Community Sch Corp	7513	Riley High School	305	236	62.3	73.9	77.4	39
7205	South Bend Community Sch Corp	7517	Washington High School	295	256	69.0	83.1	86.8	10
7205	South Bend Community Sch Corp	7534	Bendix School	89	21	9.4	7.6	23.6	59
7215	Union-North United School Corp	7399	LaVille Jr-Sr High School	90	77	76.9	75.8	85.6	4
7230	Scott County School District 1	7629	Austin High School	113	78	65.9	58.6	69.0	24
7255	Scott County School District 2	7641	Scottsburg Senior High School	203	163	80.1	72.6	80.3	20
7285	Shelby Eastern Schools	7661	Morristown Jr-Sr High School	60	47	87.8	80.7	78.3	7
7285	Shelby Eastern Schools	7665	Waldron Jr-Sr High School	57	54	78.0	90.6	94.7	n/a
7350	Northwestern Con School Corp	7689	Triton Central High School	107	103	91.3	91.1	96.3	n/a
7360	Southwestern Con Sch Shelby Co	7701	Southwestern High School	59	53	84.3	88.5	89.8	1
7365	Shelbyville Central Schools	7717	Shelbyville Sr High Sch	234	201	84.3	82.6	85.9	10
7385	North Spencer County Sch Corp	7759	Heritage Hills High School	177	164	89.2	88.9	92.7	n/a
7445	South Spencer County Sch Corp	7795	South Spencer High School	102	94	90.7	93.6	92.2	n/a
7495	Oregon-Davis School Corp	7831	Oregon-Davis Jr-Sr High School	47	43	85.2	88.0	91.5	n/a
7515	North Judson-San Pierre Sch Corp	7849	North Judson-San Pierre High Sch	117	92	71.5	75.8	78.6	13
7525	Knox Community School Corp	7833	Knox Community High School	131	96	69.6	78.3	73.3	22
7605	Fremont Community Schools	7877	Fremont High School	97	89	85.7	89.0	91.8	n/a
7610	Hamilton Community Schools	7885	Hamilton Community High Sch	54	46	89.3	88.9	85.2	3
7615	M S D Steuben County	7893	Angola High School	208	174	78.9	83.4	83.7	13
7645	Northeast School Corp	7909	Union High School	34	26	77.4	83.3	76.5	5
7645	Northeast School Corp	7917	North Central High School	73	64	82.3	88.9	87.7	2
7715	Southwest School Corp	7957	Sullivan High School	149	131	84.1	85.9	87.9	3
7775	Switzerland County School Corp	7993	Switzerland Co Senior High Sch	117	90	69.4	83.0	76.9	15
7855	Lafayette School Corporation	8069	Jefferson High School	519	416	70.1	74.8	80.2	51
7865	Tippecanoe School Corp	8003	McCutcheon High School	468	378	83.8	87.3	80.8	43
7865	Tippecanoe School Corp	8029	William Henry Harrison High Sch	432	372	86.1	88.2	86.1	17
7875	West Lafayette Com School Corp	8129	West Lafayette Jr/Sr High Sch	169	160	90.5	98.1	94.7	n/a
7935	Tri-Central Community Schools	8155	Tri Central Middle-High School	84	70	82.6	92.9	83.3	6
7945	Tipton Community School Corp	8177	Tipton High School	127	119	90.2	88.3	93.7	n/a
7950	Union Co/Clg Corner Joint Sch Dist	8193	Union County High School	134	109	76.1	77.3	81.3	12

7995	Evansville Vanderburgh Sch Corp	8237	Benjamin Bosse High School	167	142	68.3	78.0	85.0	8
7995	Evansville Vanderburgh Sch Corp	8241	Central High School	295	237	80.7	85.0	80.3	29
7995	Evansville Vanderburgh Sch Corp	8245	Francis Joseph Reitz High Sch	349	335	89.3	94.1	96.0	n/a
7995	Evansville Vanderburgh Sch Corp	8253	North High School	357	300	75.6	76.4	84.0	21
7995	Evansville Vanderburgh Sch Corp	8311	William Henry Harrison High Sch	318	279	78.5	85.5	87.7	7
8010	North Vermillion Com Sch Corp	8394	North Vermillion High School	62	58	88.3	83.5	93.5	n/a
8020	South Vermillion Com Sch Corp	8432	South Vermillion High School	129	114	77.2	77.5	88.4	2
8030	Vigo County School Corp	8441	Terre Haute North Vigo High Sch	410	369	85.4	88.3	90.0	n/a
8030	Vigo County School Corp	8453	West Vigo High School	165	150	82.9	85.7	90.9	n/a
8030	Vigo County School Corp	8457	Terre Haute South Vigo High Sch	435	375	82.3	87.4	86.2	17
8030	Vigo County School Corp	8611	Booker T Washington Alt Sch	25	10	74.1	78.4	40.0	13
8030	Vigo County School Corp	8612	McLean Education Center (Alt)	78	40	28.9	40.0	51.3	30
8045	Manchester Community Schools	8625	Manchester Jr-Sr High School	102	91	87.9	89.1	89.2	1
8050	M S D Wabash County Schools	8651	Northfield Jr-Sr High School	109	97	87.0	85.2	89.0	1
8050	M S D Wabash County Schools	8655	Southwood Jr-Sr High School	109	98	89.8	86.5	89.9	1
8050	M S D Wabash County Schools	8673	White's Jr-Sr High School	26	7	42.4	37.0	26.9	16
8060	Wabash City Schools	8693	Wabash High School	108	91	79.7	81.0	84.3	6
8115	M S D Warren County	8737	Seeger Memorial Jr-Sr HS	90	86	91.1	87.1	95.6	n/a
8130	Warrick County School Corp	8772	Tecumseh Jr-Sr High Sch	87	80	91.2	87.2	92.0	n/a
8130	Warrick County School Corp	8789	Boonville High School	205	178	80.3	88.9	86.8	7
8130	Warrick County School Corp	8809	Castle High School	448	385	85.8	86.1	85.9	18
8205	Salem Community Schools	8857	Salem High School	167	144	88.6	90.7	86.2	6
8215	East Washington School Corp	8905	Eastern High Sch	131	117	85.8	89.7	89.3	1
8220	West Washington School Corp	8869	West Washington Jr-Sr HS	64	56	77.6	85.9	87.5	2
8305	Nettle Creek School Corp	8985	Hagerstown Jr-Sr High School	101	86	86.7	85.1	85.1	5
8355	Western Wayne Schools	8961	Lincoln Sr High Sch	86	63	78.8	85.4	73.3	14
8360	Centerville-Abington Com Schs	8981	Centerville Sr High School	103	95	93.3	93.3	92.2	n/a
8375	Northeastern Wayne Schools	8927	Northeastern High School	93	79	83.3	81.3	84.9	5
8385	Richmond Community Schools	8993	Richmond High School	354	292	66.9	79.6	82.5	27
8425	Southern Wells Com Schools	9058	Southern Wells Jr-Sr High Sch	57	52	85.9	91.9	91.2	n/a
8435	Northern Wells Com Schools	9087	Norwell High School	197	171	93.4	87.5	86.8	6
8445	M S D Bluffton-Harrison	9089	Bluffton High School	108	102	88.9	93.3	94.4	n/a
8515	North White School Corp	9135	North White Jr/Sr High School	81	65	63.5	63.4	80.2	8
8525	Frontier School Corporation	9137	Frontier Jr-Sr High School	78	63	90.3	85.9	80.8	7
8535	Tri-County School Corp	9141	Tri-County Middle-Senior High	59	51	86.8	83.9	86.4	2
8565	Twin Lakes School Corp	9149	Twin Lakes Senior High School	200	169	72.1	83.8	84.5	11
8625	Smith-Green Community Schools	9193	Churubusco Jr-Sr High School	89	77	72.8	90.2	86.5	3
8665	Whitley Co Cons Schools	9187	Columbia City High School	244	218	89.9	88.2	89.3	2
9300	Campagna Academy Charter School	1534	Campagna Academy Charter School	48	8	35.3	36.6	16.7	35
9315	Signature School Inc	8295	Signature School Inc	59	59	94.4	96.4	100.0	n/a

9325	Options Charter School - Carmel	2524	Options Charter School - Carmel	62	24	35.6	38.1	38.7	32
9330	Irvington Community School	1537	Irvington Community School	78	49	n/a	n/a	62.8	21
9370	Fall Creek Academy	5870	Fall Creek Academy	15	12	n/a	44.4	80.0	2
9445	Charles A Tindley Accelerated Schl	6208	Charles A Tindley Accelerated Sch	19	15	63.2	60.0	78.9	2
9460	Thea Bowman Leadership Academy	4022	Thea Bowman Leadership Academy	119	101	n/a	n/a	84.9	6
9480	Fountain Square Academy	5864	Fountain Square Academy	6	2	27.3	14.3	33.3	3
9525	Decatur Discovery Academy Inc	5186	Decatur Discovery Academy	26	14	27.3	59.5	53.8	9
9545	21st Century Charter Sch of Gary	4164	21st Century Charter Sch of Gary	17	13	n/a	73.7	76.5	2
9620	Burriss Laboratory School	1441	Burriss Laboratory School	43	41	90.2	93.3	95.3	n/a
9625	IN Acad for Sci Math Humanities	1443	IN Aca for Sci Math & Humanities	128	127	99.3	98.3	99.2	n/a
9640	Options Charter Sch - Noblesville	2551	Options Charter School Noblesville	65	30	31.3	47.6	46.2	29
9650	Herron Charter	5724	Herron High School	94	85	n/a	76.9	90.4	n/a
9655	Hope Academy	5292	Hope Academy	16	5	13.3	25.0	31.3	9
9660	Stonegate Early Clg HS for Sci/Tec	5278	Stonegate Early Clg HS for Sci/Tec	61	53	n/a	84.4	86.9	2
9670	Indianapolis Metropolitan High Sch	5664	Indianapolis Metropolitan High Sch	83	51	57.6	63.5	61.4	24
9830	Beacon Academy	8411	Beacon Academy	8	0	n/a	n/a	0.0	8

State of Indiana - Graduates

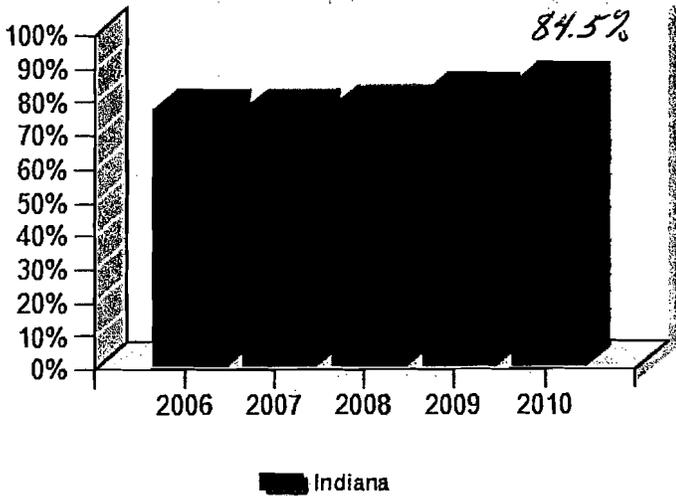
Select Graduation Cohort:

Four Year Cohort Graduation Rate

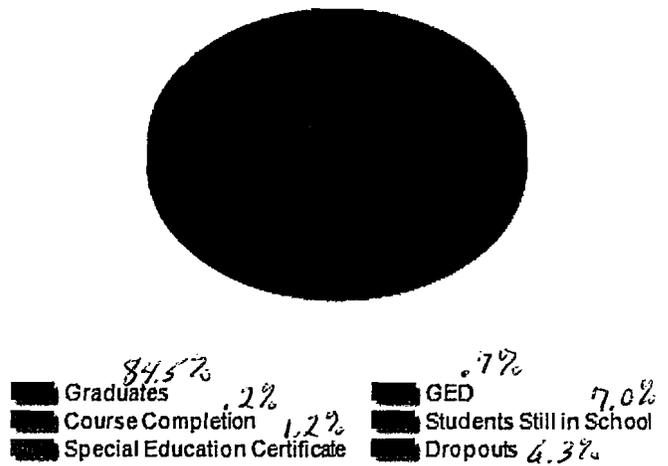
Five Year Cohort Graduation Rate

Six Year Cohort Graduation Rate

Four Year Cohort Graduation Rate



Graduates 2010



Select School

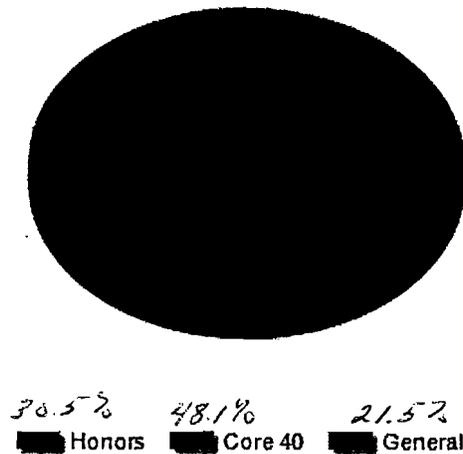
Type

ALL

Non-Public

Public

Diploma Types 2010



***Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.

Because the proportion of jobs in the U.S. economy requiring post-secondary education will exceed 60% by 2018, as will up to 80% of new jobs, a student must attain a high school diploma and a college degree or an occupational certification with labor market value on order to be prepared for work in the global economy.

U.S. Census Bureau data indicate that 33.4% of Indiana’s population ages 25-64 has attained a college degree. Because data about the number and quality of occupational certifications is incomplete, the proportion of Indiana’s workforce that has attained an occupational certification with labor market value is estimated to be 10% to 15%.

The Education Roundtable’s immediate mission to advance education policies that result in a world-class workforce acknowledges that improvements in the quality, productivity and efficiency of Indiana’s K-12 education, post-secondary education and workforce training systems are necessary. Indiana and the U.S. should endeavor to regain preeminence in high school education, technical education and lower-division undergraduate education.

To be college-and-career-ready, a high school student must demonstrate proficiency of college-and-career-readiness academic standards, complete a college-and-career-ready diploma and then not need remediation for post-secondary education. Indiana has three high school diplomas that are aligned with college-and-career readiness proficiencies, and two diplomas and two certifications that are indicative of high school completion:

High school performance rate by diplomas and certificates		
College-and-career-ready diplomas	% of total cohort	(of diploma recipients needing college remediation)
Academic Honors Diploma	25%	1%
Technical Honors Diploma	1%	
<u>Core 40 Diplomas</u>	<u>33%</u>	23%
Total	59%	
% of total cohort that attains a high school college-and-career ready diploma and then needs college remediation	4%	
High school diplomas and completion certificates		
General Diploma	21%	55%
General Education Diploma (GED)	2%	
Special Education Certificate	1%	
<u>Course Completion</u>	<u>1%</u>	
Total	25%	
Dropouts	16%	

In 2010, 55% of the students who entered high school in 2006 attained a college-and-career-ready diploma without then needing post-secondary remediation.

**Interim Study Committee on
Education Issues
Meeting 8/25/2011**

Calculating High School Graduation Rates

Kylie R. Stanley, Terry E. Spradlin, and Jonathan A. Plucker

VOLUME 6, NUMBER 5, SPRING 2008

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UPCOMING POLICY BRIEFS . .

- ✓ *Policies and Practices to Improve High School Graduation Rates*
- ✓ *Breaking the Mold: Virtual Education in the Digital Age*
- ✓ *Does Collective Bargaining Help or Hinder Student Achievement and the Efficient Funding of Public Education*

INTRODUCTION

Recent reports have consistently demonstrated that the attainment of a high school diploma is not simply of value to the individual student, but that the benefit of a high school diploma is reaped by the graduate's community as well. Based on U.S. Census data, the organization for Postsecondary Education Opportunity found that people aged 25-64 without a high school diploma earned an average of \$19,544 in 2005. For the same age group, high school graduates earned an average of \$26,968 and college graduates with a bachelor's degree earned an average of \$44,217 per year.¹ The direct positive correlation between level of education and individual earnings has been known for quite some time. New reports, however, also point out the effect that education has on one's household and community.

In February 2007, the Alliance for Excellence in Education published a report indicating that "households headed by a high school graduate accumulate ten times more wealth than households headed by a high school dropout."² Furthermore, the report goes on to say that the United States would have over \$74 billion more in accumulated wealth if all heads of household had at least a high school diploma. The Milton & Rose D. Friedman Foundation looked specifically at Indiana in their October 2006 report, "The High Cost of Failing to Reform Public Education in Indiana." Researchers of this report estimated costs incurred through lost income tax, increased Medicaid costs, and increased

incarceration costs associated with high school dropouts in Indiana. The Friedman researchers found that the annual public cost for one year's worth of dropouts is approximately \$62.5 million.³ This amount is \$3,067 per student and is, according to the report, an underestimation of the true public costs. Even more striking, the Alliance for Excellence in Education reports that for the 24,700 students that did not graduate on time with their class in 2007, the lost lifetime earnings in Indiana if all these students remain dropouts would be \$6.4 billion.⁴

Historically, one socially acceptable alternative to the high school diploma has been the General Equivalency Diploma (GED). Although one in seven high school graduates across the United States earn their diploma through the GED,⁵ it has come to be regarded as an insufficient replacement for a high school diploma. The United States military no longer considers the GED and a high school diploma to be comparable following decreased Armed Forces Qualifying Test scores and increased military dropout rates from those holding a GED.⁶ While the military may still accept a candidate with only a GED, a high school diploma is preferred and the lack of one is likely to limit opportunities.⁷ Additionally, economists have declared that GED holders are "statistically indistinguishable" from high school dropouts.⁸ Therefore, if the economic benefit for a high school graduate and their community is so immense, and a GED is no longer an adequate replacement for the high school diploma, there are significant reasons to pay attention to national and state graduation rates.

Interim Study Committee on
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Graduation rate methodologies have varied over time and across the nation. Presently, there is still a wide variety of calculation methods in effect although some of these methods have proven to be inaccurate and misleading. This policy brief will examine various calculation methods, the history behind the use of particular methodologies, and the strong nationwide trend toward a cohort rate. Additionally, it will look specifically at Indiana legislation that has shaped the Indiana graduation rate methodology. Finally, the recent push for a uniform national methodology will be considered.

CALCULATING GRADUATION RATES

Most educators readily acknowledge the importance of dropout prevention and the significance of a high school diploma. Another issue gaining attention in the past five years, however, is the accuracy with which dropout and graduation rates are calculated. It is important to recognize that the two rates combined typically do not equal 100 percent. If one school reports an 80 percent graduation rate, it does not necessarily indicate a 20 percent dropout rate. Students may not fall in either of the two categories for several reasons including students who are earning or have earned a GED, a special education certificate, or a non-diploma course completion certificate; or those students who are still enrolled in school but have not yet completed their education.⁹ Federal law does not require states to calculate dropout rates specifically, but there are federal provisions that require the calculation of graduation rates.

The No Child Left Behind (NCLB) law requires that secondary schools use state-administered academic assessments as the primary indicator for Annual Yearly Progress (AYP). However, the law also requires that graduation rates be used as an additional measure of AYP at the secondary school level. The intent of this provision is to ensure that AYP shall not be met or exceeded based solely on a smaller

cohort of graduates (passing assessment targets) due to an increased number of dropouts.¹⁰ The NCLB law outlines some basic characteristics for defining and measuring graduation rates, but states presently have wide flexibility in how they calculate graduates. The lack of a congruent, uniform set of federal guidelines has led to a diverse array of calculating methods, and often inaccurate or misleading calculations.

VARIOUS METHODS FOR CALCULATING GRADUATION RATES

Completion Ratio

One of the most basic means of calculating a graduation rate is to divide the number of graduating seniors by the total enrollment of freshman four years prior; this is often referred to as a completion ratio. This basic calculation has many limitations. First, it does not indicate an on-time graduation rate, or the number of students who entered high school as a freshman and completed high school in four years without repeating a grade or taking time off from school. Secondly, the basic calculation does not account for movement in and out of a school. It is not uncommon for many students to transfer in and many students to transfer out of a high school during the four-year time period. A community may experience a large population decrease or increase, due to economic conditions, which would dramatically alter the graduation rate, using the completion ratio methodology. Finally, the calculation does not allow for any supplementary indicators, such as the number of students graduating in three years, five or six years, or the number of students graduating with a certificate of completion rather than a high school diploma.

Leaver Rate

Many states have utilized a graduation rate previously recommended by the

National Center for Education Statistics (NCES), called the leaver rate. This graduation rate does not calculate those who actually graduated, but rather those who did not drop out. To calculate this rate, the numerator is the number of students who graduate in a particular year, and the denominator is the number of students who graduate plus the number of students who dropped out over the previous four years.¹¹ This graduation rate method does not indicate an on-time graduation rate. Thus it does not account for the students who neither drop out of school nor graduate on time.

The NGA found that the need for consistent, reliable, and comparable data far outweighed the arguments against cohort models

Cumulative Promotion Index

One calculation method which was used extensively earlier this decade was the Cumulative Promotion Index (CPI) developed by Christopher Swanson of the Urban Institute. This method determines graduation rates by evaluating the proportion of students who progress from one grade to the next from Grades 9, 10, and 11, multiplied by the proportion of seniors who graduate at the end of grade 12.¹² To do this, the number of students in the fall in Grades 10, 11, and 12 are compared to the number of students in the previous fall in Grades 9, 10, and 11. This gives a promotion rate. The number of students graduating at the end of Grade 12 is compared to the number of students in Grade 12 during the fall. The rate is the product of these four proportions (Grade 10 compared to Grade 9, Grade 11 compared to Grade 10, Grade 12 compared to Grade 11, and number graduating compared to number of stu-

dents in Grade 12 in the fall) multiplied by 100. While this number is able to give a more accurate measurement of graduation than a completion ratio or the leaver rate, it still does not separate out on-time graduation. Additionally, like other rates, the CPI is unable to account for fluidity within a community.

Cohort Rate

Citing the Alliance for Excellent Education analysis, which concluded states could see annual earnings increases of \$100 million or more if they cut high school dropouts in half,¹³ the National Governors Association (NGA) Center for Best Practice developed the Task Force on State High School Graduation Data in 2005. The report resulting from the Task Force declared that states “should adopt a standard formula for calculating a four-year, cohort-based high school graduation rate.”¹⁴ Additionally, the report urged states not to be detoured by money or exceptional student cases (such as students who may graduate in three years instead of the traditional four years). The NGA found that the need for consistent, reliable, and comparable data far outweighed the arguments against cohort models. Furthermore, the report emphasized the need for public information; state leaders must help the public to understand “that it is important to obtain an accurate picture of the problem to address it more effectively.”¹⁵

The cohort model recommended by the NGA, as well as by several other education institutions, calls for the progress of an individual student to be tracked throughout their years of high school. This individual tracking method would follow the students as they progressed (or were retained) through the four grades of high school. Because the method tracks individuals, it is also able to follow students as they move between schools; this helps schools have a more accurate idea of whether or not a student has transferred or dropped out. Moreover, using this method would not only allow schools to report an on-time graduation rate, but it also would enable schools to

report complementary data such as three-year, five-year, and six-year graduation rates. Additionally, the number of students earning alternative completion certificates or GEDs would be reported. The specific four-year graduation rate and complementary data available from the use of a cohort method makes this method the most preferable graduation rate currently available.

In its fall 2006 progress report, the NGA noted that most states were behind in their pact to report cohort rates because of the five years of data required, with only 16 states presently using this method. Some states are not projected to be ready to report cohort data until 2012 or possibly beyond.¹⁶ The progress report noted, however, that all states except North and South Dakota had plans in place to implement a cohort data tracking system. While states are amassing usable data, most non-ready states are still reporting the NCES leaver rate.¹⁷ Table 1 lists the graduation rate formulas in use during the 2006-07 school year, as reported by *Education Week*.

PROBLEMS WITH GRADUATION RATE CALCULATION METHODS

The problems of inaccurate or misleading data are evidenced in the 2003 state-reported graduation rates. The Education Trust used the Cumulative Promotion Index (CPI), considered by many academics to be a more accurate method for calculating graduation rates than other non-cohort rates because it focuses exclusively on enrollment numbers and not dropout numbers, to reveal stark differences between state-reported graduation rates and more realistic rates. North Carolina reported a graduation rate of 97 percent, the highest reported graduation rate in the nation. However, The Education Trust found that North Carolina’s graduation rate was actually around 64 percent—a difference of 33 percentage points.¹⁸ The state of Indiana reported a graduation rate of 91 percent in 2003, yet The Education Trust estimated it was actually around 72 percent. As The Education Trust noted, “Tallying diploma recipients is relatively easy. The hard part is accurately accounting for students who don’t finish, distinguishing between

TABLE 1. Various Methods for Calculating State Graduation Rates

Graduation Rate Formulas Currently in Use	Description
Leaver Rate (32 states)	Percent of students leaving high school with a standard high school diploma, expressed as a proportion of all those documented leaving with a diploma or other completion credential or as a dropout. This method is sometimes referred to as a departure classification index.
Cohort Rate (16 states, including Indiana)	Percent of students from an entering 9th grade cohort who graduate with a standard diploma within four years. Method can account for transfers and students retained in grade. Student data may be tracked on a statewide or local basis.
Completion Ratio (1 state)	Number of diploma recipients divided by an approximation of the starting 9th grade class. Method cannot fully account for entering cohort membership, net transfer, and grade retention.
Composite Rate (1 state)	Proportion of students estimated to remain in high school until grade 12 and receive a diploma. The rate for a given year is calculated by multiplying together the rate of persistence between grades 9 and 12 and the percent of completers who receive a diploma rather than another credential.
Persistence Rate (1 state)	Percent of students who remain in school from grade 9 through grade 12. Rate is calculated using information on the percent of students not dropping out at a specific grade level or the percent of students estimated to be promoted from grade to grade. This method does not measure high school completion.

Source: Diplomas Count: The Graduation Project 2007, *Education Week*.

those who should be counted as dropouts and those who shouldn't."¹⁹ Many states treated missing students, who do not report for school in the district they had been enrolled in, as transfers and not as dropouts. This categorization allowed many students to be lost by the system and inaccurately inflated the graduation rate numbers.

Along with providing data on four-year graduation trends, Indiana is able to provide the number of students graduating in five years or more; the number of students earning a GED, special education certificate, or non-diploma course completion certificate; and a formal dropout/undetermined student rate.

The Civil Rights Project at the University of California-Los Angeles (formerly of Harvard University) and The Urban Institute have highlighted the ways in which students lost by the system are overwhelmingly minority youth. Although the national graduation rate for Caucasian students has hovered around 75 percent, the percentage of African American, Hispanic, and Native American students graduating has been around 50 percent.²⁰ In a report by Orfield, Losen, Wald, and Swanson, the researchers claim that the lack of state and/or federal oversight has allowed some states to report dropout rates for African Americans to be around five percent, even though the accurate rate is approximately ten times more.²¹ Moreover, the researchers found that if states and districts were held accountable for graduating at least 66 percent of minority students, 46 states and the District of Columbia would fail to meet such a standard. The inaccurate or misleading calculation of graduation rates glosses over the reality of the dropout crisis, and

minority students and students in poverty are most adversely affected when true achievement disparities are overlooked.

COHORT TRACKING SYSTEM

Although many stakeholders groups, including policymakers, researchers, and educators, now believe that the most accurate way to calculate graduation rates is by using a cohort method, there are barriers to implementing a cohort system. Cohort formulas involve tracking individual students across their years of high school. Statewide cohort systems tag each student with an identification number which allows the student to transfer schools and still be counted. This method also puts pressure on schools and districts to locate and assess the status of missing students; thus, students not reporting for school are not simply labeled as transfers. While the cohort rate is ideal, there are challenges to its implementation, including financial costs, longer implementation time frames, and community support.

The most immediate concerns center on the cost of implementing a cohort tracking system. Tracking systems require that school districts adopt new tracking-capable technology and absorb the cost increases associated with new technology. Time resources must also be dedicated in each school district in order for an entire state to begin tracking cohorts. States not only need money to implement the system, but they also need five years of data before they can begin reporting accurate graduation rates.²² Finally, once the state has implemented the cohort system and gathered the necessary amount of data, the graduation data presented may be lower than state reported rates in previous years. This drop in the graduation rate, although it is a positive step towards accurate reporting, is alarming for many state residents. States must educate residents about the new reporting methods, and this information campaign can also be costly.

INDIANA'S COHORT RATE SYSTEM

Indiana moved toward a cohort rate prior to the recommendation by the NGA. The Indiana General Assembly established the Indiana Student Test Number (STN) system in 1999 and the Indiana Department of Education piloted the program through 2002. Indiana Code 20-26-13 was established by the General Assembly in 2003 and required graduation rates to be calculated and reported in a cohort fashion based on the information available via STNs.²³ The 2005-06 school year was the first year with enough available cohort data to determine the graduation rate for the class of 2006. The new graduation rate accounts for the migration of students in and out of the cohort for a variety of reasons. Along with providing data on four-year graduation trends, Indiana is able to provide the number of students graduating in five years or more; the number of students earning a GED, special education certificate, or non-diploma course completion certificate; and a formal dropout/undetermined student rate.²⁴

Indiana has worked to tighten transfer and dropout definitions so that schools may accurately account for individual students. Schools in Indiana now have an incentive to follow up with students who are missing. State law requires that all students that have not reported to the school in which they were enrolled, but also have not been proven to have graduated or transferred, must be reported as dropouts.²⁵ If students' whereabouts cannot be determined, the school must report the missing student to the Indiana Missing Children Clearinghouse.²⁶ A school may no longer assume a student has simply transferred; it must follow up with the student and prove a transfer before being able to report it as such. Indiana's methodology does account for exceptional cases which cause difficulty in reporting. Students with parents who work in Indiana on a seasonal basis are difficult for schools to track; these students may come in and out of a school and/or district multiple times throughout

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Policy Perspective

AIMING FOR HIGHER GRADUATION RATES

Suellen Reed



The stark reality that not all high school students graduate is by no means a new concern in America, but it was not until relatively recently that Indiana had a true picture of the challenge before us.

Indiana now has a new method of calculating high school graduation rates that is made possible through the use of unique identifiers (called Student Test Numbers) that can track individual student progress. This provides school communities with definitive information as students move into and out of the state; transfer between schools and districts within the state; become deceased; or remain in school but have yet to graduate and drop out of school (and potentially reenroll at a later date). The four years of data needed for the new rate first became available with the 2005-06 school year, making Indiana among the first states in the nation to calculate graduation rates based on student-level information.

The protocol for calculating Indiana's graduation rate, as passed by the 2003 Indiana General Assembly and later amended during the 2008 session under Public Law 45 (Senate Enrolled Act 111), identifies high school freshmen as members of a graduating class (or cohort) and follows them over a four-year period. To account for those students who take longer than four years to earn a diploma, five-year and six-year graduation rates are calculated as the data become available for each graduating class. Schools are obligated to help these students continue working towards a diploma, and published graduation rates should reflect those efforts.

Indiana's current graduation rate is a more meaningful measure than the cohort survival rate (also referred to as a Leaver Rate in this Policy Brief) used from 1988 until 2005, which estimated the graduation rate based on current data from students persisting in high school during a given year. Though the old cohort survival rate was based on a calculation recommended by the National Center for Education Statistics and adopted by many states, advances in Indiana's longitudinal student information systems have given us the ability to measure actual progress toward graduation. If a uniform nationwide measure for calculating graduation rates is adopted by the U.S. Department of Education, as has been suggested recently, Indiana is among those states that are well positioned for that eventuality.

Graduation rates reflect larger issues

Conversations surrounding methods for calculating high school graduation rates mark an important and necessary step, but the far greater challenge remains: How to best ensure that all students graduate and do so well-equipped to handle the challenges of postsecondary education and the demands of the workforce. That requires focusing the same degree of attention that has been placed on the graduation rate itself to furthering efforts that ensure students earn this essential credential.

State and national data reveal that students from low-income families, as well as African American students, Hispanic students, students with disabilities, and Limited English Proficient students are significantly less likely to graduate than their peers. Indiana high schools with the highest percentages of these student populations generally have the lowest graduation rates statewide.

Like many of the most pressing challenges in our education system, high school graduation

rates reflect larger, societal issues that extend far beyond the classroom. Schools clearly have a crucial role to play, but success greatly depends on the extent to which local communities are engaged in the struggle.

Early intervention and community support

Studies show many contributing factors that prevent students from earning a diploma begin long before high school, underscoring the need for early intervention. Recent steps such as expanded state funding for full-day kindergarten programs, the upcoming statewide rollout of new computer-based teaching tools, and increased efforts to secure community assistance in mentoring programs and support can help address student learning needs sooner. Local community efforts are essential.

The Indiana Department of Education's High School Graduation Taskforce is working to support local communities in this regard by bringing together policymakers, educators, business leaders, and community members to see where underlying problems exist and to determine how these areas can best be addressed. Actions to date include promoting innovative high school redesign models, linking schools on academic probation to improvement resources, identifying state rules and regulations that might hinder dropout prevention efforts, and collaborating with organizations in local communities—such as the Indianapolis Chamber of Commerce, whose Common Goal Initiative is directly focused on improving graduation rates and reducing dropout rates.

We, as educators, as community members, must care and continue our work to see that more students graduate and that each student that does so possesses the skills to thrive and be successful in their lives and careers.

Dr. Suellen Reed is the Superintendent of Public Instruction for the State of Indiana

Policy Perspective

BETTER DATA WILL LEAD TO BETTER SOLUTIONS

Derek Redelman



After more than a decade of studies, newspaper coverage, and more, Indiana's debate over the accuracy of high school graduation rates may finally be coming to an end. It should not have taken this long nor proven so difficult to accomplish; but maybe now we can turn our attention to actually addressing the challenges that new data are helping to illuminate.

Much of this debate began with a simple observation by then-Mayor Steven Goldsmith and others in Indianapolis: How could it be, they asked, that Indianapolis Public Schools had 4,000 freshmen each year, graduated less than a thousand four years later and, yet, the State lists their graduation rate at nearly 90 percent? Only a handful of districts had data as stark as those at IPS; but additional study showed that few districts in Indiana could produce a set of numbers that made much sense.

This simple but completely legitimate question set off a debate that, at times, seemed as if those questioning the data had actually questioned the very existence of public schools themselves! Why, many school officials began to ask, were all these people so intent on "tearing down our schools?"

Today, all but just a few in our state finally recognize that the questions of Goldsmith and others were well-grounded. With continued dialogue, most will also realize, we hope, that the new data are being used to rally attention from the entire state, not as the club for hammering schools, as many in education have clearly feared.

There is probably no better example of this than the Common Goal Initiative that has been created and led by the Greater Indianapolis Chamber of Commerce. Business leaders in Indianapolis have not used the new data—as dismal as they are for most Indianapolis schools—to “bash” schools and their leaders.

Quite to the contrary, members of the Indy Chamber have committed their resources and their time to addressing the dropout issue as a community-wide challenge. They are working with schools, not against them; and they are so serious about the task that they have set measurable goals to hold themselves accountable—not the schools—for making progress with the issue. (For more, see www.commongoal-indy.org)

This is the kind of thing that can happen when we move past the monotonous and time-wasting debates over the accuracy of school performance data. Communities like Indianapolis have little motivation to get involved when schools tell them that “everything is fine.” Indeed, the graduation rates that were cited previously for IPS would have ranked the district as having one of the very best graduation rates among all urban districts in the entire country. Thus, any attempts to get involved with the issue would have been fruitless, at best.

Of course, this issue has not been unique to Indiana. Studies from multiple organizations representing a wide range of philosophical spectrums have shown graduation rates to be a common source of flawed data.

Those nationwide concerns finally led the National Governor's Association to adopt a set of standards that, they hope, will create common definitions and comparable rates across districts and states. Indiana pledged to follow the NGA standards and is now one of the first states in the country to adopt a methodology that is consistent with those standards.

Nearly all involved—both at the state and national levels—are hopeful that better data will now lead to better work on finding solutions. What is happening in poor, urban communities where the graduation rates are better than expected? What is happening in communities where the rates are worse than expected? And how might these lessons lead to improvements in all communities?

These are the kinds of questions and productive dialogue that, we hope, can finally start to occur. We remain somewhat disturbed that parts of Indiana's new law have not yet been implemented and, thus, we will remain diligent in our encouragement to state officials to get this job done correctly. Yet, there is clearly a lot of progress from the dialogue that started more than ten years ago—and we remain optimistic that progress will continue.

All of us have an interest in finally getting this issue right. And as we do get this right, the Indiana Chamber looks forward to working with members of the education community to find strategies that will keep our young adults in school and help assure that they are well-prepared for additional education and for work. Certainly, that is a goal that all of us can share.

Derek Redelman is Vice President of Education and Workforce Development for the Indiana Chamber of Commerce

Policy Perspective

FOCUS ON “WHY?”, NOT JUST “HOW MANY?”

Ethan Yazzie-Mintz



The principal of a high school in Boston (a very good high school, by a number of measures) struggling with school improvement issues, told me, “Our graduating class is half the size of the entering ninth grade class.” My first question was, “Where did they go?”, to which the principal responded, with both surprise and irritation, “We don’t know.”

This school’s struggles with graduation rates highlight key challenges for high schools in the U.S.: keeping track of where students are and where they go, and stemming the tide of attrition as students move through their high school years. Most high schools would like to think that their missing students are “transfers,” comfortably ensconced in another high school learning environment. The truth is schools and researchers by and large don’t know where missing students are; the result is the reporting of a range of dropout rates so wide that it is impossible to believe the numbers are actually describing the same school or set of schools.

There are three important policy questions related to understanding the dropout problem:

- (1) Who is classified as a “dropout”?
- (2) What is the magnitude of the dropout problem?
- (3) What factors drive a student to drop out?

The first question is key in defining the problem. There needs to be a common understanding—relevant to the experiences of students and not based on the needs of schools or researchers—of who is classified as a dropout in order to have an accurate measure of dropouts. How students with different experiences are classified will have a great impact on the graduation and dropout rate calculations.

The second question—despite being a primarily quantitative question—produces wide variations in responses, in part because the “objectivity” of the statistical data is filtered through the subjectivity of varying definitions, understandings, and political interests. Schools, districts, states, politicians, and researchers may choose to emphasize particular aspects of the data, define terms in a variety of ways, and utilize differing calculations, leading to widely divergent graduation and dropout rates.

The third question—what drives a student to drop out—is the most important, yet often gets lost in the policy discussions because of the continued debates about how to answer the first two questions.

A largely untapped and unacknowledged source of data for this question is the students themselves. The High School Survey of Student Engagement (HSSSE) surveys students across the country, investigating the attitudes, perceptions, and beliefs that students have about their work, the school learning environment, and their interaction with the school community. In spring 2007, nearly 65,000 students in 110 high schools across the United States completed the survey, providing a picture of what current students think about their schooling and their prospects for graduating.

Aspirations for graduation are not lacking among high school students. Only 1% of the respondents expect to leave high school without a diploma, a stark contrast to what much of the dropout data indicate. Nearly three out of four students state that the reason they go to school is to get a degree and go to college, and 86% expect to receive a college degree and/or an advanced degree.

If students want and expect to graduate from high school while they are in high school, what causes so many students to drop out before receiving the diploma?

A look at how students feel about their high school experience is revealing. Two out of three students are bored in class at least every day, if

not every class. Why? Three out of four students are bored because the work is not interesting, nearly 40% because the work is not relevant, and one-third because they have no interaction with their teacher.

When given a choice of pedagogies, students indicate that the most engaging are discussion and debate, and group projects; the least engaging is teacher lecture. Students are looking for teaching methodologies in which they play an active role, and in which they learn by interacting with their teachers and peers.

More than 20% of the student respondents have considered dropping out. The most cited reasons are: not liking the school, not liking the teachers, and not seeing the value in the work. Of those who have considered dropping out, 16% believe that no adults in the school care about them, and nearly 10% indicate that adults in the school have encouraged them to drop out.

Too many students feel that they are being left behind and left out, experiencing school in a place that they feel does not value their ways of learning and where adults are not sources of support in the learning process. Only 58% of the student respondents agree with the following statement: “I am an important part of my high school community.”

Students are very clear that they will learn best, persist, and succeed in school environments in which they are engaged, interacted with, challenged, and valued. While debate rages on among researchers and policymakers over the best and most accurate way to calculate graduation and dropout rates, many high school students wonder whether they will ever really be counted at all. While critically important for understanding the quantitative scope of the challenge, accurate calculations will not change either the graduation rate or the dropout rate. Understanding why students are dropping out—or thinking about dropping out—and creating more engaging schools and classrooms *will* point the way to creating more graduates and fewer dropouts.

Dr. Ethan Yazzie-Mintz is the Director of the High School Survey of Student Engagement (HSSSE)

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their education. Moreover, these students frequently have Limited English Proficiency, making documentation and provision of services more complicated. The Indiana General Assembly has attempted to address this and other problems by providing the Student Mobility Codes which help schools define the status of individual students. According to the mobility codes, students are not considered dropouts if they leave school during one academic year, yet return by October 2 of the following academic year.²⁷

These guidelines for determining student mobility and transfers are detailed in state law and on the Indiana Department of Education's Web site. Students are categorized as dropouts if they are expelled, enter the military before graduation, are missing, have poor health and are not attending school for a sustained period of time (but have not provided specified proof from a physician), or have left school without meeting all graduation requirements. Students are not considered dropouts if they earn a GED or spe-

cial education certificate of completion, but they are also not factored into the graduation rate. Students are also not classified as dropouts if they are temporarily suspended, deceased, have a physician-documented medical condition excusing school attendance, or have transferred to another public institution such as a juvenile detention center.

The Indiana STN system tracks a student who transfers to another school and/or district in the state of Indiana. However, if a student transfers out of the state of Indiana, the school from which that student transfers must request records from the receiving school in order to classify the student as a transfer. A transfer out of public school and to a non-public, non-accredited school (often a home school situation) must be verified and documented by both the parents of the transferring student and the principal of the public school. All of these tight definitions and verification procedures are attempts to prevent individual students from slipping through the cracks in the educational system.

RESULTS IN INDIANA

While the new cohort rate system has allowed the state of Indiana to more accurately calculate the statewide graduation rate beginning with the 2005-06 school year, the calculations cannot be applied to past years. From the 1995-96 academic year through the 2004-05 school year, Indiana reported graduation rates that ranged between 86 and 90 percent. The first year for the cohort data (2005-06), however, reported a graduation rate in Indiana around 76 percent, and the 2006-07 data was almost identical (see Table 2 for trend data). Nearly 12 percent of students were reported as dropouts or unidentified in 2006-07.²⁸ As expected, graduation rates were lowest in urban areas and rural areas with high concentrations of poverty. African Americans, Hispanics, and Limited English Proficiency students are disproportionately more likely not to earn a high school diploma in Indiana. Nearly 80 percent of Caucasian students in Indiana graduated high school following the 2006-07 school year. Yet, only 70 percent of Native American students, 63 percent of Hispanic students, and 57 percent of African American students graduated in Indiana during the same year.²⁹

The graduation rate legislation in Indiana has been modified multiple times since its initial pilot program. Most legislative concerns have centered on who is counted in the base total and who is not. Of particular concern to legislators is the tallying of students who have attended school in Indiana for less than one year and who have unknown locations after their departure from Indiana schools. As mentioned above, this is often of relevance to the children of migrant workers, who may only attend school in Indiana seasonally. House Enrolled Act 1794, passed in 2005, allowed students who had attended Indiana schools for less than a year and whose whereabouts were now unknown to be subtracted from the base cohort tally. However, House Bill 1647 passed in 2007 does not allow these students to be subtracted from the base cohort number. Other subgroup nuances have been the basis for most alterations

TABLE 2. Indiana's Reported Graduation Rates

Academic Year	Graduation Rate
2006-07	76.5
2005-06 *	76.5
2004-05	89.9
2003-04	89.8
2002-03	91.1
2001-02	91.1
2000-01	90.1
1999-2000	89.5
1998-99	89.7
1997-98	88.3
1996-97 **	88.2
1991-92	82.5
1986-87	77.6
1980-81	78.0
1976-77	78.7
1970-71	82.4

* The cohort rate was first reported in 2006 and it caused a drop in graduation rate because it is a more accurate method of calculation.

** Annual interval rates are illustrated from the 1996-97 school year forward.

TABLE 3. Indiana Legislation Regarding the Graduation Rate Formula

Legislation	Summary
2001 HB 1971, PL 231-2001 Authors: Smith, Dillon, Klinker, Porter Sponsors: Smith, Rogers, Wyss Effective Date: 07/01/2001	Multi-issued education bill. Section 3 established a pilot program, consisting of ten high schools, to test a cohort-based graduation rate formula.
2003 HEA 1120, PL 31-2003 Authors: Porter, Scholer Sponsors: Lubbers, Rogers, Kenley Effective Date: 07/01/2003	Replaces the limited pilot program and implements a cohort-based graduation rate formula for all Indiana public high schools. Defines key ideas associated with graduation rate calculation.
2005 HEA 1794, PL 242-2005 Authors: Behning, Porter Sponsor: Lubbers Effective Date: 07/01/2005	Includes additional groups of students into the graduation rate formula and definitions; defines high ability students graduating early and students attending Indiana schools for less than one year as subtracted from the total cohort number. Requires disaggregated education data. Additionally, requires categorized reasons for suspensions and/or expulsions.
2007 HB 1647, PL 229-2007 Authors: Porter, Behning, Candelaria Reardon, Robertson Sponsors: Lubbers, Alting, Sipes Effective Date: 07/01/2007	Verbalizes commitment to report data consistent with National Governor's Association guidelines; adds informational five and six-year graduation rate data requirement. Does not allow students attending an Indiana school for less than one year to be subtracted from the calculation. Provides student must be at least 18 years of age or withdrawn from high school with permission in order to obtain a GED.
2008 SB 111 Authors: Lubbers, Charbonneau Sponsors: Porter, Behning Effective Date: 07/01/2008	Specifies that students graduating as members of a cohort include students from the cohort who graduate during the expected graduation year or during a previous reporting year. Provides that students may count as graduating members of only one cohort.

to the graduate rate law. Additionally, legislation since 2001 has required more data; House Bill 1647, for example, mandated five-year and six-year graduation rates in addition to the standard four-year graduation rate. For more information regarding graduation rate legislation, see Table 3.

NATIONAL POLICY CONCERNS

NCLB not only requires states to report graduation rates, but the law also requires states to set annual targets for graduation rate improvement. However, similarly to the law's ambiguous requirements for calculating a graduation rate, the law is equally nonchalant about what sort of improvement in the graduation rate is necessary. Most states have set "any improvement" as their minimum requirement in order to avoid failure to meet AYP. Considering the current rate of improvement in California, it will take

500 years for the state to meet its graduation rate goal.³⁰

In April 2008, U.S. Department of Education Secretary Margaret Spellings ended months of speculation when she announced that she would take formal administrative action to try and implement a uniform federal method for calculating high school graduation rates by 2013.³¹ The new regulation would not take effect until at least November 2008, following a time period for public comment. A uniform graduation rate is supported by many states, education groups, and teachers unions.³² Although, as we have noted earlier in this brief, the problem is deciding which method to use. A tough uniform rate may cause many schools in states which currently use less accurate calculation methods to fail to meet AYP. NCLB evaluates both standardized assessments and graduation rates as measures of AYP at the high school level, and some schools and states have reported higher graduation rates because they are using completion ratios

or the leaver rate, which are often inaccurate. A transition to a cohort rate (which is likely) for these schools and states may cause the official graduation rate to drop, potentially causing the schools to fail to meet AYP.

In 2007, 16 states were utilizing a cohort method to calculate the state graduation rate.³³ The vast majority of states, 32 in fact, were still utilizing the leaver rate. The NGA reports, though, that most states are in the process of amassing cohort data and will soon be reporting cohort graduation rates.³⁴ Despite a state's ability to report cohort data, many states may still not use such data when reporting official numbers to the U.S. Department of Education. Fear of federal action will cause some states to report two sets of numbers, one for the federal government for AYP determination and one for a more accurate estimate.³⁵

The original intent of the NCLB requirement to report graduation rate data was to ensure that lower achieving students

would not be pushed out in order to raise assessment scores. Nevertheless, this intent does not seem to have encouraged schools to increase graduation rates. Nationally, the graduation rate for the United States has hovered around 70 percent for over three decades,³⁶ and NCLB has not raised that number.³⁷

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Nearly 80 percent of Caucasian students in Indiana graduated high school following the 2006-07 school year. Yet, only 70 percent of Native American students, 63 percent of Hispanic students, and 57 percent of African American students graduated in Indiana during the same year.

Recommendation

The Indiana Department of Education has developed a High School Graduation Taskforce to evaluate the issues surrounding the graduation rate and high school dropouts. This taskforce should strongly consider initiatives aimed at targeting minority youth and youth in poverty. In a follow-up brief, the Center for Evaluation & Education Policy will consider dropout intervention programs in Indiana and nationwide.

Conclusion

The cohort method for calculating the state graduation rate enables schools to report supplemental data such as three-year, five-year, and six-year graduation rates. Also, the number of students earning alternative completion certificates or GEDs is able to be reported.

Recommendation

Indiana currently provides data on four-year graduation rates; five years or more graduation rates; the number of students earning a GED, special education certificate, or non-diploma course completion

certificate; and a formal dropout/undetermined student rate. The state of Indiana should consider adding a three-year graduation rate. This rate would give educators and policymakers a better idea of the number of students who accelerated their secondary education in order to attend postsecondary institutions early. Providing such a rate would also provide schools with a uniformly positive data point to report each year.

Conclusion

The NGA progress report noted that all states except North and South Dakota had plans in place to implement a cohort data tracking system. Although states are amassing usable data, 32 states are still reporting the NCES leaver rate.

Recommendation

States should consider more accurate methods of reporting the state graduation rate in the interim. The CPI is one such method that has been considered by numerous research institutions to provide a more accurate graduation rate estimate if cohort data is unavailable.

AUTHORS

Kylie R. Stanley

(kystanle@indiana.edu) is an undergraduate Research Assistant at the Center for Evaluation & Education Policy.

Terry E. Spradlin

(tspradli@indiana.edu) is Associate Director for Education Policy at the Center for Evaluation & Education Policy.

Jonathan A. Plucker

(jplucker@indiana.edu) is Director of the Center for Evaluation & Education Policy and Professor of Educational Psychology and Cognitive Science at Indiana University.

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WEB RESOURCES

High School Survey of Student Engagement

<http://ceep.indiana.edu/hssse/>

The Indiana Commission for Higher Education: Indiana's High School Dropout Crisis

<http://www.che.state.in.us/dropout.htm>

Indiana Department of Education: Indiana's Graduation Rate

<http://www.doe.state.in.us/htmls/gradrate.html>

Education Commission of the States: Dropout Rates/Graduation Rates

<http://www.ecs.org/ecsmain.asp?page=/html/issuesK12.asp>

National Governors Association

<http://www.nga.org>

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Indiana University
509 East Third Street
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Graduation Rates and Dropout Prevention in Indiana

Interim Study Committee on Education Issues

Terry Spradlin

Director for Education Policy

Stephen Hiller, Dingjing Shi, and Ming Chen

Graduate Research Assistants

August 25, 2011



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- IV. Early Warning Indicators and Dropout Factors
- V. Dropout Prevention Strategies and Programs



I. Graduation Requirements in Indiana



Indiana Graduation Requirements

- Former graduation requirements centered on the completion of the requirements of one of the diploma types (General, Core 40, Honors) and the passing of the GQE (10th Grade ISTEP+)
 - An “evidence-based” waiver was available for students not passing the GQE if they:
 1. Took the GQE at least once per year
 2. Completed all remediation opportunities
 3. Maintained a 95% attendance rate
 4. Maintained a “C” average in all required courses
 5. Obtained a written recommendation from a teacher in each subject area of the GQE that the student did not pass
 6. Completed all other state or local graduation requirements



5

Indiana’s New Graduation Requirements

- Legislation passed by the Indiana General Assembly in 2005 and 2006 changed the graduation requirements
- Effective with the Class of 2012, students no longer take the GQE, but must pass the Algebra I and English 10 End-of-Course Assessments (ECAs)
 - The “evidence-based” waiver still applies and a “work-readiness” waiver was added
 - The requirements of this new waiver are the same except that instead of the written recommendation, students must complete the credit requirements for the General Diploma, a workforce readiness assessment, and at least one career exploration opportunity (internship, etc.)



6

Indiana’s New Graduation Requirements (continued)

- Effective with the Class of 2010, there are four diploma types: General, Core 40, Core 40 with Honors, or Core 40 with Technical Honors
- Effective with the Class of 2011, the graduation requirement changed from the General Diploma to the Core 40 Diploma
 - There is an opt-out provision to allow student to graduate with the General Diploma which is initiated:
 1. Upon the parents’ request
 2. If a student does not pass 3 courses required under Core 40
 3. If a student receives a score in the 25th percentile or lower the first time they take the Algebra I or English 10 ECAs
- A decision whether special education students are subject to the Core 40 requirement is made in accordance to their IEP and federal law



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Core 40 Diploma Requirements

- Core 40 requires 40 total credits upon graduation:
 - English/language arts: **8**
 - Mathematics: **6**
 - Science: **6**
 - Social Studies: **6**
 - Directed Electives (foreign language, fine arts, technical): **5**
 - Physical Education: **2**
 - Health: **1**
 - Electives: **6**



8

Core 40 with Academic Honors

- Students must complete at least 47 credits with these additional requirements beyond the Core 40:
 - Earn 2 additional math credits
 - Earn 6-8 foreign language credits
 - Earn 2 fine arts credits
 - Earn a “C” or better in courses that count toward the Core 40
 - Have an overall GPA of “B” or better
 - Complete one of the following:
 - Complete AP course and exams (4 credits)
 - Complete IB courses and exams (4 credits)
 - Earn a combined score of 1200 on the SAT critical reading and mathematics sections
 - Earn of composite score of 26 or higher on the ACT
 - Complete dual-credit courses (6 transferable college credits)
 - Complete a combination of AP (2), IB (2), and dual-credit (3) courses



9

Core 40 with Technical Honors

- Students must complete at least 47 credits with these additional requirements beyond the Core 40:
 - Complete a career-technical program (8 or more related credits)
 - Earn a “C” or better in courses that count towards Core 40
 - Have an overall GPA of “B” or better
 - Recommended: 2 additional math and 4-8 foreign language credits for four-year college entrance
 - Complete two of the following (one must of one of the first two options):
 - Score at or above the following levels on WorkKeys: Reading for Information – 6, Applied Math – 6, Locating Information – 5
 - Complete dual credit courses in a technical area (6 transferable college credits)
 - Complete a Professional Career Internship Course or Cooperative Education Course (2 credits)
 - Complete an industry-based work experience as part of a career-technical program (140 hours)
 - Earn a state-approved, industry-recognized certification



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II. Background and Policy on Graduation Rate Formulas



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Calculating Graduation Rates: Indiana Takes the Lead

- 1999: the Indiana General Assembly passed legislation that allowed the IDOE to begin tracking individual student progress through Indiana’s Student Test Number system
- 2002: a pilot project of the STN system statewide was implemented
- 2003: the Indiana General Assembly passed legislation that instructed the IDOE to begin using the adjusted cohort method for calculating high school graduation rates starting with Class of 2006
- 2010, 33 states using adjusted cohort graduation rate calculation methodology; number to grow this year



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Old Graduation Rate Calculation Methodology

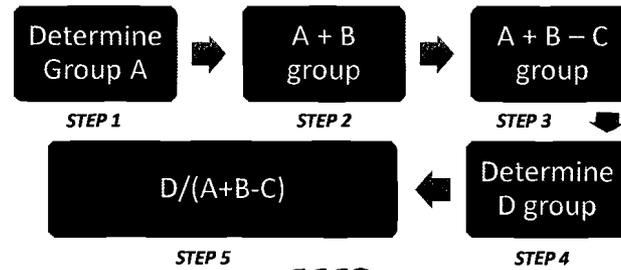
- Between 1988-2005, Indiana used a uniform measure recommended by NCES for high school graduation rates and adopted by many states; method was referred to as a Leaver Rate
- Method estimated the graduation rate based on data from students persisting in high school in a given year
- Limitations: The graduation rate was not a four-year high school completion rate. It calculated the percentage of students persisting in school from one year to the next, regardless of their educational progress
- In 2005 Indiana reported an 89.9% graduation rate



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New Methodology: Adjusted Cohort Rate

A group	Grade 9 enrollment at the beginning of the reporting year	B group	The number of students enrolled after the beginning data
---------	---	---------	--



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Advantages of the new methodology

- Emphasize the educational progress of students
- Follows the individual student data from entry into Grade 9 through graduation
- Note: law requires that all students that have not reported to the school in which they were enrolled, but also have not proven to have graduated or transferred, must be reported as a dropout
- One primary disadvantage is use of mobility code 20 to remove students from cohort and not count against grad rate



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Student Dropout/Mobility Codes

- The dropout and mobility (DM) codes report high school students' status of either dropout (e.g., withdrawing) or in mobility (e.g., transferring to another school)
- The DM report affects corporations and school buildings mobility rates as well as affects the graduation rate
- Improperly coding certain students will result in inaccurate dropout rate
- Codes for student dropout: 1-18; codes for student mobility: 9-31



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Dropout and Mobility Codes

1	Record of School Failure	9	Pregnancy	17	Missing but located	25	Transferred out of state
2	Disinterest in Curriculum	10	Poor Health	18	Failure of GQE	26	Missing but not located
3	Interpersonal Problems	11	Friends or Peer Pressure	19	Transferred	27	Foreign exchange student
4	Incorrigibility	12	Armed Services Enlistment	20	Removed by parents	28	Religious beliefs
5	Need to Earn Money	13	Court Ordered	21	Deceased	29	Special education
6	Poor Home Environment	14	Unknown or No Shows	22	Incarcerated	30	Earned GED
7	Drug Abuse	15	Truancy (Underage No Shows)	23	Placement by court order	31	Transferred to a non-accredited non-public school
8	Marriage	16	Expulsion	24	Enrollment in a virtual school		

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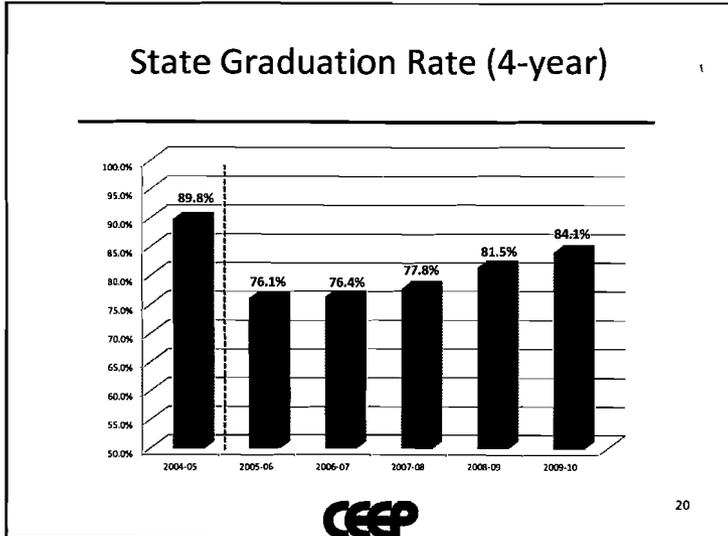
2010 School Mobility Report

	Full-time Enrollment	Change from 2009
Deceased	134	0.15%
< 1 Yr in IN	236	0.27%
Enrolled in Virtual Sch	62	0.07%
Foreign Exchange	685	0.78%
Incarcerated	110	0.13%
Missing and Reported	471	0.54%
Placed by Court Order	102	0.12%
Poor Health	90	0.10%
Religious beliefs	5	0.01%
Home School	4951	5.63%
Aged out of Spec Ed	9	0.01%
Transfer to Non-Accredit/Non-Pub	56	0.06%
Transfer In State	3250	3.70%
Transfer Out of State	4588	5.22%
Total of Above (includes non-public)	73161	83.2%
Total of Above (includes non-public)	87910	100%

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III. Indiana Graduation Rate Data

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State Graduation Rate Breakdown

School Year	Cohort Size	Grad Rate (4-yr rate)	Dropout Rate	GED	Special ed certificate	Course Completion	Still in School
2009-10	74350	84.1%	6.4%	0.8%	1.2%	0.3%	7.3%
2008-09	75952	81.5%	8.7%	1.1%	1.1%	0.4%	7.2%
2007-08	82283	77.8%	10.3%	1.6%	1.2%	0.6%	8.4%
2006-07	80796	76.4%	12.0%	2.7%	0.982%	0.6%	7.3%
2005-06	79548	76.1%	11.4%	3.3%	1.1%	0.7%	7.5%



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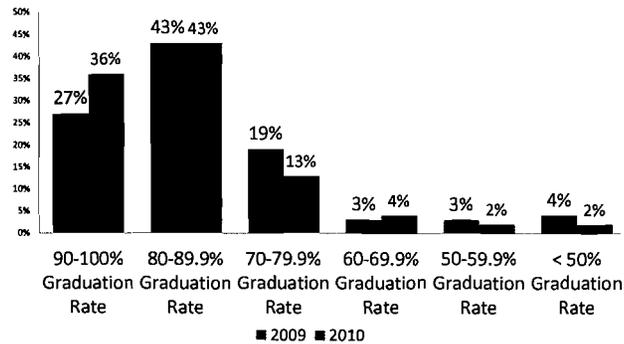
State Graduation Rate Breakdown (continued)

School Year	Black	Hispanic	White	Free/Reduced Lunch	Limited English	Special Education
2009-10	72.3%	76.9%	86.9%	78.8%	68.3%	61.7%
2008-09	66.0%	69.8%	84.4%	68.0%	61.5%	58.6%
2007-08	59.5%	65.4%	81.2%	61.0%	58.8%	53.2%
2006-07	56.7%	64.0%	79.8%	58.4%	58.7%	52.5%
2005-06	57.4%	62.1%	79.3%	59.4%	59.9%	53.5%



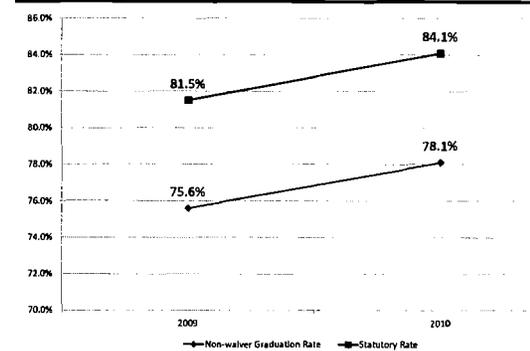
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Public High School Comparison by Graduation Rate (n=371)



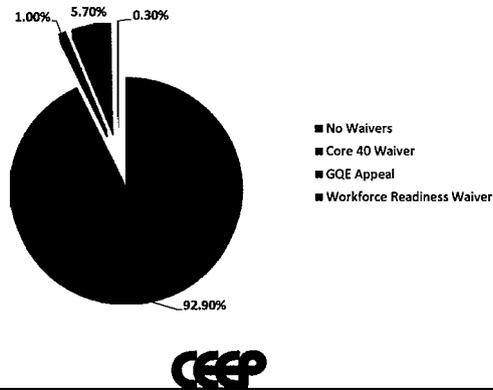
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Indiana's Non-waiver Graduation Rate from 2009 to 2010



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Breakdown of Indiana's Statutory Graduation Rate in 2010



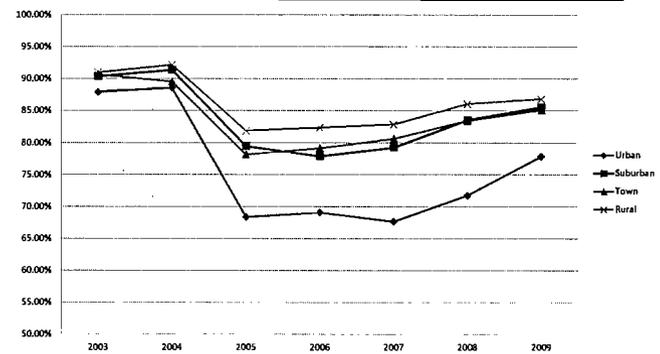
Indiana's Disaggregated Graduation Rate by Gender

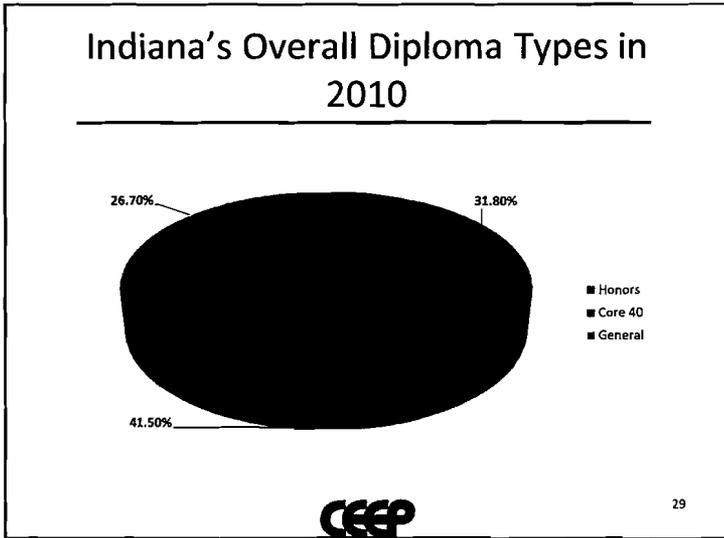
	2009	2010
Female	85.3%	87.7%
Male	77.7%	80.5%

Indiana's Disaggregated Graduation Rate by Locale

Locale	Number of Schools	Average Graduation Rate							
		2004	2005	2006	2007	2008	2009	2010	
Urban	67	87.9%	88.6%	68.4%	69.1%	67.7%	71.8%	77.9%	
Suburban	97	90.4%	91.4%	79.5%	77.9%	79.3%	83.6%	85.6%	
Town	47	90.7	89.6%	78.2	79.2%	80.7%	83.5%	85.2%	
Rural	168	91.0%	92.2%	81.9%	82.4%	82.9%	86.1%	86.9%	

Indiana's Graduation Rate by Locale





Indiana's Disaggregated Diploma Types By Ethnicity

Ethnicity	Diploma Type	School Year				
		2006	2007	2008	2009	2010
White	Honors	34.1%	34.8%	35.0%	36.0%	33.1%
	Core 40	38.0%	39.9%	40.9%	42.0%	46.8%
	General	27.9%	25.3%	24.1%	22.0%	20.1%
Black	Honors	11.5%	12.7%	12.1%	13.1%	12.2%
	Core 40	43.7%	48.0%	50.9%	53.0%	57.7%
	General	44.9%	39.3%	37.0%	33.9%	30.1%
Hispanic	Honors	16.5%	19.0%	19.4%	18.8%	18.3%
	Core 40	42.2%	44.7%	49.2%	51.2%	52.9%
	General	41.3%	36.3%	31.4%	30.0%	28.8%
American Indian	Honors	20.1%	23.0%	24.1%	25.2%	19.9%
	Core 40	38.2%	40.5%	46.8%	38.8%	47.2%
	General	41.7%	36.5%	29.1%	36.0%	33.0%
Asian*	Honors	54.4%	57.5%	55.2%	54.2%	56.1%
	Core 40	31.1%	37.0%	41.3%	36.5%	35.3%
	General	14.4%	15.7%	10.8%	9.3%	9.5%
Multiracial	Honors	27.1%	25.8%	27.1%	26.6%	23.4%
	Core 40	41.9%	43.4%	46.5%	48.4%	51.6%
	General	31.1%	30.8%	26.4%	24.9%	25.0%

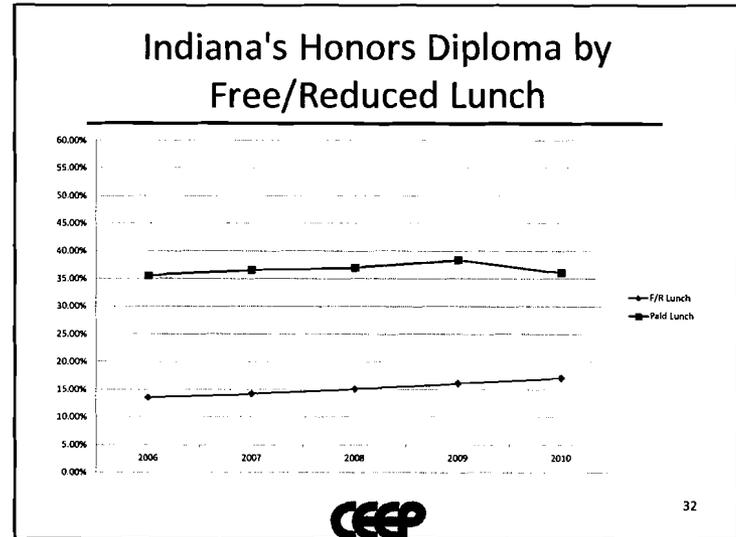
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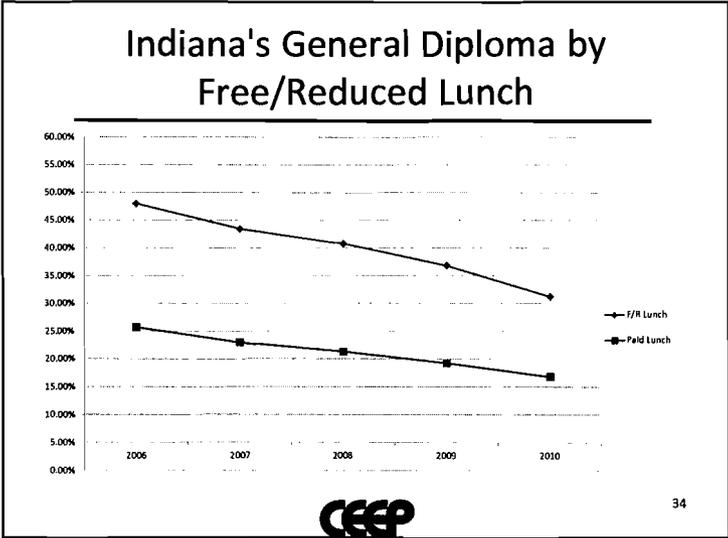
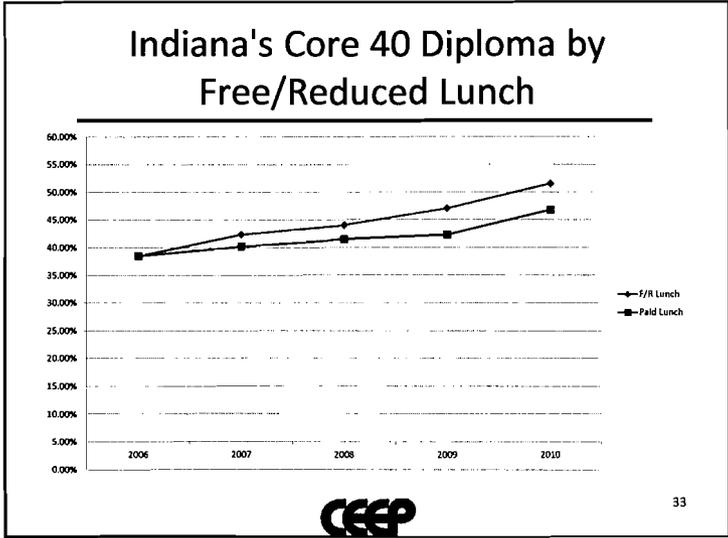
Indiana's Disaggregated Diploma Types by Free/Reduced Lunch

Diploma Type	Academic School Year	2006	2007	2008	2009	2010
		Free/Reduced Lunch	Honors	13.5%	14.2%	15.1%	16.1%	17.1%*
Core 40	38.5%	42.4%	44.1%	47.1%	51.6%*	
General	48.0%	43.5%	40.8%	36.9%	31.3%*	
Paid Lunch	Honors	35.6%	36.6%	37.0%	38.4%	36.1%
	Core 40	38.6%	40.3%	41.6%	42.4%	46.9%
	General	25.8%	23.1%	21.4%	19.3%	16.9%

* These graduation rates are calculated by $(Free\ lunch\ graduation + Reduced\ Lunch\ Graduation)/2$

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IV. Early Warning Indicators and Dropout Factors

CEEP

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- ### Four Primary Reasons Students Dropout of H.S.
- According to the NGA *Achieving Graduation for All* (2009 Report) there are four primary reasons students dropout of H.S.:
 - 1) Academic Failure: key indicators include failing core courses, poor attendance, low GPA, low credit accumulation, and failing exit exams
 - 2) Disinterest in School: a lack of engagement in academic or social aspects of school which often leads to poor attendance
 - 3) Problematic Behavior: inside or outside of school
 - 4) Life events: pregnancy, economic need, family illness, etc.
- CEEP**
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Early Warning Indicators

- What: using indicators to help educators predict which students may be in danger of dropping out of high school
- Why:
 - Schools – support students who are at risk of dropping out with strategies and interventions
 - Districts – examine school-level patterns to address systemic issues
 - Educators – better predict which students may be in danger to provide dropout prevention supports



Indicators and Thresholds

Risk Indicator	Risk Indicator Threshold
Attendance	Missed 10% or more of instructional time
Course failures	Failed one or more semester course
GPA	Achieved 2.0 or lower

- If a student's performance falls below a given threshold, the student is flagged as being "at risk".

Source: Early Warning System Brochure, National High School Center



Implementation of the EWS tool

Student Risk Status MORE INFO

Filter by demographics: All

Time frame: All

To assign a student to an intervention, click the student's name and select "Assign to Intervention" or click the "Interventions" button at the top of this page and enter the student's ID number.

The at-risk students' names are highlighted in red, as well as the indicators and time frames

Student Details			Pre-High School Indicator of Risk				Quarter 1 Indicators of Risk				Quarter 2 Indicators of Risk			
Student ID	First Name	Last Name	Flag for Pre-HS Indicator	Flag for First 90 Day Attendance	Flag for Course Failure	Flag for GPA	Flag for Attendance	Flag for Course Failure	Flag for GPA	Flag for Attendance	Flag for Course Failure	Flag for GPA		
1122100	Quiana	Adams	No	No	No	No	No	No	No	No	No	No		
1122101	Olivia	Anderson	Yes	No	No	No	Yes	No	No	Yes	No	No		
1122102	Peter	Anderson	No	No	No	No	No	No	No	No	No	No		
1122103	...	...	No	No	No	No	No	No	No	No	No	No
1122104	Clad	Barna	No	No	No	No	No	No	No	No	No	No		
1122105	...	...	No	No	No	No	No	No	No	No	No	No
1122106	...	...	No	No	No	No	No	No	No	No	No	No
1122107	...	...	No	No	No	No	No	No	No	No	No	No
1122108	Jessie	Dunn	No	No	No	No	No	No	No	No	No	No		
1122109	...	...	No	No	No	No	No	No	No	No	No	No
1122114	Georg	Gard	No	No	No	No	No	No	No	No	No	No		
1122115	Justin	Gomez	No	No	No	No	No	No	No	No	No	No		



The Silent Epidemic

- Published in 2006, researchers of this report conducted a survey and a series of focus groups with 16-25 year olds who identified as high school dropouts
- The report focuses exclusively on the dropout issue: who drops out, why, and what might help those students
- Of respondents, 47% said a major reason for dropping out was that "classes were not interesting"
 - This was a top reason especially among those drop outs who had high GPAs and by those who reported being motivated students

Source: The Silent Epidemic (2006). Perspectives of High School Dropouts



The Silent Epidemic (continued)

- The report also makes it clear that many (although not a majority) drop out due to significant academic challenges
 - 35% reported failing in school as a major factor in their decision
 - 43% reported missing too many days of school and not being able to keep up
 - 45% reported not being prepared for high school by previous schooling; they reported that additional supports (e.g. tutoring) would have helped
 - 32% were required to repeat a grade before they decided to drop out
 - 29% expressed doubt that they could have kept up with graduation requirements even if they tried

Source: The Silent Epidemic (2006).
Perspectives of High School Dropouts



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The Silent Epidemic (continued)

- 69% of respondents said they were not inspired or motivated to work hard
 - 80% did homework for one hour or less each night
 - Approximately 67% said they would have worked harder if the school and teachers had demanded it
 - 70% believe they could have graduated if they had tried
- Student also provided personal reasons for dropping out:
 - 32% reported needing a job to make money
 - 26% reported becoming a parent
 - 22% reported needing to care for a family member
 - Many of these respondents believe they could have finished high school if they stayed in

Source: The Silent Epidemic (2006).
Perspectives of High School Dropouts



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The Silent Epidemic (continued)

- The report also noted the importance of attendance:
 - 59-65% of respondents missed class “often” the year before dropping out
 - 38% believed they had too much freedom and needed more rules
- Parental involvement was also a factor:
 - Only 59% reported parents or guardians being involved in their schooling
 - More than half of those were involved for discipline reasons
 - 68% reported that their parents/guardians only became involved just as the student was about to drop out

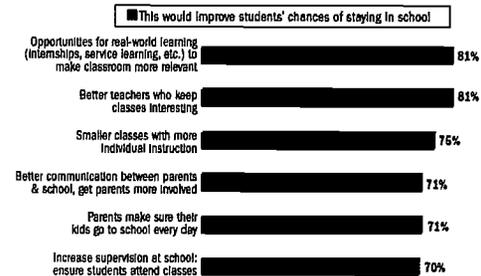
Source: The Silent Epidemic (2006).
Perspectives of High School Dropouts



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The Silent Epidemic (continued)

- Researchers also asked respondents what they thought would improve students’ chances of staying in school:



Source: The Silent Epidemic (2006).
Perspectives of High School Dropouts



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High School Survey of Student Engagement (HSSSE)

- HSSSE, available since 2004, serves, in part, as a tool to participating schools to better understand the underpinnings of student engagement
- Data from the survey help explore the causes and conditions that lead to student engagement or disengagement and persistence or dropping out
- Since 2006, over 350,000 students in 40 states have participated in the survey, administered every spring and fall



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2009 HSSSE Participants

- In 2009, 103 schools from 27 states participated in the survey with a mean student enrollment of 787 and a range from 20 to 3,143
 - By locale, 53% were urban, 31% suburban, 12% rural, and 4% town
- 42,754 students participated in the survey
 - 30% were in 9th grade, 27% in 10th, 23% in 11th, and 20% in 12th
 - 88% began attending their current school in 9th grade



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2009 HSSSE Data on Boredom and Engagement

- Boredom can be seen as a temporary form of disengagement
- The survey asked two questions related to boredom:
 - Have you ever been bored in class in high school?
 - If you have been bored in class, why?
- 66% of respondents stated they were bored at least every day in class in high school, of those:
 - 49% are bored every day
 - 17% are bored in every class
- Only 6% reported never being bored or only being bored “once or twice”



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2009 HSSSE Data on Boredom and Engagement (continued)

- On why students were bored, participants were able to select all responses that applied
- Of students reporting being bored, class material was a significant issue:
 - 81% thought the “Material wasn’t interesting”
 - 42% said the material lacked relevance
- 33% were bored because work wasn’t challenging enough
- 26% because work was too difficult
- 35% were bored because there was no interaction with the teacher
- These responses have been consistent over four years of survey administration



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2009 HSSSE Data on Dropping Out

- Dropping out can be viewed as a permanent form of disengagement
- The survey asked three questions regarding dropping out and skipping school (addressing attendance, an indicator for dropping out)
 - Have you ever skipped school?
 - Have you ever considered dropping out of high school?
 - If you have thought about dropping out of high school, why?



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2009 HSSSE Data on Dropping Out

(continued)

- In 2009, 50% of students reported having skipped school either “once or twice” or “many times”
 - 16% reported skipping school “many times”
- Unsurprisingly, students have most often skipped school, most often considered dropping out
- 21% of students considered dropping out at some point in high school
 - 7% considered dropping out “many times”



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2009 HSSSE Data on Dropping Out

(continued)

- The top three reasons students cited for considering dropping out were school-related factors:
 - 50% said “I didn’t like the school”
 - 42% said “I didn’t see the value in the work I was being asked to do”
 - 39% said “I didn’t like the teachers”
- 35% considered dropping out because the work was too difficult
- Alternatively, 13% considered dropping out because the work was too easy



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2009 HSSSE Data on Dropping Out

(continued)

- Adults also played a significant role in students’ consideration of dropping out
 - 16% of students said “No adults in the school cared about me”
 - 9% said “Adults in the school encouraged me to drop out” (Whether that was communicated to students intentionally or unintentionally is not clear)
- 16% of students thought about dropping out because they were picked on or bullied
- Students’ reasons for considering dropping out have largely been consistent over the four years of survey administration



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V. Dropout Prevention Strategies and Programs



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NGA Policy Recommendations

- 1) **Promote H.S. Graduation for All:** increase maximum compulsory attendance age to 18 (IN has; 29 other states haven't), include grad rates heavily in state accountability systems, champion higher rates, assign responsibility for dropout prevention and recovery (designate staff, coalitions, interagency cabinets, etc.);
- 2) **Target Youth At Risk of Dropping Out:** support the development of early warning systems, invest in promising strategies, connect students to existing supports (grad coaches, personalized learning plans, etc.)
- 3) **Reengage Dropouts:** develop reentry and recovery initiatives, including for juvenile offenders
- 4) **Provide Rigorous, Relevant Options for H.S. Diploma:** 21 states including IN require all H.S. students to complete college prep curriculum; dual credit, AP, apprenticeships, Career and Tech Ed



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National High School Center: 8 Elements of H.S. Improvement

- 1) Rigorous curriculum and instruction
- 2) Teacher effectiveness and professional growth
- 3) Stakeholder engagement
- 4) Organization and structure
- 5) Assessment and accountability
- 6) Effective leadership
- 7) Student and Family Involvement
- 8) Sustainability



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National Dropout Prevention Center: Effective Strategies

- Systemic renewal of school focus
- School/Community Collaboration
- Safe learning environments
- Family engagement
- Early Childhood Education
- Early Literacy Development
- Mentoring and Tutoring
- Service Learning
- Alternative Schools
- After School Opportunities
- Professional Development
- Active Learning
- Education Technology
- Individualized Instruction
- Career and Tech Education



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Overview of Effective Programs

- The What Works Clearinghouse (WWC) at the Institute of Education Sciences (IES) at the US Department of Education has identified 13 dropout prevention programs which it has labeled as effective
- The WWC evaluates independent studies conducted on the programs to determine whether the evidence indicates if the programs are effective in three categories: **completing school, staying in school, and progressing in school**



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Overview of Effective Programs (continued)

- The following slides highlight the most effective programs identified by the WWC in each category
- Three interventions for **completing school** are examined: *National Guard Youth ChalleNGe Program, Talent Search, and Job Corps*
- The top three interventions for **staying in school and progressing in school** were the same: *Accelerated Middle Schools, Check and Connect, and ALAS*



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Interventions for Completing School

National Guard Youth ChalleNGe Program

- Designed for youth ages 16-18 who have dropped out or were expelled
- Consists of a quasi-military 22-week residency period followed by one-year mentoring program
- Participants take GED preparation classes and other programs to promote leadership, job skill, community service development
- Offered in 27 states, including Indiana, and in Dec. 2009, 92,000 youth graduated from the program
- Only one study met WWC evidence standards
- The study included 1,196 youth in 10 states
- WWC observed a statistically significant positive difference in program participants; 61% received their diploma or GED compared with 36% of control group members



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Interventions for Completing School

(continued)

Talent Search

- Helps low-income and first generation college students complete high school and gain access to college
- Services include test taking and study skill assistance, academic advising, career development, and financial aid application assistance
- Established and funded through the Higher Education Act of 1965
- Serves 380,000 students through more than 400 sponsored projects
- Two studies met WWC standards
- One study in Texas included 4,027 participants and 30,842 control group members; another in Florida included 900 participants and 42,514 control group members
- Participants in both studies were more likely to receive their diploma or GED within five years (86% vs. 77% in Texas, 84% vs. 70% in Florida)



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Interventions for Completing School

(continued)

Job Corps

- Serves economically disadvantaged youth
- Services include remedial education, GED preparation, vocational training and job placement assistance, among others
- Participants often reside in a Job Corps center and can remain in the program up to two years
- Established by the Economic Opportunity Act of 1964
- Serves about 62,000 youth with 122 Job Corps centers in 48 states
- One study met WWC standards
- The study includes a representative sample of 11,313 students from over 100 Job Corps centers nationwide and a control group of 4,485 students
- There was a statistically significant positive effect for participants; 43% of Job Corps students earned a GED compared to 26% of control group students

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Interventions for Staying and Progressing in School

Accelerated Middle Schools

- Helps middle school students who are one to two years behind grade level to catch up to their age peers
- Covers an additional year of core curriculum material by offering few student electives
- Instruction is more hands on, classes sizes are smaller, and additional academic support is offered
- Many accelerated middle schools exist, but the full scope is unknown as there is no single program they operate under
- Three studies met WWC standards
- These studies included more than 800 students in Georgia, Michigan, and New Jersey school districts
- For "staying in school" WWC finds potentially positive effects
- For "progressing in school" WWC finds positive effects

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Interventions for Staying and Progressing in School

Check and Connect

- "Check" component consists of continually monitoring student engagement through performance and progress indicators
- "Connect" component consists of program staff giving individualized attention to participants in coordination with the school
- Each student is assigned a "monitor" who reviews their performance and intervenes when problems are seen
- Two studies met WWC standards
- The studies included over 200 students who began the program in 9th grade at Minneapolis high schools
- For "staying in school" WWC finds positive effects, with participants significantly less likely to drop out by senior year
- For "progressing in school" WWC finds potentially positive effects with participants earning more credits than control group students

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Interventions for Staying and Progressing in School

ALAS

- Serves middle and high school students and designed to address factors that affect dropping out (school, family, etc.)
- Mentors are assigned to each student attendance, behavior, and achievement; interventions are coordinated when necessary
- Parents are also trained in parent-child problem solving and school involvement
- Originally implemented in Los Angeles, it has recently been used in Glendale, CA schools
- One study met WWC standards
- The study includes 94 at-risk Latino students entering 7th grade in an urban, southern California school
- Outcomes were measured in 9th grade when intervention ended and in a follow-up in 11th grade
- For "staying in school" WWC finds potentially positive effects with participants more likely than control group student to remain in school
- For "progressing in school" WWC finds potentially positive effects

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IDOE Dropout Prevention Efforts

- As part of its goal to see at least 90% of Indiana students graduate from high school, the IDOE dedicates several resources to dropout prevention
- The IDOE Dropout Prevention Portal (<http://www.doe.in.gov/dropoutprevention/>) primarily serves as a warehouse of resources from the IDOE and state and national organizations
- Resources include grant opportunities, professional development resources (such as webinars), information on local dropout prevention efforts, and information regarding the upcoming 2011 Dropout Prevention Summit



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2009 Dropout Prevention Summit

- On Sept. 25, 2009, the IDOE along with State Farm Insurance and America’s Promise Alliance co-hosted the first Dropout Prevention Summit in Indianapolis
- Each of Indiana county was invited to send a team consisting of educators, parents, youth, community leaders, and business leaders
- The teams heard keynote speakers with expertise in dropout prevention and attended breakout sessions; the teams continue to meet to discuss local dropout prevention strategies and efforts



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2011 Dropout Prevention Summit

- The second Indiana Dropout Prevention Summit will take place on Sept. 28, 2011, at the Indiana Convention Center with Indiana State University replacing America’s Promise as co-sponsor
- Indiana State University and State Farm Insurance also co-host a website for the Indiana Dropout Prevention Summit (<http://www.indianadropoutprevention.org/>)
- The website contains a “Documents” section which contains various resource materials, including documents on localized dropout prevention efforts, for example, those efforts in Blackford, Putnam, and Monroe counties



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CEEP Contact Information



Terry E. Spradlin, MPA
Director for Education Policy

1900 East Tenth Street
Bloomington, Indiana 47406-7512

812-855-4438
Fax: 812-856-5890
<http://ceep.indiana.edu>



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Improving High School Graduation Rates

Kylie R. Stanley and Jonathan A. Plucker

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UPCOMING POLICY BRIEFS . .

- ✓ *Arguments and Evidence: The Debate over Collective Bargaining's Role in Public Education*
- ✓ *The Research on Single-Sex Classrooms*
- ✓ *The Research on Multi-Age Classrooms*

INTRODUCTION

On May 9, 2008, the Center for Evaluation & Education Policy (CEEP) issued the Education Policy Brief, *Calculating High School Graduation Rates*. In that report the importance of accurate and reliable high school graduation data was considered, various graduation rate calculation methods and the history behind the use of particular methodologies were examined, and the strong nationwide trend towards the use of a cohort tracking system was discussed. Additionally, the policy brief highlighted the value of a high school diploma both to the graduating individual and to his or her community.

The *Diplomas Count 2008* report asserts that 6,829 students are lost from high schools in the United States each day; Indiana alone is responsible for 127 of those students.¹ "Loss" in the context of the *Diplomas Count 2008* report is defined as students failing to graduate with a standard high school diploma within four years. For these dropout students, the financial impact of their decision will be significant as adults. In February 2007, the Alliance for Excellence in Education published a report indicating that "households headed by a high school graduate accumulate ten times more wealth than households headed by a high school dropout."²

In this brief, "Improving High School Graduation Rates," the significance of high school dropout trends is further addressed and programs which aim to

prevent students from leaving school before graduation are summarized. First, we examine characteristics of those who drop out of high school and the reasons they discontinue their schooling early. The brief will then highlight direct intervention programs, efforts which are primarily aimed at reaching at-risk students and helping them through school. Finally, holistic, school-wide reform efforts and their connection to dropout prevention will be considered.

WHO IS DROPPING OUT?

A large body of research indicates that students from particular backgrounds or who possess particular characteristics are more likely to drop out than others. In particular, minority students and students from low-income families are less likely to complete high school than their peers. The cumulative graduation rate in Indiana for the 2006-07 school year was 76 percent. However, graduation rates were lowest in urban and rural areas with high concentrations of poverty. Moreover, while Caucasian students had an average graduation rate of 80 percent, African American, Hispanic, and Native American students had graduation rates of 57, 63, and 70 percent, respectively.³

This graduation disparity among students from differing socio-economic and demographic backgrounds is also reflected at the national level.⁴ The National Dropout Prevention Center (NDPC) estimated that the overall national graduation rate in 2001 was 70

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percent. In 2001, Caucasian and Asian students had the highest graduation rates at 72 and 79 percent respectively; according to the NDPC only 54 percent of Native American students, 51 percent of African American students, and 52 percent of Hispanic students graduated high school that year.⁵ A study by the National Center on Secondary Education and Transition (NCSET) at the University of Minnesota found that students with limited English-speaking skills and/or parents with high levels of mobility are also at high risk of dropping out of school, as are students with a history of behavior problems.⁶ Additionally, NCSET noted that males are more likely than females to drop out of high school, and students in larger high schools are at a higher risk of leaving school than students in smaller high schools.⁶

These results [from Johns Hopkins University] suggest that a dedicated application of resources could lower dropout rates; they also indicate that the dropout crisis is not merely a social phenomenon and that school-based solutions can positively impact graduation rates.

A study conducted by Balfanz & Legters (2004) at the Center for Research on the Education of Students Placed At Risk (CRESPAR) at Johns Hopkins University found that schools with the lowest levels of promotion (from freshmen to senior status) were not necessarily schools with the high levels of minority students. Rather, schools with the weakest promotion power—the rate at which a high school is able to advance students through grade levels and to graduation—were schools with high levels of poverty

and a lack of resources. According to their report, *Locating the Dropout Crisis*, “Majority minority schools with more resources successfully promote students to senior status at the same rate as majority white schools.”⁸ These results suggest that a dedicated application of resources could lower dropout rates; they also indicate that the dropout crisis is not merely a social phenomenon and that school-based solutions can positively impact graduation rates.

WHY ARE STUDENTS DROPPING OUT?

Relationships, relevance, and rigor are known as the new three R’s of education reform. These foundational premises assert the importance that students must feel a part of the school community and have a strong relationship with one or more adults in the school. Secondly, the students must understand that what they are learning is connected, i.e., is relevant, to something larger than the present time and place. And thirdly, students must be challenged intellectually by a rigorous curriculum. Research consistently indicates that a lack of at least one of these factors plays a large role in a student’s decision to leave school. While some students indicate leaving high school for personal reasons such as financial hardship, becoming a parent, or caring for another member of their family, these same students also indicate that they may have stayed if they had received more support from adults in the school, bolstering the premise that strong school relationships are a key component of improving graduation rates.⁹

Relationships

The High School Survey of Student Engagement (HSSSE) studies the levels of student engagement of over 80,000 high school students across the nation. HSSSE is administered to high school students still in school and thus can provide a benchmark for measuring relationships. A total of 78 percent of

respondents agreed that there was at least one adult in their school who cared about them and knew them well. The study also found that students feel the highest level of support from their teachers (81 percent), but conversely the students feel the lowest level of support from administrators (60 percent).¹⁰ In a study conducted for the Bill & Melinda Gates Foundation, *The Silent Epidemic - Perspectives of High School Dropouts*, researchers worked solely with students who had left high school early and found that only 56 percent of students had felt they could go to a school staff member about school problems. Only 41 percent felt they could go to a staff member about personal problems.¹¹ While all students need to feel as if they are cared about and that their presence in school is valued, this is particularly true for students already at risk for dropping out.

Relevance

It is no secret that in this 21st century world many schools still conduct classes in a 19th century fashion. Many facets of education in America have changed little over the past few centuries; most schools still operate on an agrarian schedule, classrooms are still usually composed of rows of individual desks facing forward, and passive learning remains the norm. As a result, many students report feeling as if their high school education is not connected to their post-secondary future. In *The Silent Epidemic*, the authors report that four out of five students said they thought school needed more real-world learning experiences and/or experimental learning opportunities.¹² HSSSE asked students why they attend school and most of them (73 percent) responded that it was because they wanted to get a degree and go to college or because of their peers and friends (68 percent). Relatively few students indicated that they went because they enjoy school (34 percent) or because of what they learn in school (39 percent).¹³ Furthermore, 75 percent of HSSSE respondents said they have been bored in school because the material they were learning was not interesting and 39 percent said they have been bored because the material was not

relevant to them. Students recognize that high school is one step to achieving their larger goals, but many students fail to see that step itself as a valuable academic experience. A study by the Southern Regional Education Board (SREB), which profiled nine high schools that have improved graduation rates, found that all nine of the high schools have implemented programs which emphasize the connections between high school and college and careers.¹⁴

Rigor

Although it is clear that many students who drop out were struggling academically, they do not necessarily do so because school was too difficult. Rather, surveys of high school dropouts suggest the opposite. According to *The Silent Epidemic*, a study by Bridgeland et. al., 35 percent of students said they were failing one or more courses when they dropped out, but 43 percent of students also said that they had missed too many days of school and could not catch up.¹⁵ These numbers suggest that many students were not failing simply due to a lack of ability, but rather a lack of attendance. A possible explanation for chronic absenteeism can be found in other responses: 69 percent of those same students said their classes had been uninspiring, and 80 percent said they did one hour or less of homework per night. Finally, 67 percent said they would have worked harder had it been expected of them, and 70 percent said they were capable of graduating had they tried.¹⁶ HSSSE results reveal a similar sentiment among current high school students: two out of three students are bored in school at least once a day, and 32 percent said the work was not challenging enough.

GRADUAL DISENGAGEMENT

Studies have revealed that the decision to leave their schooling is not a sudden one for high school students; rather, dropouts experience a gradual process whereby they fail to form meaningful relationships, become disengaged in school, and

feel unchallenged. In fact, one study found that 60 percent of future dropouts could be identified as early as Grade 6, at which point students who were failing either English or math or both, attending school less than 80 percent of the time, or had received at least one out-of-school suspension were likely to drop out later in their schooling.¹⁷ Additionally, the study noted that students with only mild but repeated behavior problems should also be considered at risk because these instances of not paying attention, not completing assignments, and talking back in class are signs of early disengagement.¹⁸

One study found that 60 percent of future dropouts could be identified as early as Grade 6

Other studies have found that the transition between middle and high school is a critical point at which many future dropouts are lost. A study by the Consortium on Chicago School Research found that students who have obtained a sufficient number of credits to be considered “on track” to graduate by the end of Grade 9 are far more likely to actually graduate high school than those students who have already fallen behind by this point.¹⁹ A study conducted at the University of Michigan found that the rigor of math courses correlates with dropout rates; 18 percent of students who dropped out had taken no math during their first two years of high school.²⁰ Additionally, school attendance is a heavy predictor of risk level.²¹ Students with poor attendance demonstrate disengagement from the school community; these students are likely to fall far behind in coursework

and feel overwhelmed by the volume of make-up work necessary to remain on track with their peers. Also, it should be remembered that this transition is a crucial relationship-building time; as noted earlier, students who fail to make connections with adults in the school community are more likely to feel unconnected to the community and leave.

Prior to dropping out of high school, students have usually exhibited an array of warning signs, including falling significantly behind in credit completion, chronic absenteeism, lack of enrollment in clubs and/or sports, and failing standardized tests. Students exhibiting these signs feel overwhelmed by how far they have dropped behind their peers and, thus, decide to leave school. In addition, the HSSSE report concludes that there is an “engagement gap” that schools need to pay attention to: females are more likely to be engaged in school than their male counterparts, white and Asian students report more engagement than other racial ethnic groups, and students who are not eligible for free/reduced-price lunch are more engaged than students who are eligible.²² Even before students leave school, their likelihood of dropping out can be assessed in terms of their engagement with the school community. Bridging this “engagement gap” could be critical to preventing students from dropping out of school.

DIRECT INTERVENTION PROGRAMS

Although a great deal of research has been done to evaluate which students drop out and why they do so, the research addressing which programs are most effective at keeping students in school is less established. What is clear, however, is that schools must work to implement the three R’s directly within both the immediate at-risk population and the student body at large. These direct intervention programs, aimed first at students most at risk of dropping out, can take vastly different forms, ranging from alternative schools to mentor programs within the normal school setting.

Alternative Education

Alternative education experienced a period of intense growth in the 1970s and continues to be a viable option for students today. Students served by schools offering alternative programs are varied, but alternative education is often noted to work with students considered at-risk to not graduate in a traditional environment. The alternative program may exist as a school-within-a-school, a separate entity, or as an after-school program. Moreover, the ways in which alternative education is funded and administered vary widely from state to state. In the 2000-01 school year, there were approximately 11,000 alternative schools and over 600,000 students attending alternative schools in the U.S.²² The Indiana Department of Education Web site offers that the 291 alternative education programs across the state exist specifically to address the needs of at-risk students. The Web site also outlines several state requirements for alternative schools. For instance, the maximum teacher-to-student ratio is 1:15. Additionally, alternative programs in Indiana must have a small student base, clearly defined mission and discipline codes, and high expectations of its students.²³ The research regarding the function, form, and efficacy of alternative education in Indiana and nationwide is vast, and the Center for Evaluation & Education Policy will explore alternative education as an independent topic in an upcoming

Education Policy Brief. It is important to note here, however, that alternative programs have been used as a means of addressing the needs of at-risk students for over three decades.

Incentive/Disincentive Programs

In an attempt to dissuade students from dropping out, many states have enacted punitive laws such as the revocation of a student's driver's license and/or work permit if the student drops out of school without a legally acceptable reason (such as financial hardship or illness). According to the Education Commission of the States (ECS), 27 states currently implement sanctions on driving privileges connected to student attendance and/or behavior. Individual states determine the requirements, which include, for example, that students remain in school (do not drop out), have satisfactory attendance, adequately progress through school at a reasonable pace, and do not have behavior problems (suspensions, expulsions, etc.). Indiana's law established by HEA 1794 in 2005 states that "a driver's license or a learner's permit will not be issued to an individual under 18 who is considered a habitual truant, is under at least a second suspension from school for the year, is under expulsion from school, or has withdrawn from school, for a reason other than financial hardship."²⁵ That same law also prevents dropouts from obtaining a work permit.

ECS researchers noted, however, that legislators should be sure to clearly define "habitually truant" and that students should not be prevented from attending driver's education.²⁶ For a list of states which connect driving privileges to academics, see Table 1.

Another program aimed at preventing dropouts directly targets teen parents. Some states have created assistance programs that provide financial bonuses and support for teen parents who choose to complete school. These programs condition the support on continued attendance, performance, and completion. The U.S. Department of Education's What Works Clearinghouse found that this type of financial incentive had a positive effect on keeping students in school.²⁷

Mentoring/Monitoring Programs

Mentoring programs are a popular strategy to help students make important academic transitions and build relationships with teachers and administrators. Theoretically, students who were at risk would be identified on the basis of many of the indicators mentioned earlier (absenteeism, grades, socio-economic status, behavioral problems, etc.) and these students would be paired with a counselor, teacher, or administrator with whom they meet regularly. This mentor would make sure the student felt valued and comfortable in their new environment. Additionally, the mentor would monitor the student's progress academically and step in to address problems with the student. The Check & Connect Model, developed at the University of Minnesota, is one model that employs the mentor/monitoring system. The program places heavy emphasis on relationships with both the student and the parents.²⁸ The What Works Clearinghouse found that the Check & Connect Model had potentially positive effects in keeping students in school and helping students to progress through school.²⁹ A mentoring/monitoring program could easily be created or replicated on either a small or a large scale.

TABLE 1. States with Sanctions on Driving Privileges

Alabama	Iowa	Oklahoma
Arkansas	Kansas	Oregon
California	Kentucky	Rhode Island
Delaware	Louisiana	South Carolina
Florida	Mississippi	Tennessee
Georgia	Nevada	Texas
Idaho	New Mexico	Virginia
Illinois	North Carolina	Wisconsin
Indiana	Ohio	West Virginia

Source: www.ecs.org

Policy Perspective

THE ROAD TO HIGHER GRADUATION RATES IS BUILT ON ENGAGING ALL STUDENTS

Ethan Yazzie-Mintz



I can't stress enough that we want to learn, but the focus at our school is not on knowledge nearly as much as it is on letter grades.

— HSSSE 2007 respondent

The academic and policy discussions about high school dropouts and graduation rates focus almost exclusively on adults' perceptions and beliefs about: students (their behavior, motivation, and attitudes), school structures, and potential reforms. As with so many reforms in education, the voices of those most affected by the reforms are left unheard. In fact, the keys to raising graduation rates lie in understanding the beliefs, thoughts, and feelings of the students themselves.

As difficult as it is to get an accurate picture of the graduation rate in high schools across the U.S., the more daunting—and critical—challenge is to *improve* graduation rates. Recent research paints a picture of a dropout problem so broad in scope and pervasive in nature as to make a solution seem nearly impossible.

Balfanz and Legters (2004) identify schools with particularly low graduation rates as “dropout factories,” asserting intentionality on the part of these schools in producing dropouts.¹ Swanson (2008) concludes that “graduating from high school in America’s largest cities amounts, essentially, to a coin toss,” suggesting there is randomness to the chances of a student graduating from high school in these cities.² The title of *Time* magazine’s cover story, “Dropout Nation” (Thornburgh, 2006), elevated dropping out to a national phenomenon, some kind of perverse fad.

Why won't they bring what we are learning to life?

— HSSSE 2007 respondent

Students from high schools across the country participating in the High School Survey of Student Engagement (HSSSE) describe a culture of inattention to student views and inaction on student recommendations. The most prevalent response provided to the open-response question at the end of the survey expresses this sentiment: “I do not believe anyone will read this and actually care.”

Two-thirds of HSSSE respondents are bored at least every day (if not every class), more than 20% of respondents have considered dropping out for a variety of reasons, and more than 40% disagree with the statement, “I am an important part of my high school community”; in this context, it is imperative that students' voices begin to play a more significant role in reforms and restructuring.

There are five action steps that schools and districts can take to begin to engage all students on the road to improving graduation rates.

Step 1: *Know what the students think.* Not based on what we as adults assume students think, but based on what students themselves say. Talk to students, survey students, create focus groups to avoid the mismatch between the perceptions of adults and the attitudes of students.

Step 2: *Believe what students say and care about what students think.* I often get asked, by both researchers and practitioners, “Can we really trust what students say?”, suggesting that students' words are not to be believed. Schools that take students seriously will get more serious students.

Step 3: *Set a clear purpose for education in the school, and be sure that this purpose is enacted by everybody in the school community.* Often schools point to their agreed-upon mission statement as the purpose for education; however, if the words and mission aren't matched by structures and actions, the first ones to notice will be the students, who are likely to dis-engage.

Step 4: *Create structures and processes that meet the learning needs of the students, not just the needs of the adults.* Decisions in schools are generally made by adults for students. An engaging school will ensure that students are a part of decision-making processes and that structures are continually refined to meet the learning needs of all students.

Step 5: *Engage all students deeply and equally.* There is a persistent and pernicious engagement gap that mirrors the achievement gap. Students are reporting differential levels of engagement by gender, race/ethnicity, academic track, eligibility for free/reduced lunch, and length of time in the school. To begin to address improvement in graduation rates, all students must be engaged deeply and equally.

I always wished at least one teacher would see a skill in me that seemed extraordinary, or help to encourage its growth.

— HSSSE 2007 respondent

Students are asking to be challenged, engaged, interacted with, and valued. Engaging schools will produce graduates ready for the rigors of postsecondary education and the world of work—schools we may ultimately be able to call “graduate factories.”

Dr. Ethan Yazzie-Mintz is the Director of the High School Survey of Student Engagement

¹ Balfanz, R., & Legters, N. (2004). *Locating the dropout crisis*. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns Hopkins University.

² Swanson, C. B. (2008). *Cities in crisis: A special analytic report on high school graduation*. Bethesda, MD: Editorial Projects in Education Research Center.

Another mentoring program is the Coca-Cola Valued Youth Program. Rather than connecting at-risk students to faculty members, the program encourages at-risk students in high school to bond with and tutor at-risk students in elementary school. Created in 1984, the program was originally focused on individual school districts in the San Antonio, Texas, area. However, the program has since expanded and is being replicated nationally. The program is centered on the beliefs that all students can learn and all students are valuable; the hope is that both the mentor and mentee of the program will realize their self-worth and feel purposeful. Researchers found that the students enrolled in the program had lower dropout rates than comparison groups.³⁰

In Indianapolis, Indiana, a new mentor-based program was recently announced. The Common Goal Initiative is a partnership between 11 Marion County school districts and the Greater Indianapolis Chamber of Commerce which aims to raise graduation rates in the area to at least 80 percent by 2011. Most of the schools participating in the program currently have graduation rates at or below 70 percent.³¹ The program is predominantly mentor-based, giving students identified as at-risk one-on-one guidance and support. Additionally, the program helps students with credit recovery and provides social services as needed. Funding for the program has been donated from many local businesses and foundations, including the Pacers Foundation, which gave \$500,000 in June 2008.³²

Remediation

As mentioned above, many students drop out because they feel overwhelmed by how far they have fallen behind in the number of classes missed and their lack of course completion credits. In their study of schools improving graduation rates, Bottoms and Anthony at SREB found that successful high schools had formalized extra-help sessions for struggling students in their school and had

also implemented credit recovery programs.³³ Researchers note that it is important to not weaken the standards but, rather, to strengthen them. Such programs allow educators to identify at-risk students and then give students hope for a timely graduation.

As previously noted, high school freshmen are at increased risk if they are already behind in course work or do not make a successful transition into high school. In order to address such issues some high schools have mandated double-dosing of mathematics and English/language arts courses for struggling ninth-graders.³⁴ In this arrangement, students who are not proficient in either reading or math spend twice the amount of time in those courses than normally prescribed; this extra time is usually in place of an elective course. Using this format enables students who may have been unprepared for high school level coursework to catch up to their peers. Schools can identify students in need of such remediation by using Grade 8 standardized examinations, grades, and teacher recommendations.

In-School Academies

Other high schools have focused on the entire freshmen cohort rather than just struggling freshmen. Freshmen centers or academies have been established in some of the successful high schools highlighted by the SREB.³⁵ These academies allow freshmen to remain with each other and the same set of teachers for the duration of the school year, thus strengthening relationships between individual students and the students and educators. Bottoms and Anthony note that this academy format has also been used at a school with a large Spanish-speaking population. In this school all ESL students participate together in double-doses of English and Algebra I. The school has found that this community bonding and intensive coursework has reduced Algebra I failures by 22 percent.³⁶

The career academy model has also shown promise. Career academies have

existed in the American education system since 1969 when they were first implemented in Philadelphia.³⁷ Presently, NCSET estimates that there are between 2,000 and 3,000 career academies nationwide. The basic concept of the program is to structure small classes with both academic and technical focuses around a particular career field. Included in the program is the progression of classes with a cohort, the integration of outside experience, and regular field trips and guest speakers.³⁸ This type of program is intended to connect with students because of its real-world relevance. The What Works Clearinghouse found that career academies have the potential to keep students in school and progressing through school.³⁹

However, contrary to the What Works Clearinghouse findings, a recent study by Manpower Research Demonstration Research Corporation suggests that career academies do help boost future earnings, but do not prevent dropouts or raise academic achievement while students are in school. These conflicting findings indicate that more research on the outcomes of career academies is necessary.⁴⁰

ALAS Program

Another program highlighted for its focus on Latino students is the Achievement for Latinos Through Academic Success (ALAS) program. The program was first funded through the U.S. Department of Education's Office of Special Education Programs in 1990. The core of the program is an emphasis on increased problem-solving training, counseling, and relationship-building between the students of the program and faculty mentors.⁴¹ The students enrolled in the program take blocks of classes together as a way to foster community. Additionally, an open line of communication between the faculty mentor, the student, and the parents is viewed as a key to success. The What Works Clearinghouse noted that the program had positive effects, such as keeping students in school and helping them to progress

through school.⁴² The National Center on Secondary Education and Transition noted that “program participants had lower rates of absenteeism, lower percentages of failed classes, and a higher proportion of credits (on track to graduate) when compared to nonparticipants.”⁴³

SCHOOL-WIDE IMPLEMENTATION OF THE THREE R'S

While programs which target at-risk students and populations are essential in preventing dropouts and improving the overall graduation rate of a school, there is also a need for a shift in school-wide programs and philosophies. No school

can be entirely successful in improving graduation rates without a strong focus on relationships, relevance, and rigor.

In 2006, Indiana legislators decided to tackle the dropout crisis within the state and the result was several pieces of promising legislation, including House Enrolled Act 1347-2006. One provision of the bill requires an annual review of the student career plan,⁴⁴ in which each student sits down at least once a year with a counselor or some other knowledgeable educator and discusses their current academic progress and future plans. If implemented successfully this approach would give schools the opportunity to reinforce to each individual student the value of their future. It also has the potential to create a relationship

between the student and the educator that would be more lasting than the once per year meeting. HEA 1347-2006 also addresses the issue of rigor. The Double-Up for College program portion of the bill requires that high schools must offer at least two dual credit courses and two AP courses.⁴⁵ This allows high school students to experience college-level work and receive college credit while still in high school. Additionally, a tuition waiver is provided to low-income students so that lack of personal finances is not a deterrent. Another effort to increase the rigor of high schools in Indiana was Public Law 105-2005, which eliminated the general diploma in Indiana and established Core 40 as the default curriculum.⁴⁶ For more details on

TABLE 2. Strategies for Improving High School Graduation Rates Nationwide and in Indiana

Strategy	# of States with Program	State Program Example	Implementation in Indiana
Increasing the legal dropout age	18	New Mexico sets “high school graduate” as the only acceptable age for leaving high school; there are exemptions for 17-year-olds with demonstrated financial hardship and gainful employment.	Legal dropout age in Indiana is 18; student may withdraw at age 16 with permission of parents and principal (conditional on financial hardship) [HEA 1794-2005]
Driving sanctions	27	Tennessee conditions driving privileges on attendance requirements and student behavior (as does Indiana), but also on satisfactory progress through high school or GED course.	Driver’s license not permitted for students who are habitually truant, or on second suspension from school, or on expulsion from school, or to students who have left school before age 18 without demonstrating financial hardship [HEA 1794-2005]
Alternative education	50	Arkansas passed legislation requiring every school and district to provide and recommend when necessary alternative education; an Arkansas Pygmalion Commission on Nontraditional Education was created to focus on changes in school climate for at-risk students [AC 6-15-1005]	Alternative education programs in Indiana which meet the definition per Indiana legislation are eligible to receive an additional \$750 per enrolled student [IC 20-20-33]
Career academies	47	California Partnership Academies are models which group students Grades 10-12 with teachers and other students and focus on both college preparation and a career theme; the academies have been proven to improve attendance, graduation, and college matriculation rates [AB 3104-1983, SB 605-1087, SB 44-1993]	School Flex allows students in Grades 11 and 12 to enroll in career education or work at place of employment during the school day [HEA 1794-2005]; funding formula for technical education rewards enrollment in high-demand areas of employment
Dual enrollment/credit	38	The Post-Secondary Enrollment Option (PSEO) in Colorado requires high schools to inform students of their right to take at least one course up to a full load at a local college or university and received dual credit; the state is responsible for tuition	Double-Up for college program requires IN high schools to offer minimum of 2 AP courses and 2 dual credit courses; students eligible for free and reduced lunch receive tuition waivers [HEA 1347-2006]
Career/college counseling	30	North Carolina legislation inserts “dropout prevention” into the description for the job of high school guidance counselor [SB 571- 2006]	Annual review of student career plan required; counseling on credit recovery must be offered to students not on track to graduate [HEA 1347-2006]

the legislation passed to deter high school dropouts in Indiana, see Table 2.

In *The Silent Epidemic*, dropouts suggested to researchers that they would prefer smaller classes where more interaction with fellow students and the instructor was possible.⁴⁷ The annual survey report by HSSSE echoes similar findings: students were most excited in the classroom when they were engaged in interactive learning with their peers.⁴⁸ Some of the highest ranked activities included discussions/debates, group projects, presentations, and role playing. Students ranked teacher lecture as the least engaging form of learning; however, this passive instructional method still permeates many American classrooms. Acknowledging the views and opinions of students is a necessary step towards preventing dropouts and ensuring academic success (see Policy Perspective on page 5).

While programs which target at-risk students and populations are essential in preventing dropouts and improving the overall graduation rate of a school, there is also a need for a shift in school-wide programs and philosophies.

Project-Based Learning

Responding to student reports and related research, the Bill & Melinda Gates Foundation supported the development of a new type of high school which would do away with traditional passive learning techniques and instead center on collaboration and projects. The result was the New Tech High School model, in which schools address the need for a new type of interactive learning. The schools are small communities without the traditional arrangement of desks and blackboards; rather, the school tends to be set-up more like a place of business with offices and corridors for group work. There is a 1:1 ratio of computers to students and the school work is project-based. Textbooks are not regularly used in the school, and teachers act more as facilitators of projects because learning is student-driven and not teacher-driven. Students for the 27 schools currently in operation are chosen through a lottery system and many of the students are ethnic minorities and/or qualify for free/reduced priced lunch. There will be six New Tech High Schools operating in Indiana during the 2008-09 school year. Yet, despite having students who would normally be considered at-risk, New Tech High Schools graduate nearly 100 percent of their students and nine out of ten students attend a college or university following high school. The collegiate matriculation rates of the New Tech High School model suggest that the transition to new types of education can be done successfully.⁴⁹

First Things First

The First Things First initiative began in Kansas City, Kansas, and currently operates in 70 schools in nine districts across the nation. The comprehensive school reform model places heavy emphasis on the three R's for academic success. The model has three main components: first, a small community of up to 350 students; secondly, a family advocate system pairs each student with a staff member; and

finally, there are efforts to align the curricula with state and local standards and increase the strength of the curriculum.⁵⁰ Some reviews of the program noted substantial improvements in attendance rates, graduation rates, and performance and standardized examinations.⁵¹ Not all reviews of the program have found consistently positive results, however, and more studies are needed.

AMERICA'S PROMISE ALLIANCE

Many of the principles of the three R's can be seen in the five ingredients for success listed by America's Promise Alliance. Born out of President Clinton's Summit for America's Future in 1997, America's Promise Alliance (APA) was originally chaired by retired General Colin Powell and is currently chaired by his wife, Alma Powell. The organization hopes to reach 15 million disadvantaged youth by 2010. The five ingredients to success include caring adults, safe places, healthy starts (proper nutrition), effective education, and opportunities to serve others.⁵² Three of the promises, as they are referred to by the organization—caring adults, effective education, and opportunities to serve others—can be directly linked to relationships, rigor, and relevance. Yet, made obvious by the complementary promises, APA believes that students must feel safe in their academic environment and must have access to quality nutrition and healthcare in order for success to be achieved. Part of the APA's mission is to facilitate cooperation among educators, research centers, and policymakers so that various entities can come together to provide solid support to at-risk students. In pursuit of this goal, the APA is hosting summits in all 50 states to raise awareness and a sense of urgency. The Indianapolis Dropout Prevention Leadership Summit will be co-convened by the United Way of Central Indiana and the Indiana Youth Institute on November 18, 2008, at the University of Indianapolis. The summit in Indiana will bring together multiple organizations and state entities in the hopes of improving local and statewide graduation rates.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

There are clear populations of students who are considered to be at high risk of dropping out of school. These students most often are minority, low-income, ESL, have parents with high mobility, chronically absent, and/or have consistently exhibited mild to severe behavioral problems.

Recommendation

Educators should establish programs which identify at-risk and struggling students early, ideally in middle school or no later than the student's freshman year of high school. Multiple avenues for addressing at-risk students are possible including partnering students with a mentor/monitor and enrolling students in remediation. The key is that these students are identified before they fall too far behind their peers.

Conclusion

Relationships, relevance, and rigor are known as the new three R's of education reform. These foundational premises assert that students must feel they are a part of the community and have a strong relationship with one or more adults in the school, must feel as if what they are learning is connected to something larger than the present time and place, and must be challenged intellectually. Every study reviewed for this brief indicated that a lack of at least one of these factors played a large role in a student's decision to leave school.

Recommendation

The three R's are components of an overall philosophy of education that must be embraced by individual schools so that they encourage the principles among all of the teachers and staff in the school community. State legislation, such as the

laws enacted in Indiana, help to encourage large-scale change, but for true change to occur these ideas must be embraced at the level of individual communities.

Conclusion

A majority of students responding to the HSSSE survey said that they were bored at least once every day. A total of 75 percent of respondents said that the material they are learning in high school is not interesting and 39 percent said it was not relevant to them. Students overwhelmingly indicated preferences for interactive learning methods that run contrary to traditional lecture-style classrooms. At the end of the HSSSE survey, when the students are presented with an open-ended question, many students felt as if their comments and suggestions would go unheard and/or be ignored.

Recommendation

It is impossible to improve student satisfaction in education without listening to students first. Student input should be highly regarded and responses should be formed accordingly. Despite prevalent stereotypes, most students in surveys have indicated a desire for more challenging academic work. The Southern Regional Board of Education noted that of the successful high schools profiled, most raised expectations and were still succeeding in improving graduation rates; students rose to meet the higher expectations.

AUTHORS

Kylie R. Stanley

(kystanle@indiana.edu) is a Research Assistant at the Center for Evaluation & Education Policy.

Jonathan A. Plucker

(jplucker@indiana.edu) is Director of the Center for Evaluation & Education and Professor of Educational Psychology and Cognitive Science at Indiana University.

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Web Resources

America's Promise Alliance

<http://www.americaspromise.org/APA.htm>

The Bill & Melinda Gates Foundation: Education

<http://www.gatesfoundation.org/UnitedStates/Education/TransformingHighSchools/>

High School Survey of Student Engagement

<http://www.ceep.indiana.edu/hssse/>

The Indiana Commission for Higher Education: Indiana's High School Dropout Crisis

The Indiana Commission for Higher Education: Indiana's High School Dropout Crisis

<http://www.che.state.in.us/dropout.htm>

New Technology Foundation

<http://www.newtechfoundation.org/index.html>

High School Survey of Student Engagement (HSSSE)

The High School Survey of Student Engagement (HSSSE) is a research and professional development project directed by the Center for Evaluation & Education Policy at Indiana University. The project has three primary purposes: (1) to help high schools explore, understand, and strengthen student engagement, (2) to work with high school teachers and administrators on utilizing survey data to improve practices, and (3) to conduct rigorous research on issues of student engagement.

HSSSE investigates deeply the attitudes, perceptions, and beliefs that students have about their work, the school learning environment, and their interaction with the school community. Over the last four years, more than 300,000 students in approximately 40 states have taken the survey. The data from the survey help schools explore the causes and conditions that lead to student success or failure, engagement or “dis-engagement,” persistence or dropping out. HSSSE data are important in guiding both immediate action on school improvement initiatives and long-term planning of larger reforms, providing insight into ways of reaching every student, raising achievement, and strengthening teaching and learning in high schools.

For more information on how to participate in this survey to improve K-12 student engagement, visit the HSSSE website:

<http://ceep.indiana.edu/hssse/>

Contact HSSSE project staff directly at:
High School Survey of Student Engagement
Center for Evaluation & Education Policy
509 East Third Street
Bloomington IN 47401
Phone: 812-856-1429
Fax: 812-856-1886
E-Mail: HSSSE@indiana.edu

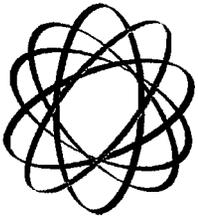
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Indiana University
509 East Third Street
Bloomington, IN 47401-3654
812-855-4438

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Charting the Path from Engagement to Achievement:

A Report on the 2009 High School Survey of Student Engagement

Ethan Yazzie-Mintz, Director, High School Survey of Student Engagement

"When I am not engaged, it is because the work is not intellectually engaging."

— HSSSE 2009 Student Respondent

INTRODUCTION

In high schools across the United States, the primary focus and goal is student achievement. Schools are assessed virtually exclusively on quantitative measures of student outcomes: test scores, graduation rates, and adequate yearly progress. Though various goals and purposes are often articulated in the mission statements of high schools, what matters is student achievement on a specific set of measures. Based on the U.S. Department of Education's plan for reauthorization of the Elementary and Secondary Education Act (U.S. Department of Education, 2010), student performance and achievement will continue to be the standard by which students and schools in this country are measured. This ideology is so pervasive that one student respondent on the 2009 High School Survey of Student Engagement (HSSSE) wrote, perhaps tongue-in-cheek, on the survey, "Is this a cleverly disguised standardized test?"

The sharp focus on achievement and accountability in education policy and practice has highlighted the dropout problem in high schools across the country. According to the latest report from the Institute of Education Sciences of the U.S. Department of Education, 25% of students in the class of 2008 in public high schools in the U.S. did not graduate "on time," defined as four years after entering high school (Stillwell, 2010). Though one out of four students are not graduating "on time," data from the High School Survey of Student Engagement indicate that students' aspirations for their schooling are high: Of 42,754 student respondents in 2009, 91.4% expect to attain at least a high school diploma, 87.0% expect to attain some form of postsecondary degree, 81.8% expect to attain at least a bachelor's degree, and 45.2% expect to attain an advanced degree; only 1.5% expect to leave high school without finishing. Over the four-year period from 2006 to 2009, of more than 300,000 student respondents, 88.6% expected to attain at least a high school diploma.

Dropping out has been described as a "slow process of disengagement from school" (Bridgeland, DiIulio, & Morison, 2006). In response to this trend, many schools have begun to focus on student engagement, creating programs and practices that connect students to school. Though a clear and consistent definition does not exist in the research literature, student engagement is most cogently thought of as a complex construct comprised of multiple dimensions (Fredricks, Blumenfeld, & Paris, 2004). Engagement can best be understood as a relationship: between the student and school community, the student and school adults, the student and peers, the student and instruction, and the student and curriculum.

In this context, it is important to ask, *What is the connection between student engagement and student achievement?* Much of the research literature on engagement and achievement focuses on two major areas: student behavior (such as self-efficacy, self-regulation, and motivation; see, for example, Furrer & Skinner, 2003; Linnenbrink & Pintrich, 2003; and Skinner, Wellborn, & Connell, 1990) and school structures (for example, class size, attendance, and use of technology). In an analysis of PISA (Programme for International Student Assessment) data from the year 2000, Willms (2003) examined a construct of engagement consisting of "belonging" and "participation" (measured by attendance and truancy). Noting that the data indicate that there is "a high prevalence of students who are disaffected from school" (p. 53), Willms found that "On average, schools with high levels of engagement tended to have high levels of literacy skills" (p. 56). Willms asserts that engagement is important as well for those going into the workforce, as the academic record of employees is less important to employers than "whether they can work well with others, contribute new ideas, and align themselves with the goals of the organization" (p. 56).

Perhaps surprisingly, the study of engagement is emerging in the corporate world. Whereas schools have often borrowed restrictive structures from the field of business — for example, the factory model of schooling, the input-output model — the field of "employee engagement" is promising in terms of both process and outcome. Fleming & Asplund (2007), using a 12-question Gallup survey reflecting many of the engagement issues important to students in schools, found that "high scores on these items reflected an underlying emotional engagement in the employees who took the survey, an engagement that results in improved business outcomes, including increased levels of productivity, profitability, and employee retention" (p. 163). Though the traditional corporate model is one based on power and position, the Gallup study found that "engaged employees want their organization to succeed because they feel connected emotionally, socially, and even spiritually to its mission, vision, and purpose" (pp. 159-160).

In looking at the connection between engagement and achievement, the corporate world offers an employee engagement model in which strong relationships — between employee and organization, employee and employer, employee and customer, and employee and work — create productive and profitable businesses in which employees remain with their companies. Viewing this model through the lens of education, student engagement has promise as a driving force in creating high-achieving schools in which students persist through graduation.

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit L

In fact, schools that focus on student engagement are seeing both great possibility and real success. Schools that utilize the High School Survey of Student Engagement are listening to their students' beliefs, perceptions, and perspectives on their school experience; those schools that utilize their student engagement data effectively are making progress. This report highlights five such schools and districts; struggling with a variety of structural, instructional, and societal issues, these schools are focusing their efforts on charting a path to achievement that starts with engagement.

WHAT IS HSSSE?

"I hope this survey allows you to do better research on how high school life can be improved: academically, socially, mentally, and physically."

— HSSSE 2009 Student Respondent

Vivian Gussin Paley, the early childhood teacher and prolific education researcher, once wrote, "When we are curious about a child's words and our responses to those words, the child feels respected. The child *is* respected." (1986, p. 127). Students want to feel that their words and thoughts are important to adults within the school community. While schools that participate in the High School Survey of Student Engagement (HSSSE) are generally eager to hear what their students have to say about various aspects of the student experience in school, schools often do not know what to do with the data and how to incorporate the viewpoints of students into school planning and improvement efforts.

The High School Survey of Student Engagement is designed to both help schools ascertain students' beliefs about their school experience and provide assistance to schools in translating data into action. HSSSE is a research and professional development project directed by the Center for Evaluation and Education Policy (CEEP) at Indiana University in Bloomington. The project has three primary purposes: (1) *to help high schools explore, understand, and strengthen student engagement*, (2) *to work with high school teachers and administrators on utilizing survey data to improve practices*, and (3) *to conduct research on student engagement*.

HSSSE investigates deeply the attitudes, perceptions, and beliefs of students about their work, the school learning environment, and their interaction with the school community. The data from the survey help schools explore the causes and conditions that lead to student success or failure, engagement or "dis-engagement," persistence or dropping out. HSSSE data are important in guiding both immediate action on school improvement initiatives and long-term planning of larger reforms, providing insight into ways of reaching every student, raising achievement, improving graduation rates, and strengthening teaching and learning in schools.

History of HSSSE

Growing out of the National Survey of Student Engagement (NSSE), a survey project of the Center for Postsecondary Research at Indiana University (directed by Dr. George Kuh) focused on postsecondary students, HSSSE has been available to schools since 2004. Originally directed by Dr. Martha McCarthy, HSSSE has been based at the Center for Evaluation and Education Policy (directed by Dr. Jonathan Plucker) since the 2005-06 school year.

The Survey

The central component of the project is the survey instrument, which takes about 30 minutes for students to complete. Survey questions investigate the levels and dimensions of student engagement in the life and work of high schools, providing schools with rich and valuable data on students' beliefs, attitudes, and behaviors. Since 2006, more than 350,000 students in over 40 states have taken the survey.

Currently, there is a survey administration each fall and each spring. Schools choose to participate in HSSSE, and administer the survey to their students. Each participating school receives a comprehensive data report detailing and summarizing the responses of students in that school to questions on the survey, as well as providing comparisons to the whole pool of HSSSE respondents. Participating schools also receive access to technical assistance from HSSSE staff in understanding and using the data.

Dimensions of Engagement

Studies of student engagement have often focused on the traditionally "measurable" (i.e., countable) aspects of student behavior and, consequently, report primarily on time-on-task, attendance/truancy, and suspension/discipline rates. The High School Survey of Student Engagement conceives of student engagement as a deeper and broader construct, one that allows us to capture a variety of ways in which students may or may not be engaged in the life and work of a school.

Though researchers often attempt to identify specific student behaviors (time-on-task, attendance), student characteristics (self-efficacy), or school structures (small learning communities, presence of technology) as discrete indicators or predictors of engagement, reviews of the research literature best support a definition of student engagement that is complex and "multifaceted" (Fredricks, Blumenfeld, & Paris, 2004). The High School Survey of Student Engagement utilizes three dimensions of engagement for analysis: *Cognitive/Intellectual/Academic Engagement*, *Social/Behavioral/Participatory Engagement*, and *Emotional Engagement*.

Cognitive/Intellectual/Academic Engagement captures students' effort, investment in work, and strategies for learning — the work students do and the ways students go about their work. This dimension, focusing primarily on engagement during instructional time and with instruction-related activities, can be described as *engagement of the mind*. Survey questions that are grouped within this dimension of engagement include questions about homework, preparation for class, classroom discussions and assignments, and the level of academic challenge that students report.

Social/Behavioral/Participatory Engagement emphasizes students' actions and participation within the school outside of instructional time, including non-academic school-based activities, social and extracurricular activities, and interactions with other students — the ways in which students interact within the school community beyond the classroom. This dimension, with its focus on student actions, interactions, and participation within the school community, can be described as *engagement in the life of the school*. Survey questions that are grouped within this dimension of engagement include questions about extracurricular activities, students' interactions with other students, and students' connections to the community within and around the school.

Emotional Engagement encompasses students' feelings of connection to (or disconnection from) their school — how students feel about where they are in school, the ways and workings of the school, and the people within the school. This dimension, focusing largely on students' internal lives not frequently expressed explicitly in observable behavior and actions, can be described as *engagement of the heart*. Survey questions that are grouped within this dimension include questions about general feelings regarding the school, level of support students perceive from members of the school community, and students' place in the school community.

While analysis of individual survey items allows schools to look at student responses to specific questions, these dimensions of engagement help schools focus on groups of questions connected to important areas of engagement. Schools can choose to focus on one or more of these dimensions of engagement, depending on the goals that the school is setting for improvement. Schools focused on improving academic programs, opportunities, and instruction may look more closely at Cognitive/Intellectual/Academic Engagement. Schools focused on strengthening students' feelings of connection to the school community and providing strong support networks may emphasize Emotional Engagement. Schools can also examine all three dimensions in efforts to improve in the widest range of areas.

PURPOSE OF REPORT

"What is the point of this survey? What difference are you making with this survey? Are you doing anything?"

— HSSSE 2009 Student Respondent

HSSSE issues periodic reports on issues related to student engagement, and an overview report on each year's aggregate data. An earlier report, *Voices of Students on Engagement*, focused on the HSSSE 2006 data. A report released in November 2009, *Engaging the Voices of Students*, focused on data from HSSSE 2007 and 2008. The current report focuses on HSSSE 2009 data.¹ These reports, after being released, are available on the HSSSE Web site (<http://ceep.indiana.edu/hssse/>).

Participating schools use their student engagement survey data in efforts to improve both the academic performance of their students and the teaching and learning environment in their schools. Some schools are looking to gather data — other than performance and achievement data — that can help them with reform efforts. Some schools are making efforts to strengthen their school community. Their school data reports provide the foundation for making improvements.

¹ The data presented in this report were collected during the spring 2009 administration of HSSSE. In fall 2008, a small group of schools participated in HSSSE for various reasons: to obtain beginning-of-year baseline data, to gather data for accreditation reports, and/or to measure student engagement at various points throughout the school year. Additionally, during fall 2008, a small group of independent schools participated in a pilot project on engagement for the National Association of Independent Schools. These data are not included in the current report; however, as the fall survey administration grows to include a critical mass of schools and students, fall survey data will be included in these reports.

The current report is designed to provide an overview of the data so that a wider group of educators, researchers, practitioners, and policymakers have access to the picture of student engagement generated by HSSSE and insight into the thoughts, beliefs, and perceptions of the 42,754 students from a variety of schools across the United States who participated in HSSSE 2009. In addition, the report highlights individual schools and districts that are digging into their HSSSE data and using the data to improve engagement and achievement. Following an introduction to the report and to HSSSE, this report has three major sections:

- Overview of HSSSE 2009 Schools & Survey Respondents
- Selected Findings from HSSSE 2009 (and Four-Year Aggregate Highlights, 2006 to 2009)
- Profiles of Individual Schools and Districts Using HSSSE Data

Finally, the report concludes with an overall analysis and reflections on HSSSE 2009, including strategies and recommendations for: strengthening student engagement, engaging the voices of students for effective school improvement, and charting the path from engagement to achievement.

PROFILE OF HSSSE 2009 PARTICIPATING SCHOOLS

In 2009, 103 schools from 27 different states participated in the High School Survey of Student Engagement. The average (mean) student enrollment at a HSSSE participating school in 2009 was 787; the smallest participating school had an enrollment of 20, and the largest participating school had an enrollment of 3,143. The average (mean) survey population at a HSSSE participating school in 2009 was 415.

Schools by Region

All five regions of the country — Northeast, Southeast, Midwest, Southwest, and West — were represented in the pool of participating schools in 2009. Two regions — the Midwest and the West — accounted for 63% of the high schools that participated; one third of the participating schools were located in the Northeast and the Southeast. Table 1 presents the participating schools by region, along with the states that had participating schools within each region.

Schools by Classification

The Institute of Education Sciences of the U.S. Department of Education, in the Common Core of Data, categorizes the location of schools based on their proximity to areas of particular population levels. Based on these community classifications, HSSSE 2009 participating schools were located in a variety of contexts: urban, suburban, rural, and town. Of the spring 2009 participating schools, 53% were located in urban contexts, 31% in suburban contexts, 12% in rural contexts, and 4% in town contexts.

Public schools comprised 87% of the pool of 2009 participating schools; private and independent schools comprised 13% of the participating schools in 2009.

Table 1: HSSSE 2009 Participating Schools by Region

Region	States with HSSSE Spring 2009 Schools	Number of Schools
Northeast	CT, MA, MD, NH, NJ, NY, RI	15 (14.6%)
Southeast	AL, FL, GA, LA	19 (18.4%)
Midwest	IL, IN, MI, MN, MO, OH, WI	38 (36.9%)
Southwest	AZ, NM, TX	4 (3.9%)
West	CA, HI, NV, UT, WA, WY	27 (26.2%)

Schools by Size

HSSSE 2009 participating schools ranged in size from 20 students to 3,143 students; the average (mean) student enrollment at a HSSSE participating school in 2009 was 787. Fifty-three schools had enrollments of 500 students or fewer, 18 schools had enrollments between 501 students and 1,000 students (inclusive), 26 schools had enrollments between 1,001 students and 2,000 students (inclusive), and 6 schools had enrollments of 2,001 students or greater. Figure 1 presents the percentage of schools in each size range for 2009.

PROFILE OF HSSSE 2009 PARTICIPATING STUDENTS

In 2009, 42,754 students participated in the administration of the High School Survey of Student Engagement; these students accounted for 74% of the intended survey populations in participating schools (74% response rate). On the survey, students reported information on a range of demographic characteristics, creating a profile of a diverse pool of respondents.

Students by Grade Level

In 2009, 30% of HSSSE respondents were in grade 9, 27% were in grade 10, 23% were in grade 11, and 20% were in grade 12. Most of these students — 88% — began attending their current high school in grade 9. Figure 2 presents the participating students in 2009 by current grade level.

Students by Sex/Gender

In 2009, HSSSE respondents were almost evenly split between males and females, with slightly more females than males comprising the pool of respondents. Female respondents made up 52% of the pool, while 48% of the respondents were male.

Students by Race/Ethnicity

Survey respondents were asked to identify themselves by race and/or ethnicity. There were six choices: (1) American Indian, Alaska Native, Native Hawaiian, or other Native American; (2) Asian, Asian American, or Pacific Islander; (3) Black, African, African American, or of Caribbean origin; (4) Latino, Hispanic, or of Spanish origin; (5) Middle Eastern; and (6) White, White American, or European. Students who did not want to identify themselves by race/ethnicity could choose a seventh option: “I prefer not to respond.” Respondents

could identify themselves by as many race/ethnicity categories as they believed were applicable; students who identified themselves within two or more categories were classified as “Multiracial.”

More students of color and students identifying themselves as “Multiracial” participated in HSSSE in 2009 than in previous years. Figure 3 presents the 2009 participating students by race/ethnicity.

Students by Free/Reduced Lunch

Eligibility for the free or reduced-price lunch program in high school is an indicator of the socioeconomic status of the student and the student’s family. Of the HSSSE 2009 respondents, 25% reported being eligible to receive a free or reduced-price lunch at school, 54% reported that they were not eligible, and 21% did not know if they were eligible or preferred not to respond to the question.

Students by Language Spoken at Home

In 2009, 87% of HSSSE respondents reported that English is spoken in their homes while 8% reported that Spanish is spoken at home. Other languages are spoken in 11% of respondents’ homes.

Figure 1. HSSSE 2009 Participating Schools by School Size

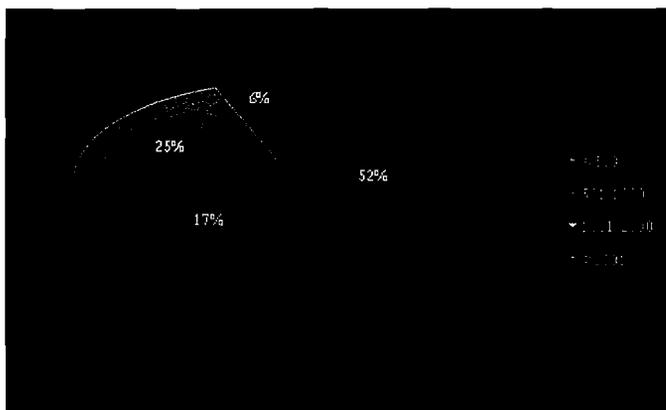


Figure 2. HSSSE 2009 Participating Schools by Grade Level

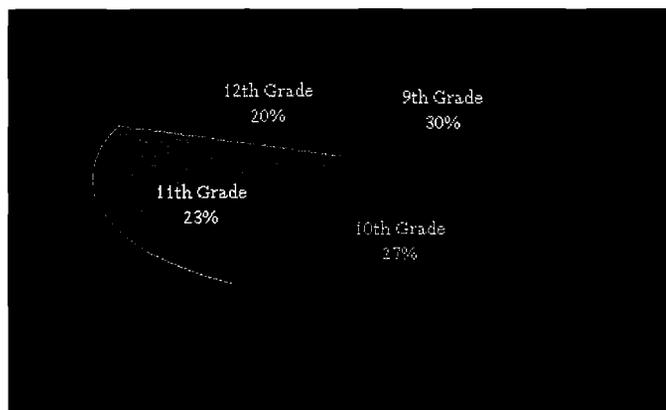
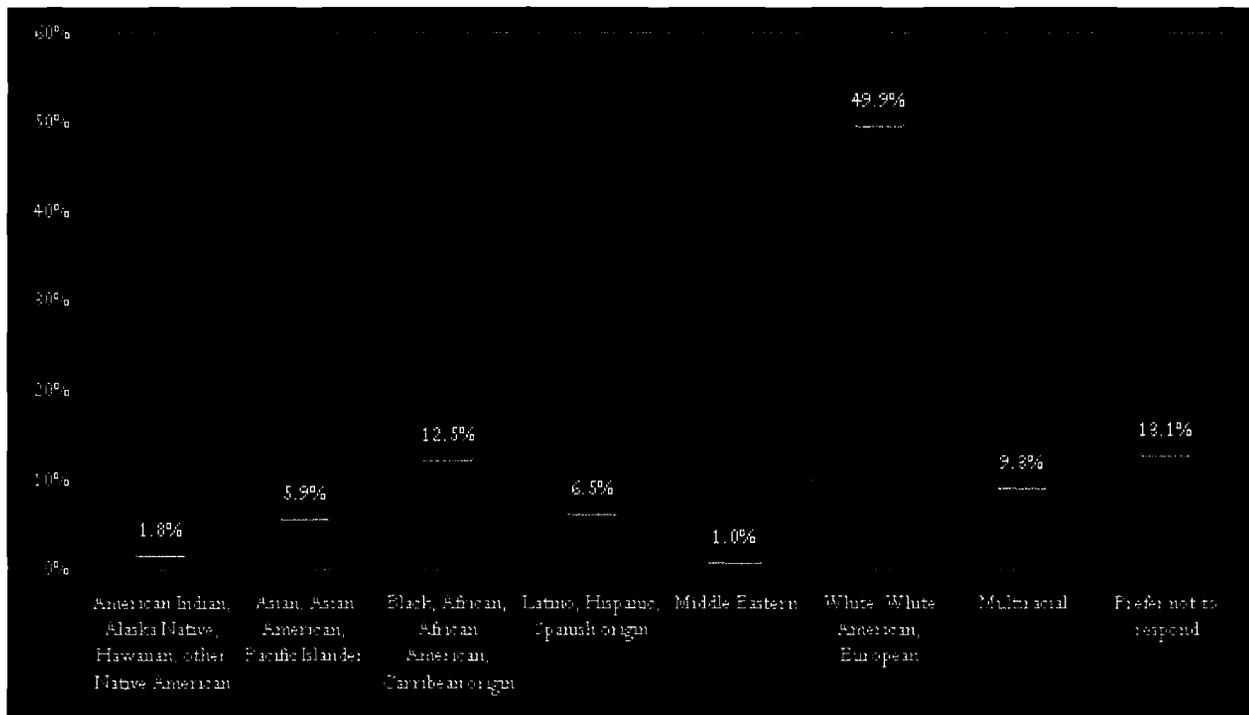


Figure 3. HSSSE 2009 Respondents by Race/Ethnicity



Students by High School Grades

More than half of the respondents in 2009 (58%) reported that they received either “Mostly As” or “Mostly As and Bs.” Additionally, 28% of respondents reported receiving “Mostly Bs and Cs,” while 9% report receiving “Mostly Cs and Ds” and 3% report receiving “Mostly Ds and below.” Only 2% of respondents either do not know their grades or attend schools where grades are not utilized.

Students by Academic Track

Survey respondents were asked to identify which of the following categories describes their academic track or most of the classes that they take: Career/Vocational, ELL/ESL/Bilingual, General/Regular, Honors/College Preparatory/Advanced, or Special Education. Respondents also had the option of choosing “Don’t Know.” Four out of five students (81%) in 2009 identified their academic track or most of the classes they take as either “General/Regular” or “Honors/College Preparatory/Advanced.” Figure 4 presents the 2009 participating students by academic track.

FOUNDATIONS OF ENGAGEMENT

The “Foundations of Engagement” are those aspects of the student experience that form the building blocks for an understanding of the ways in which students engage or dis-engage — and the degree to which they engage or dis-engage — in the life and work of school. Three areas of inquiry comprise the “Foundations of Engagement”:

- Why students go to school (i.e., what motivates them to get themselves to school each day)
- Boredom: How often and why students are bored in school
- Risk of Dropping Out: How often and why students have considered dropping out of school

Schools and districts keep attendance records — whether students were in school or absent, on time or tardy. However, little is known about why students go to school: what gets them up in the morning to attend school and what keeps them in school. Understanding students’ reasons for being in school may help schools create more engaging learning environments for students, providing students with compelling reasons to persist and achieve. At the same time, understanding students’ reasons for checking out of school — either temporarily in the case of boredom or permanently in the case of dropping out — can provide schools with a set of guideposts for engaging students in learning.

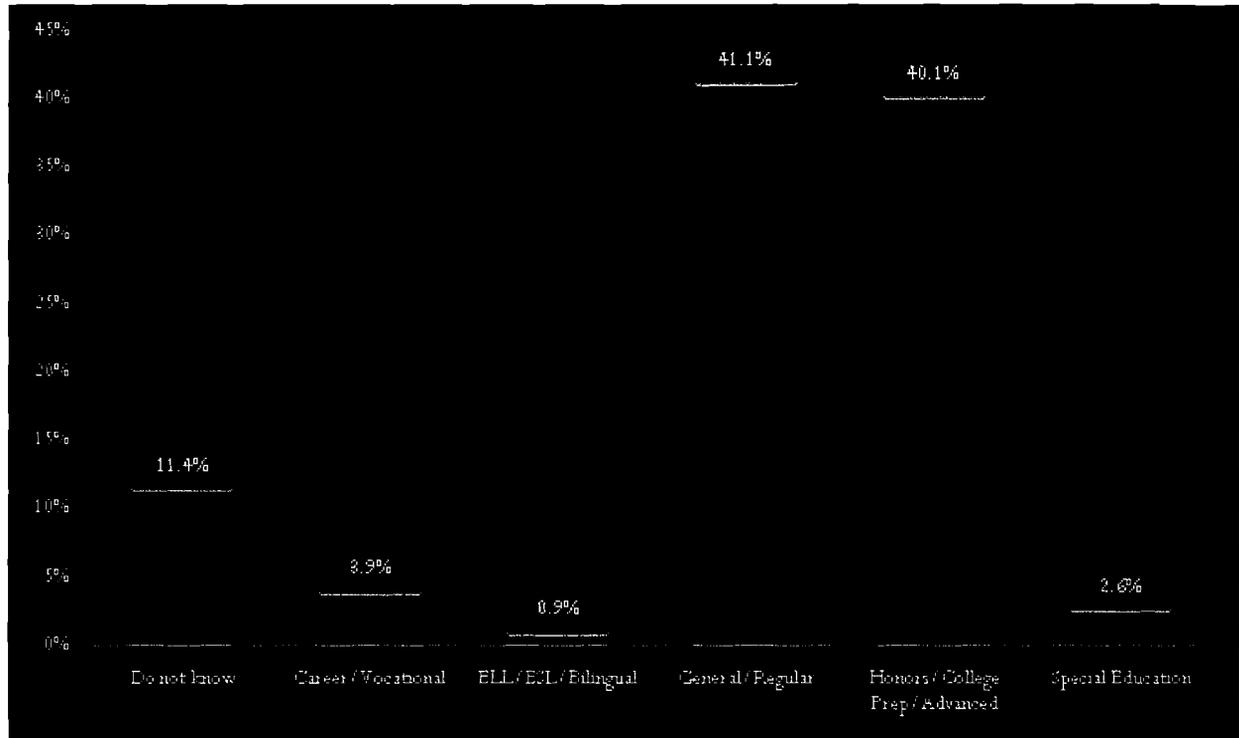
Why do Students Go to School?

Students were asked on the survey, “Why do you go to school?” The assumption can be made that students only go to school because they are required; in fact, “Because it’s the law” was only the fifth most common response, noted by 56% of respondents in 2009 (students could give as many responses as were applicable to this question). The most common responses were “Because I want to get a degree and go to college” (73%), “Because I want to get a good job” (67%), “Because of my peers/friends” (66%), and “Because of my parents/guardians” (64%).

These data have been consistent from 2006 to 2009. There are three main purposes for which students attend school:

- Academic Purpose: get a high school degree, pursue future schooling and/or work
- Social Purpose: be with peers and friends
- Family Purpose: parents/guardians push students to attend school, students feel an obligation to family to pursue schooling

Figure 4. HSSSE 2009 Respondents by Academic Track



The academic purpose — pursuit of a degree, postsecondary education, workforce — is foremost in students’ minds; the message being sent to students about the importance of a high school degree is being received. However, schools need to understand and acknowledge both the social purpose and the family reasons (and pressures) for students to attend school; these broader understandings (beyond solely academics) can help schools design engaging work and programs for students.

It is important as well to note reasons for going to school that are less prevalent among students. Well below half of the student respondents gave school-based or classroom-based responses to this question. These responses include: “Because of what I learn in classes” (41%), “Because I enjoy being in school” (36%), and “Because of my teachers” (23%).

Boredom and Engagement

Is boredom a real phenomenon to be addressed by schools? Or is “being bored” just something students claim to be, when they don’t want to work? Is boredom an inevitable fact of life, as one respondent to an article on boredom and engagement in high school wrote, “Life is boring, and high school is preparing students for life”?

One of the challenges is that boredom, as a complex construct, has not been defined in a way that is consistent or accepted across the body of research literature (Vodanovich, 2003). Studies looking at students and boredom have noted that students are able to describe their feelings of boredom but not define what boredom is (Farrell, Peguero, Lindsey, & White, 1988). A study of high school students who had been identified as “gifted” in elementary school and were currently “underachieving” found that “schooling” — as opposed to “learning”

— was associated with boredom; five factors were likely to create a situation of learning instead of boredom: control, choice, challenge, complexity, and caring (Kanevsky & Keighley, 2003).

However defined, boredom is a temporary form of dis-engaging from school; it is important for schools to understand both the extent of students’ boredom and the reasons why students are bored. HSSSE asks two direct questions about boredom: “Have you ever been bored in class in high school?” and “If you have been bored in class, why?”

Two out of three respondents (66%) in 2009 are bored at least every day in class in high school; nearly half of the students (49%) are bored every day and approximately one out of every six students (17%) are bored in every class. Only 2% report never being bored, and 4% report being bored “once or twice.”

Responses to the second question provide insight into the sources of students’ frequent boredom; students could mark as many reasons for their boredom as were applicable. Of those students who claimed they were ever bored (98%), the material being taught was an issue: more than four out of five noted a reason for their boredom as “Material wasn’t interesting” (81%) and about two out of five students claimed that the lack of relevance of the material (42%) caused their boredom. The level of difficulty of the work was a source of boredom for a number of students: about one third of the students (33%) were bored because the “Work wasn’t challenging enough” while just over one-fourth of the respondents were bored because the “Work was too difficult” (26%). Instructional interaction played a role in students’ boredom as well: more than one third of respondents (35%) were bored due to “No interaction with teacher.”

Over four years of HSSSE survey administrations, student responses have been very consistent regarding boredom. In a pool of 275,925 students who responded to this question from 2006 to 2009, 65% reported being bored at least every day in class in high school; 49% are bored every day and 16% are bored every class. Only 2% reported never being bored.

Students' reasons for their boredom are similarly consistent in the four-year aggregate as well. "Material wasn't interesting" was cited by 82% of respondents and "Material wasn't relevant to me" by 41% of respondents. Thirty-four percent of students said that a primary source of their boredom was "No interaction with teacher."

Dropping Out and Dis-Engagement

Dropping out is a more permanent form of dis-engagement, a full separation from the school community. The latest data from the National Center for Education Statistics (Stillwell, 2010) indicate that the public high school class of 2008 in the U.S. included 75% of the students who began high school as ninth graders four years earlier. The high costs of dropping out for both the individual and the broader society are well-documented (Alliance for Excellent Education, 2009; Sum, Khatiwada, & McLaughlin, with Palma, 2009). Most solutions to the dropout problem revolve around punishment for dropping out (for example, withholding of a driver's license, disincentives to employers for hiring dropouts) rather than incentives for remaining in school; in other words, policy interventions for dropout prevention are designed to keep students in school (or get students back to school), not necessarily to improve their in-school experience. However, research has demonstrated that in-school factors contribute to dropping out: content and classes are not interesting, students do not feel connected to school, and students do not see the purpose or relevance in the work (Bridgeland, Dilulio, & Morison, 2006).

With one-quarter of the students in public high schools not graduating "on time," it is critical to understand students' thoughts on the possibility of dropping out: how often they have considered the idea and why. To this end, HSSSE asks three questions related to student perspectives on dropping out:

- Have you ever skipped school?
- Have you ever considered dropping out of high school?
- If you have thought about dropping out of high school, why?

Skipping school can be seen as a risk factor for dropping out. Not surprisingly, students who have most often skipped school have also most often considered dropping out. Students who skip school but return provide an opportunity for prevention of more permanent dis-engagement. Seeking understanding of the reasons that students skip school, and targeting interventions rather than punishment for these students, may lead to greater persistence in school rather than dropping out. In 2009, 50% of the students report having skipped school either "once or twice" or "many times." Within that group, 16% have skipped school "many times."

Approximately one out of five students (21%) who took the HSSSE survey in 2009 has considered dropping out at some point during high school; 7% of the respondents have considered dropping out "many times." The pool of HSSSE respondents who have thought about

dropping out during high school provides a window into understanding why students have considered permanent dis-engagement.

The three most-cited reasons — given by students who have considered dropping out — are all focused on school-related factors: "I didn't like the school" (50%), "I didn't see the value in the work I was being asked to do" (42%), and "I didn't like the teachers" (39%). While 35% of respondents considered dropping out because of the difficulty of the work, 13% considered dropping out because "The work was too easy."

Adults play a significant role in students' thoughts about dropping out. The connection a student feels to the people in the school is an important factor in students' decisions to stay in school or leave. Of students who have considered dropping out, 16% identified "No adults in the school cared about me" as a reason for thinking about dropping out and 9% of the respondents stated that, "Adults in the school encouraged me to drop out." Whether that encouragement came in the form of an intentional act of counseling a student out of school or a casual remark by an adult is not clear; what is clear is that adults play an important role in the decisions of a number of students to stay in school or to drop out.

Further, 16% of students who have thought about dropping out did so because they were picked on or bullied. In extreme cases, bullying has led to tragic consequences; HSSSE student respondents report that such bullying has led them to consider leaving high school. Adults can play an important role in making schools safer environments for all students.

From 2006 to 2009, 20% of student respondents had considered dropping out once or twice, and 9% had considered dropping out many times; 71% of student respondents had never considered dropping out. While a greater percentage of students have considered dropping out over the four-year span than in 2009 alone, students' reasons for considering dropping out have been consistent. The three responses related to school, classroom, and learning were the three most-cited reasons by students for considering dropping out of school: "I didn't like the school," "I didn't see the value in the work I was being asked to do," and "I didn't like the teachers."

STUDENT ACTIONS FOR LEARNING

How do students contribute to their own engagement in learning? Research tends to focus on countable measures, such as the time students spend "on task." More time spent on task is equated with more engagement in learning. Even the literature on time-on-task acknowledges that time is not the only factor involved in engaging students in learning. Prater (1992), for example, delineates three types of classroom time: *allocated time*, *time-on-task*, and *engaged learning time*. Though engaged learning time is when real engagement in learning is most likely to happen, the focus of restructuring efforts around scheduling and instruction often focuses on allocated time (time devoted to instruction) and time-on-task (time students spend on classroom and school tasks).

Time-on-task, though measurable quantitatively, is an incomplete measure of engagement. Students who spend time on particular assigned tasks cannot necessarily be said to be engaged. The amount

Table 2: HSSSE 2009 Number of Hours Spent on Particular Activities in a Typical Seven-Day Week

Activities	Number of Hours				
	0	1 or fewer	2 to 5	6 to 10	10+
Doing Written Homework	7%	32%	39%	15%	7%
Reading/Studying for Class	11%	39%	37%	10%	3%
Reading for Self	16%	38%	29%	10%	6%
Participating in School-Sponsored Activities	26%	18%	25%	14%	17%
Watching TV/Playing Video Games	6%	25%	38%	18%	12%
Surfing/Chatting Online	12%	27%	35%	16%	10%
Talking on the Phone	8%	34%	30%	14%	14%
Socializing with Friends Outside of School	4%	11%	33%	27%	26%

Table 3: HSSSE 2009 Importance of Particular Activities

Activities	How Important?				
	Not at All	A Little	Somewhat Important	Very Important	Top Priority
Doing Written Homework	7%	14%	33%	36%	10%
Reading/Studying for Class	9%	18%	33%	31%	9%
Reading for Self	17%	27%	32%	19%	5%
Participating in School-Sponsored Activities	20%	16%	23%	30%	11%
Watching TV/Playing Video Games	22%	36%	27%	10%	5%
Surfing/Chatting Online	22%	33%	28%	12%	4%
Talking on the Phone	16%	30%	30%	17%	7%
Socializing with Friends Outside of School	4%	10%	26%	42%	18%

of time spent “on task” can be driven by expectations, compliance, task difficulty, or external rewards, none of which necessarily indicate that a student is engaged with the task. A student who spends a great amount of time on a particular task but does not carry any learning from the task past the end of class cannot be said to have been deeply engaged. Task importance — the priority students place on particular tasks and activities — is important to consider along with time-on-task to obtain a fuller picture of engagement; the importance with which students view tasks and activities will influence how much time and effort they apply, and the degree to which (and ways in which) they engage in learning. Students responding to HSSSE in 2009 (consistent with data from the four-year period from 2006 to 2009) report an interesting disjuncture between the time they spend and the importance they assign to various activities. These data provide a cautionary note to researchers and practitioners interpreting time-on-task data too narrowly.

Time-on-Task and Task Importance

HSSSE 2009 respondents were asked a standard time-on-task question about a variety of academic, social, and school-related activities: “About how many hours do you spend in a typical seven-day week doing each of the following?” In addition, to get at students’ priorities and the importance they assign internally to particular activities, students were asked about those same activities: “How important are these activities to you?” Tables 2 and 3² present respondents’ answers

to these two questions about a set of activities associated with engagement in the life and work of high schools, and social activities that occupy students’ time and attention outside of school.

Looking at these activities exclusively through a time-on-task lens provides cause for concern. In 2009, 77% of the respondents reported spending five hours or fewer per week (translating to one hour or fewer *per day*) “Doing written homework” and 87% reported spending that same amount of time “Reading and studying for class”; 39% of students report spending one hour or fewer *per week* “Doing written homework” and 50% of students report spending one hour or fewer *per week* “Reading and studying for class.” On the other hand, 30% of students reported spending six hours or more per week “Watching television, playing video games” and 26% reported spending that same amount of time “Surfing or chatting online.”

Taking into account the importance of these activities to students complicates the picture. The academic activities on which students report spending very little time are quite important to them: 79% of the respondents report that “Doing written homework” is “Somewhat Important,” “Very Important,” or a “Top Priority”; 73% of respondents report that “Reading and studying for class” is “Somewhat Important,” “Very Important,” or a “Top Priority.” Further, more than half of the respondents rate “Watching television, playing video games” and “Surfing or chatting online” as either “Not at All” important or “A Little” important.

² Due to rounding, some rows in Tables 2 and 3 do not sum to 100%.

Students make an important distinction between the amount of time they spend on particular tasks and activities, and the importance with which they view these same tasks and activities. Looking at just time-on-task — the countable, observable measure — provides a limited picture when focusing on the possibilities for engagement in learning. Understanding the importance students place on various tasks and activities can lead to different strategies and processes for engagement; because students see many academically-related tasks as important, the critical issue for schools to focus on may be the quality of the tasks rather than time spent on those tasks.

Effort

In 2009, fewer than half of respondents (49%) reported giving their maximum effort in “Most” or “All” of their classes. Nine percent of students reported giving their maximum effort in “None” of their classes, while the remaining 42% responded that they give their maximum effort in “1 or 2” or “Some” of their classes.

In response to the question, “In about how many classes do you put in very little effort?”, 19% of students reported putting in very little effort in “Most” or “All” of their classes, while 27% reported giving very little effort in “None” of their classes. The majority of students (64%) reported giving very little effort in either “None” of their classes or “1 or 2” of their classes; these students are giving more than minimal effort in almost all of their classes. At the same time, the majority of students are not giving their maximum effort in “Most” or “All” of their classes.

These data present a picture of students exerting varying levels of effort across their classes. Most students report not giving maximum effort in most of their classes; most students also report giving at least some effort in more than one or two classes. Effort is an important indicator of engagement; the reasons for students giving more or less effort in classes will need to be investigated to understand better the connection between levels of effort and engagement.

RIGOR AND RELEVANCE

“It'd be nice to understand things or learn important stuff for life after high school.”

— HSSSE 2009 Student Respondent

Of the students in 2009 who considered dropping out, 42% did so because they did not see the value in the work they were being asked to do; the same proportion of students saw the lack of relevance of the material in class as a cause of their boredom. While “rigor” and “relevance” are two of the new “three Rs,” students are reporting a lack of rigor and relevance in their work. Students commonly use the open response space on Question 35 to articulate their feelings about rigor and relevance. One student wrote, “This school does not challenge me academically,” while another wrote, “I don’t find the work interesting, don’t enjoy being talked at, and hate that everyone teaches to standardized tests.” Many students are looking for work that connects to what they want to do with their lives after high school, echoing the sentiments of this student: “We should be able to take classes that would actually help us in what we want our career to be.” On the survey, students were asked questions in a number of areas related to both rigor and relevance.

Challenge of Classes

Fewer than half of the survey respondents (48%) claimed that they are challenged academically in “Most” or “All” of their classes. One out of four (25%) reported being challenged academically in “None” or “1 or 2” classes. A majority of students (63%) reported that they are *not* required to work hard in either “None” of their classes or only “1 or 2” of their classes; fewer than one out of five students (17%) claimed that they are *not* required to work hard in “Most” or “All” of their classes.

Focus of Work

To get an idea of the kinds of work that students are exposed to in their high schools, students were asked, “To what extent do you believe your high school emphasizes each of the following?” Almost one in four students (23%) reported that their school “Very Much” emphasizes “Memorizing facts and figures in work for classes”; more than a third of the students (36%) reported that their school “Very Much” emphasizes “Understanding information and ideas in work for classes”; and more than one in four students claimed that their school “Very Much” emphasizes “Analyzing ideas in depth in work for classes” (28%).

Contribution to Growth

How do students perceive that their high school contributed to their growth in important areas linked to learning, communicating effectively, and succeeding in the world after high school? Between one fourth and two fifths of the students reported that their school contributed “Very Much” to their growth in the following areas related to rigor and relevance: “Acquiring skills related to work after high school” (26%); “Writing effectively” (35%); “Speaking effectively” (30%); “Thinking critically” (37%); “Reading and understanding challenging materials” (32%); “Learning independently” (32%); and “Solving real-world problems” (23%).

RELATIONSHIPS, SUPPORT, AND CONNECTION

Following a session on leadership and engagement at a recent conference, a member of the audience — an assistant principal at a rural high school — related a story. In their high school, the administration decided to put teachers at all exits of the school at the end of the day to greet the students — to say “Good night” and “See you tomorrow” to all of the students — as they leave the school for the day. The purpose was to create a way of connecting with the students in a positive way as they leave the school. One day, a student came up to this assistant principal and asked, “Where’s Mr. X today?” This assistant principal told him, “He’s out sick today.” As the student seemed agitated, the assistant principal talked to the student and found out that the student had been suicidal for months. Despite his deep depression, he kept coming to school because every day, at the end of the school day, Mr. X said to him as he left the school building, “I want to see you tomorrow.” This student did not want to disappoint Mr. X.

Adults in schools don’t often know the impact they are having on students in their lives. What is known is that students are eager for connection with school adults. This story is consistent with many others, in which students are hungry for support and connection, will go out of their way to sustain that connection, and can overcome great barriers — temporarily or permanently — with the caring support of

an adult. Similarly, many students, given the opportunity to express their thoughts on engagement through the open-response question at the end of the HSSSE survey, articulate their feelings about relationships with adults and peers in the school (positive or negative), support or lack of support from adults and peers, and connection or lack of connection with the school and the school community; many express a wish for stronger connections and relationships with others in school.

Research evidence supports the importance of relationships within schools. Strong relationships with both adults (Tucker et al., 2002) and peers (Perdue, Manzeske, & Estell, 2009) function as strong predictors of student engagement. These connections are also critical for success in school through academic achievement, persistence and graduation, and school connectedness (Blum, 2005; Klem & Connell, 2004; Morse, Anderson, Christenson, & Lehr, 2004).

Belief of Teachers

Two out of three students (67%) believe that “Most” or “All” of their teachers want them to do the best work they can do; however, 17% of respondents believe that “None” or only “1 or 2” teachers want them to do the best work they can do. In 2009, 68% of respondents report that “Most” or “All” of their teachers believe they can do excellent work; at the other end of the spectrum, 15% of the students report that “None” or only “1 or 2” teachers believe they can do excellent work.

Support from Adults and Peers

Research on student engagement indicates that a connection to an adult in the school community — at least one adult — is critically important for students to remain in school and be engaged with the learning environment. In 2009, 88% of students agreed or strongly agreed that “There is at least one adult in this school who cares about me” (12% disagreed or strongly disagreed). Fewer students (74%) agreed or strongly agreed that “There is at least one adult in this school who knows me well” (more than one out of four students — 26% — disagreed or strongly disagreed). Over the four-year period from 2006 to 2009, 84% of student respondents agreed or strongly agreed that “There is at least one adult in this school who cares about me” (16% disagreed or strongly disagreed). In the same period, 78% of respondents agreed or strongly agreed that “There is at least one adult in this school who knows me well” (22% disagreed).

Of the adults in the school environment, students feel most supported by the teachers: 82% of students in each year agreed or strongly agreed that they feel supported by teachers. These figures are similar to the degree of support students feel from their peers: 81% of students agreed or strongly agreed that they feel supported by other students. It is important to note that nearly one out of five students disagreed or strongly disagreed that they feel supported by teachers and by other students.

Students were also asked if they felt supported by other adults in the school environment: administrators (65% agreed or strongly agreed); counselors (74% agreed or strongly agreed); and other adults, such as secretaries, custodians, and other support staff (63% agreed or strongly agreed).

Safety and Fairness

A number of students note on the open-response question on the survey how they feel about the safety of the school. Issues of safety — including physical violence, bullying, enforcement of rules, and respect for all students — are perceived by students as important for creating a productive learning environment. In 2009, 79% of the respondents agreed or strongly agreed with the statement, “I feel safe in this school,” while 21% disagreed or strongly disagreed. More than one out of four students (27%) have been picked on or bullied either “Sometimes” or “Often”; approximately one in five students (20%) have picked on or bullied other students either “Sometimes” or “Often.”

Many students identify “favoritism” as an impediment to engagement in learning in their school. While most of the respondents (73%) believe they are treated fairly in school, a sizable portion of the respondents (27%) do not agree that they are treated fairly. Students are divided on whether or not their school’s rules are fair; 55% of the respondents agree or strongly agree that their school’s rules are fair, while 45% disagree or strongly disagree. There is also a division among respondents on whether or not their school’s rules are applied and enforced consistently; 63% agree or strongly agree that their school’s rules are applied and enforced consistently, while 37% disagree or strongly disagree.

Connection to School Community

Four items from the survey provide a good overview of the connection students feel to their school. In 2009, 80% of respondents agreed or strongly agreed with the statement, “Overall, I feel good about being in this school”; 20% of respondents disagreed or strongly disagreed. A smaller percentage of students, 70%, agreed or strongly agreed with the statement, “I care about this school”; 30% disagreed or strongly disagreed. If faced with a choice of high schools right now, only 64% of respondents would choose to go to the same high school they are currently attending. The 2009 data are consistent with the four-year aggregate (2006 to 2009), in which 63% of more than 300,000 respondents would choose to go their current high school. Finally, only 57% of students in 2009 agree or strongly agree that “I am an important part of my high school community”; 43% of the respondents disagree or strongly disagree. Over the four-year period from 2006 to 2009, 55% of respondents agreed or strongly agreed that “I am an important part of my high school community”; 45% disagreed or strongly disagreed.

INSTRUCTIONAL METHODS & PEDAGOGICAL POSSIBILITIES

My favorite classes are the ones with good teachers.
 -- HSSSE 2009 Student Respondent

Do teachers need to have knowledge of content or expertise in pedagogy? Should undergraduate pre-service teachers get trained in schools of education or in other academic departments? Should teachers need to get master's degrees in teaching or in arts and sciences? Is it best to certify teachers through traditional programs or alternative pathways?

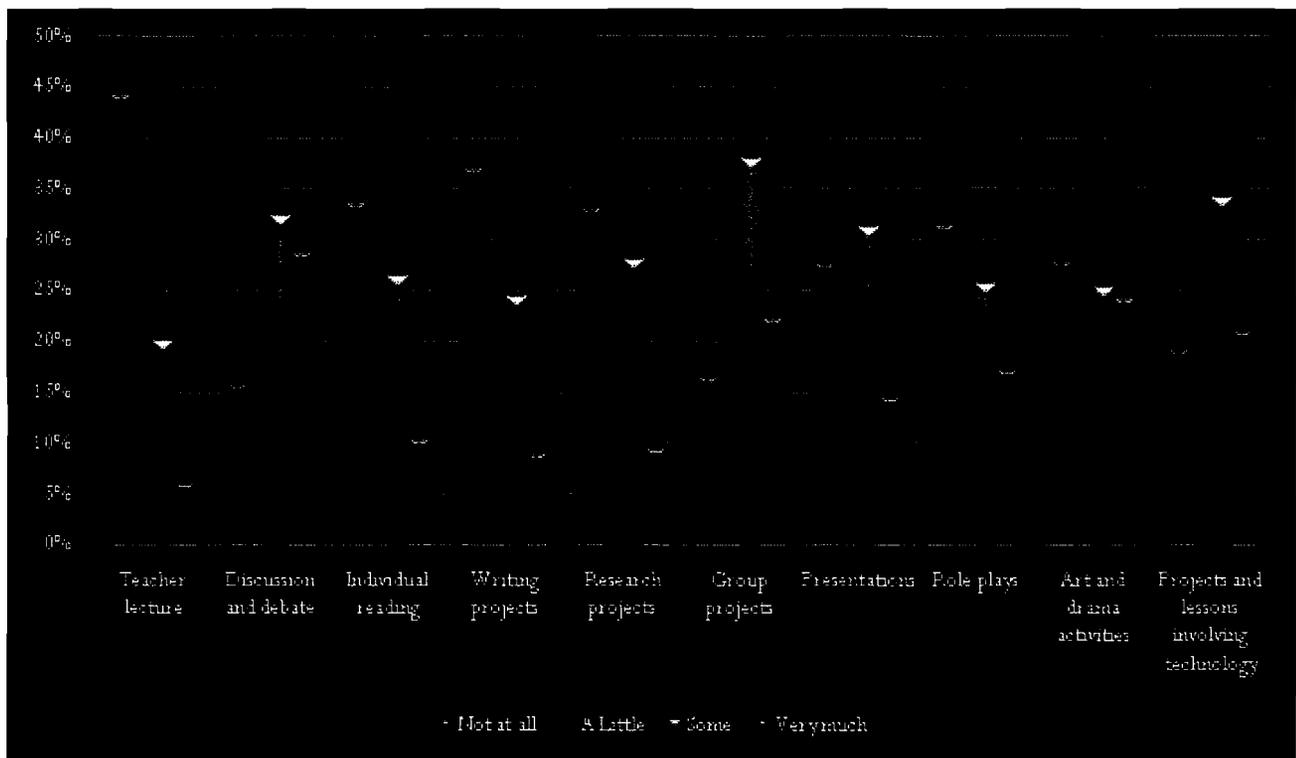
These dichotomous questions have framed the current policy and research debates regarding the best way to ensure that strong teachers are working in K-12 classrooms. It is a given that teachers need to have knowledge about the content area in which they are working; whether this knowledge comes from undergraduate classes, graduate programs, continuing education programs, or an alternate certification process is still up for debate. However, often overlooked in the policy arena is the importance to students of teachers who employ engaging instructional methods.

Many of the factors that contribute to students dis-engaging from school — either temporarily or permanently — are tied to students' perceptions of effective or ineffective instruction. Of students who have thought about dropping out, 42% cited "I didn't see the value in the work I was being asked to do" as a primary reason for considering leaving school and 39% cited not liking the teachers as a primary reason. Of students who have been bored in class in high school, 81% stated that a reason for their boredom was that the material wasn't interesting, 42% cited the lack of relevance of the material, and 35%

reported that the source of their boredom was that they have no interaction with their teacher. Engaging and interactive pedagogy can play a critical role in addressing the issues students raise on the survey and creating schools as arenas for not only effective teaching but greater learning.

On the HSSSE survey, students were asked to rate the degree to which various types of work in class — instructional methods — excite and/or engage them. Students rated most highly those methods that involve work and learning with their peers. "Discussion and Debate" was rated as to some degree or very much exciting/engaging by about three out five students (61%), while only 16% of respondents rated this instructional method as not at all exciting/engaging. "Group Projects" were rated similarly: 60% of respondents rated this instructional method as to some degree or very much exciting/engaging, while only 17% rated it as not at all exciting/engaging. Students also are excited/engaged by instructional methods in which they are active participants; nearly half the respondents were engaged/excited to some degree or very much by these methods of instruction: "Presentations" (46%), "Role Plays" (43%), and "Art and Drama Activities" (49%). An additional choice added for 2009 — "Projects and Lessons Involving Technology" — was chosen by 55% of students as an instructional method that was exciting/engaging either to some degree or very much. Students reported being least excited/engaged about instructional methods in which they do not play an active role: "Teacher Lecture" was rated as to some degree or very much exciting/engaging by only 26% of respondents, while 44% of the respondents rated this instructional method as not at all exciting/engaging. Figure 5 presents HSSSE 2009 respondents' views on types of work in class.

Figure 5. HSSSE 2009 Respondents' Views on Degree of Excitement/Engagement of Various Pedagogical Methods



QUESTION 35: OPEN RESPONSES

"I am glad in an emphatic way that I took this survey; this survey allowed me to let go of some of my anger and allowed me to express who I am in a very unique and special way. I am glad that there are people that actually care (and I do hope you people do care, I honestly hope so)."

— HSSSE 2009 Student Respondent

The majority of the HSSSE survey asks students to rate their beliefs, perceptions, and experiences on a scale, and to bubble in their answers from among pre-determined options. Question 35, the last question on the survey, provides students a space to share thoughts in an open-response format. The question asks students: "Would you like to say more about any of your answers to these survey questions?" Since 2006, students have written nearly 50,000 responses in the space provided. In 2009, 8,150 students (approximately one in five student respondents) provided responses to Question 35.

As responses to this question reveal, students have a great deal to say: some students use this space to respond and react more extensively to questions on the survey, some students clarify their responses to particular questions, and some students raise issues beyond what is asked on the survey. The most frequently expressed idea is that taking this survey is "pointless" and a waste of time. Those that give reasons for believing that there is no point in doing this survey generally state one of the following: no one listens to students or cares what students have to say, and no one will take action in response to students' views. The irony is that the act of surveying students and garnering information on student experiences and beliefs, when the data are used in meaningful ways, is in itself an act of engagement; many students, however, given their perception that adults do not know or care what they think, see the survey as a meaningless act, contributing further to student frustration and dis-engagement.

Students, when given this opportunity to respond in freehand to this question, continue to generate rich and valuable data that provide important insight into students' thinking about their work, their school experience, and the possibilities that exist for schools to engage students in learning. Often, discussion and analysis of results from surveys focus on quantitative data gathered from the scaled, multiple-option questions. However, though these open-response data present greater challenges for reporting and analysis, they provide depth and perspective, and play an important complementary function for the multiple-option data. For schools, these data can be the most valuable data they receive from the survey, pointing the way to strategies and solutions to the engagement problem. For the larger educational community, these data provide a window into students' thinking that can benefit both research and practice.

Student responses to Question 35 were coded and categorized by content, theme, and by type and dimension of engagement. Samples of content and themes that emerge from the data are presented below.³ In terms of type and dimension of engagement, most student responses continue to be coded as "emotional engagement" — responses focusing on how students feel about their current experiences in school, including thoughts on support (or lack of support), relationships and connection, boredom and excitement, and general feelings about the school and/or the people in the school.

³ To the extent possible, student responses are presented as they were written on the survey. Specific names - of people, schools, and locations - have been removed in the comments printed in this report.

QUESTION 35: THEMES AND SAMPLE RESPONSES

Students often single out specific adults in the building for praise, naming teachers and/or staff who have had a positive impact on their high school experience. Comments are frequently focused on the encouragement and support students received from teachers, the motivation to learn they felt while working with particular teachers, and the ways in which individual teachers helped them be successful:

*I feel that I am the only teacher who truly motivates me in all areas of school
with my life, my career, and
my future. He always brought school experience a minimum line in understanding to me and my*

Many students used the space to share positive thoughts about their high schools. Their comments reveal a range of reasons why they feel good about their schools, including support from adults and peers, respect, safety, and opportunities that the school provides them. In some cases, they qualify their positive thoughts:

- *My high school provides a great environment for learning. Not only do teachers care about their students, the students are able to create friendships with their peers and teachers. I love learning and that is the reason I came to school. My friends, musical activities, sports and learning are good.*
- *When I see other schools at sports games and school events, it makes me remember how great I am to go to ***. There's more here I'd rather go.*
- *A majority of the teachers are very supportive and will listen to problems and opinions.*
- *Academically, I feel great about my school. I know how I will be successful in the future. Socially, I feel awkward and alienated.*
- *I find it a lot easier to enjoy school when you have peers and classmates who are positive and supportive.*
- *I come to school every day for the chance to learn something new. I leave school, and I know I go home to a family who cares about my education as much as I do. I want to succeed in life, and my teachers, family, and friends want the same thing.*
- *One of the biggest reasons why I'm still in school today is because of the music class. Playing the guitar gave me something to be proud of, and yet music classes are being taken away every day. Music is powerful.*
- *Overall it's a really great school. Most if not all drawbacks are simply an aspect of high school as a whole and being a teenager. Some of my peers who say it's a bad school would say that about any school they went to whether they deserved it or not.*
- *It is a great school that keeps me motivated about learning and classes. The teachers are incredibly understanding and enjoyable and I feel comfortable to discuss problems or just chat with them.*
- *I can honestly say that my school is my second home. I love coming to school, despite the ups and downs. *** has made me a better scholar as well as a better person.*

Some students used the space in Question 35 to clarify and qualify responses they gave to specific multiple-option questions on the survey:

- *In reference to question 24, I feel that we do not work at a fast enough pace and I wish that more honors classes were available to freshmen (step outside of accelerated math classes).*
- *For the most part, I have felt good about being here but there are periods of time when I felt some discouragement with social groups and some of the school work.*
- *For Question 25 I, why would a teacher lecture extra?*
- *Although I tend to play video games and go on the computer a lot, I always put my schoolwork first.*
- *For #13, I responded "not at all" because things like personal beliefs are something I find best developed on my own; you can't learn that in school.*

Negative comments about schools were quite common in response to Question 35. Students shared their general dislike of their school, as well as particular aspects of their school that they felt had a negative impact on their work, learning, and development:

- *I am a smart individual. I could have a 4.0 GPA in all my classes, but I have only had two teachers who actually inspired me to work. High school is a waste of time.*
- *I believe strongly in a holistic, self-driven education. This educational institution discourages that. Forced education or learning retards motivation and a natural drive or enthusiasm to learn.*
- *I feel as though even though individualism is encouraged, a pure idea one who does go against the norm is basically shamed.*
- **** focuses too much on maintaining its reputation and not enough on connecting with students.*
- *School does not determine how smart a student is. A "smart" student is one who absorbs everything they are told. I hate school because it only limits students to one kind of smart.*

Students raised issues about teachers and administrators, both in general and about specific individuals. Just as they named teachers who have had a positive impact on their experience, they also at times singled out teachers and adults (individuals and groups) who have affected their experience negatively.

- *Our administrators/principals do not make most kids feel welcome. They only greet a select few in the hallway way. Also, the teachers do not always teach. They throw in a video or make us read.*
- *Administrators are more worried about a student's uniform than his/her education.*
- *I wish we could get more help. I feel uncomfortable about talking to counselors here because we are always rushed out of the office.*
- *Mr.*** doesn't respect me.*
- *Many teachers don't understand that people learn in different ways.*
- *I feel like some of the teachers are just teaching to get it done. They teach us because it's their job and they just teach from the book. This requires a lesson plan without really caring about whether we learn or not, or succeed.*
- *Many teachers at my school forget what they're supposed to do, TEACH. I learn best with realistic, interesting, engaging professors that teach us not only the material we need to know, but the lessons as well. I find an open teacher whom [sic] has a personality and allows their methods to be interesting and exciting to be the best.*

Comments focused on classes were numerous, expressing a wide range of viewpoints. Some students like their classes; others would like them better with some changes to instruction and interaction. Many students dislike classes, finding them too challenging, too easy, too boring, too passive, too limited in scope and focus, and/or too irrelevant.

- *I like attending school. I work hard in my classes. But I would like them to be a little more interesting, more active.*
- *I enjoy *** but sometimes the classroom is monotonous, boring, and repetitive. I feel like I'm living the same day over and over again.*
- *I like hands on things and group projects as I answered in these questions because they help me focus and really feel excited and I interact more. It makes me want to learn and the material that I'm learning is interesting.*
- *I think a lot of classes are pointless, boring, and have no real life application. I feel like there should be more classes that attract different types of peoples' interest rather than just one general curriculum that is the same thing every day.*
- *This school does a lot of prepping for state tests, but you forget all the material soon after.*
- *There are lectures in 90% of my classes. Very little group discussions.*
- *The biggest problem I had with classes was the lack of interaction. I know college will be full of learning, but we're not in college yet and therefore should have more discussions.*

Students' comments emphasize the importance of creating a safe learning environment in schools, with clear and fair rules, discipline that addresses problems, and a culture in which students can be who they are. Quite a number of responses highlight fears and frustrations of students who do not feel safe within the schools they attend every day.

- *I do not feel safe here and the administrators need to do a better job of punishment because there are fights all of the time.*
- *I feel that much of the school policy is not about understanding issues and wanting a safe community for the students, but rather it is to make the administrators look good.*
- *I don't feel safe. I feel like the school is focusing on the wrong thing like changing it's policy.*
- *School rules are technically fair, but are usually not enforced in any fair way.*
- *I do not feel respected as a person in this school. I strive to be myself and that is hindered by bias and discrimination. I am a target at ***.*
- *I am gay, and the school doesn't do enough to fight homophobia. I feel very isolated. I am not personally picked on, but I get depressed when teachers/students mock homosexuality. I haven't come out yet.*

A very frustrating and potentially dis-engaging aspect of school for many students is the perception that some students are more valued than others, that rules and standards are applied differentially to different students, and that opportunities are not equally open to all students. Discrimination and favoritism - caused by racial prejudice, preferential treatment given to certain groups of students (based on social, academic, or athletic standing), or the presence of cliques - were raised as issues by students:

- *This school, the teachers, and even the principal don't treat people equally. The jocks and cheerleaders are first priority.*
- *I do not like how some courses (the most interesting courses) are only offered to GT (Gifted & Talented) students. I have a 3.8 GPA and I took several honors courses but I am not allowed to participate in several courses because I am not in GT.*
- *I think there is a lot of favoritism at ***. I have seen students and parents with de mending personalities get whenever they want and are able to ignore established rules.*
- *I feel the administration supports sports more than anything and theater is not fully recognized.*
- *The school only cares about sports and money. The more money and athletes you are, the better you're treated.*

Students describe the difficulties of being a successful high school student, given enormous pressure to succeed, stress about school work, and varied responsibilities that pull students in many directions.

- *Too much homework! People have other responsibilities outside of school and can't finish homework. If the amount of homework was less, people would do better in school and be able to take care of their other responsibilities with less stress!*
- *Sometimes the work load is overwhelming which leads to some struggling in school!*
- *Balancing a fulfilling high school experience is completely exhausting. From Honors and AP classes to sports and performances and practices and games to student government... I am drowned! If only there were more hours in a week or an extra day to rest or an eighth day to take a breath for once.*
- *School needs to be a place where everyone wants to be. The students are over worked and over tired. You shouldn't expect a kid to go to school, work, do homework, and get up to be at school by 7:20. It's too much.*
- *Schooling and everything that goes along with it is too much on kids these days. Too much pressure to be perfect and get into a formidable school. After a while it's so fatiguing that it consumes the lives of kids.*

Students have a wide range of ideas about what they think should be different about their schools, and many used Question 35 to share their recommendations:

- *High school seems like it can be a lot more challenging. I wish that more classes did document analysis and independent research papers. I LOVE education but lose interest when I'm not challenged and there is not independent thought.*
- *School should be more fun and interactive so kids want to go to school.*
- *I only wish that this school was more challenging. I found myself very bored at times.*
- *This school needs to do a better job preparing kids for the real world.*
- *School would be better if this was a more inviting environment. I feel like I'm being held back from my good and potential.*
- *More actual thought and real understanding/engaging ideas would make school a whole lot better and would allow students to get more out of it. Also new approaches to teaching, more discussion used.*
- *I wish the school fostered more compassion in its students. I think when people don't feel loved or admired, it's hard to give that to others. I wish the high school let you be more independent and trusted you better.*

The most pervasive theme in the student responses to Question 35 is that there is no point to taking surveys like this. Students feel that their ideas don't matter, nobody in school listens to students, no action will be taken based on the responses to the survey, and there are too many surveys administered to students. A number of students stated that it is important to come to the school and talk to students, rather than gathering information just by surveys.

- *This survey is pointless and stupid. Nothing will be done based on anyone's answers.*
- *Why would we fill these out and find no change when you get others' hopes up by doing this, and it fails?*
- *Most of the questions are self-explanatory just by walking into the school.*
- *This is pointless. Nobody is going to look at this.*
- *If this school has taught me anything, it is that my opinion matters not here.*
- *This school does not allow students to have a voice in decision-making, even though they say they do.*
- *We need teachers to listen to our opinions.*

Question 35 provides an opening for students to express views about whatever is important to them in connection with engagement. Students' responses cover a wide range of topics, beliefs, feelings, and experiences, and are expressed in a variety of ways: students use the space to be both positive and critical, express boredom and enthusiasm, provide analysis and recommendations. Even students, and there are many of them, who believe that no one is going to listen to them or take their comments seriously, complete the survey and present their ideas. These students provide great insight into the experience of the high school student — eager to be heard, hoping to be recognized, yearning to matter. Students want to be taken seriously and to be seen as important members of the school community. Schools can make the best use of these data from Question 35 by including these important voices in the work of school improvement; the perspectives shared here can be harnessed to develop strategies for schools to improve efforts at both youth development and student achievement, creating stronger and more engaging schools. The first steps begin with taking students seriously, knowing and caring about what students think, and acting on students' ideas.

THE ENGAGEMENT GAP

Gaps in student performance and student outcomes are often indicators of inequities in schooling. Research has established the existence of an achievement gap in schools in the United States (Ferguson, 2003; Ferguson with Mehta, 2005), in which students of different races/ethnicities and socioeconomic status levels achieve consistently on standardized assessments at different performance levels. Even at the highest performance levels, an "excellence gap" exists (Plucker, Burroughs, & Song, 2010). While causes and solutions have been elusive, the costs — both societal and economic — have been exceedingly high (McKinsey & Company, 2009).

Since 2006, data from the High School Survey of Student Engagement have consistently indicated that another gap in schools exists: the *engagement gap*. Consistent with a pattern first identified in HSSSE 2006 data (Yazzie-Mintz, 2007), and followed up in the HSSSE 2007 and 2008 data (Yazzie-Mintz, 2009), there are noticeable gaps in reported levels of engagement in data from HSSSE 2009 across the three dimensions of engagement: *Cognitive/Intellectual/Academic Engagement*, *Social/Behavioral/Participatory Engagement*, and *Emotional Engagement*.

Findings from an analysis of the three dimensions of engagement among HSSSE 2009 respondents reveal the same gaps seen in earlier HSSSE data:

- Girls report higher levels of engagement across all three dimensions than boys.
- White students and Asian students report higher levels of engagement across all three dimensions than students of other races/ethnicities.
- Though there are not sizeable gaps in engagement by current grade level, there are noticeable gaps across all three dimensions based on when students started attending their current high school. Students who started attending their current high school in grade 9 report the highest levels of engagement across all three dimensions; students who started attending their current high school in grade 12 report the lowest levels of engagement across all three dimensions.
- Students in honors/college preparatory/advanced classes report higher levels of engagement across all three dimensions of engagement than students in other academic tracks.

- Students in special education classes report lower levels of engagement across all three dimensions of engagement than students in other academic tracks.
- Students who are not eligible for free or reduced-price lunch programs report higher levels of engagement across all three dimensions of engagement than students who are eligible for free or reduced-price lunch programs.

What is the connection between the engagement gap and the achievement gap? Are these two gaps independent, or is there a link between the two? The engagement gap, identified in contexts outside the United States as well (Brooking, Gardiner, & Calvert, 2009), presents similar characteristics as the achievement gap. Given the nature of engagement, an engagement gap is both more pernicious and potentially more addressable than the achievement gap. Initial research into the engagement gap is underway, and may shine light on the causes of and solutions to both gaps.

PROFILES OF ENGAGEMENT

What do we do with all that data? This is a question that gets asked in schools regularly; in particular, schools that participate in the High School Survey of Student Engagement are faced with a wealth of data on their students and the challenge of making effective use of that data. Hundreds of schools have participated in HSSSE since its inception; a number of these schools have made their engagement data a regular part of planning, professional development, and school conversations.

The five schools and districts profiled in this section provide insight into the possibilities of using engagement data to improve structures and practices, the challenges of doing data-driven work, and the opportunities that these data present. *Designed for Excellence* describes the efforts of the Chesterfield County Public Schools in Virginia, from the district level, to make the large learning environments of high schools smaller by creating strong relationships with individual students. They use engagement data to understand which students are academically at risk and create programs that are focused on the needs of students to connect to the learning environment; in this way, they strengthen academics by focusing on relationships. At Kealakehe High School in Kailua-Kona, Hawai'i, the principal has always viewed building relationships with students as an important priority for the school; *What About the Rest of the Kids? What are Those Kids Doing?* describes the school's efforts to use engagement data to improve the whole school experience for *all* students. Explorations Academy, a small independent school in Bellingham, Washington, has built its school around a philosophy that ties together engagement, academic achievement, and the connection between learning and the wider world; *Looking Inward and Shouting Outward* depicts the process of integrating student engagement data into the school's daily work and pursuit of its mission. Westmount County School District (a pseudonym) is in the early stages of integrating student engagement data into the regular conversations throughout the district's high schools. The district operates on the theory that "change on self-reported engagement data will be connected to change in achievement"; *Creating a Broader Conversation* profiles this district's work at expanding the conversation about achievement in the district beyond external, quantitative measures. Finally, *Engagement Will Drive Structures* focuses on Yorkville High School in Yorkville, Illinois, a school that, as a result of analysis of its student engagement data, is using engagement as the driving force for its work toward improvement, paying close attention not just to what the adults are doing but how the students are interacting with and experiencing the various aspects of the work of the school.

These five schools and districts, and many others like them across the country, are taking on the challenge of listening to students, focusing on engagement, and exploring the great opportunities that HSSSE data present for improving schools academically, socially, and structurally.

DESIGNED FOR EXCELLENCE

— Chesterfield County Public Schools —

We look at engagement as a way of understanding which students are academically at risk. We are big fans of kids not getting lost in the numbers.
— Dr. Glen Miller, Manager, School Improvement
Chesterfield County Public Schools

In many school districts, the central office focuses on accountability, aggregate student outcomes, data analysis, and institutional research; it is left up to the individual schools to focus on interacting with and engaging students in school and learning. Not in Chesterfield County, the fifth-largest school district in the commonwealth of Virginia. Since 2006, Chesterfield County — through a district-initiated project based in the Office of School Improvement — has participated in the High School Survey of Student Engagement on an every-other-year basis. Despite serious budget issues, the district continues to make student engagement data a key aspect of school improvement efforts.

Chesterfield County has 64 schools and a student population of about 59,000: 59% of the students are White, 28% are African American, 8% are Latino, and 3% are Asian; 27% of the students are eligible for the free or reduced-price lunch program. Twelve high schools in the district graduate approximately 4,000 students per year.

Centered just outside of the capital city of Richmond, Chesterfield County is "one of the banner districts" in the state, according to Dr. Glen Miller, manager of school improvement for the Chesterfield County Public Schools. Miller, with support from the Assistant Superintendent for Instructional Support, has championed the use of student engagement data in professional development, school improvement processes, and long-range planning. In fact, the school board has recently approved HSSSE as a key part of the district's six-year strategic plan, *Design for Excellence*, highlighting student engagement as an important part of the district's ongoing strategy for improvement. Chesterfield County's *Design for Excellence* has five major goals:

- (1) Academic excellence for all students
- (2) Safe, supportive, and nurturing learning environments
- (3) Knowledgeable and competent workforce
- (4) Community investment
- (5) Effective and efficient systems management

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Chesterfield County Public Schools (continued from previous page)

The district sees a clear connection between engagement and achievement, utilizing engagement data “as a way of understanding which students are academically at risk” and to focus efforts on connecting students to adults and linking students into learning: “We challenge schools to do something to thwart the 2000-kid approach to adolescents,” says Miller. These efforts, supported by the district, focus on making the large learning environment smaller and getting to know individual students.

One school in particular, James River High School, has made “exemplary use” of the HSSSE data, digging into the data for both “aha moments” and “chances for the school to celebrate,” according to Bryan Carr, the Coordinator of School Counseling at the high school. Carr reports that HSSSE “is golden - it gives us incredible results and maybe some uncomfortable results.”

With a principal who sees the use of data as an important piece of the professional atmosphere of James River, a counselor who believes in the importance of understanding how students feel about adults and their school experience, and encouragement and technical support from the district, James River High School has made great strides in engaging their students and, in particular, reducing the risk of dropping out for a number of students.

The faculty at James River dug into the student engagement data, and began to address issues that were hindering academic achievement. A mentoring group was created by the teachers to provide support for struggling students at all grade levels: school adults now have daily contact with these students, providing both academic help and connections to teachers. A concern was identified from the data that students of color were “being left out of the picture and weren't really engaged.” In a school of almost 2000 students, of whom 70% are White, there was a need to more closely focus on developing relationships by actively reaching out to students of color, providing the opportunity and support for all students to both achieve academically and participate fully in the school community. Additionally, a program of both mentoring and remediation was created for students without enough credits to pass ninth grade. This program, built on the idea that relationships and academics go hand-in-hand, has achieved success by getting a number of students back on track to be promoted with their original classes and reconnected to the learning environment.

The results of these efforts were reflected in the HSSSE data. In 2008, student responses at James River High School indicated greater engagement in a number of areas than in 2006. For example, in 2006, 82.8% of James River students agreed or strongly agreed that “There is at least one adult in this school who cares about me”; in 2008, 92.1% of the students agreed or strongly agreed with that statement. In 2006, 62% of students responded that most or all of their teachers want them to do the best work they can do and 67% responded that most or all of their teachers believe that they can do excellent work; in 2008, those numbers were 75% and 74%, respectively. In 2006, when asked why they go to school, 28.4% of students stated that one reason was because they enjoy being in school and 32.8% stated that one reason was because of what they learn in classes; in 2008, those numbers were 33.3% and 39.4%, respectively.

James River continues to work on utilizing student engagement data to connect students with adults in school, and the school is seeing success in both engagement and achievement. Another high school in the district looked at their data and found, similarly, a number of students getting “lost.” In response to the data, this school has restructured its homeroom environments; teachers will now be with a group of 25 students from grade nine through grade twelve, touching base at least weekly with students on issues of both academics and engagement.

Chesterfield County is listening to its students, who present many of the same issues on the survey that students in other schools and districts do:

- *Teachers need to make class more fun in order for kids to interact, have fun, and learn.*
- *I feel that the adults should be more supportive with the students individually.*
- *Make sure you hire teachers that can interact and relate to students.*
- *I feel like the administration cares more about the school's rankings than its students.*

Rather than continuing solely on an accountability/assessment path, the district is finding that students are looking for more than just high scores on tests. As Dr. Miller states, “HSSSE results really opened our eyes to the importance of both relationships and academics.”

In Chesterfield County, excellence is defined not just as a set of scores that climb above a benchmark, but a culture in which each student is connected to the school (and the adults in the school), engaged in learning, and achieving academically. ❖

WHAT ABOUT THE REST OF THE KIDS? WHAT ARE THOSE KIDS DOING?

— Kealakehe High School —

HSSSE data help to create a focus on the mission and vision of the school.

—Wilfred Murakami, Principal, Kealakehe High School

Kealakehe High School is located in Kailua-Kona on the island of Hawai'i, serving approximately 1600 students in grades nine through twelve in the largest geographical school district in the state. Most students attending Kealakehe are Native Hawaiian, Pacific Islanders, and Filipino, and the Latino student population is growing; nearly 40% of the student population is eligible for the free or reduced-price lunch program.

Wilfred Murakami has been principal of Kealakehe since the school opened in 1997. His focus has been on building relationships between adults and students in Kealakehe, raising achievement, increasing participation in school activities, and using data to move people to action. Underlying this work is a belief in “relationships, respect, and responsibility” so that the students “will engage and stay engaged.” He centers his work on creating a school in which the vision and mission lead to action, a community in which all students and staff are engaged, and a learning organization that experiences constant and consistent improvement.

The vision of the school is articulated as follows: *Harmony and unity through dynamic education and community for everyone, every time.* The vision sets out three important principles that guide the work of the principal and staff at Kealakehe: (1) Community - in both senses (creating collaboration and involving all of the stakeholders in the school) - is an important aspect of the educational goals of the school; (2) Everyone - all students and members of the school community - are central to the work of the school; and (3) The work needs to be focused on every student every time, maximizing the potential of all students. These principles are embodied in the mission of the school as well: *Encouraging partnerships among students, parents, faculty, staff and community by offering a curriculum which will address multi-intelligences and awareness; providing a safe environment which expects mutual respect; providing opportunities where all students can develop their gifts and talents to be productive members of the community without need for remediation.*

Murakami knows that putting missions, visions, and principles into action is one of the most challenging aspects of school leadership. Getting staff to care about data and “personalize” the data, understanding that these data are connected to their students and their school, presents another set of challenges. To that end, Murakami, after hearing about the High School Survey of Student Engagement in 2006, looked into the feasibility of using HSSSE at Kealakehe. Linda Jeffrey, the Parent-Community Center Coordinator at Kealakehe and Murakami's right-hand person in examining data and presenting results, found that HSSSE provided questions and data that other surveys, including the state school quality survey, did not: data specific to Kealakehe, a potentially high survey return rate, and, most important, data on what Kealakehe students are thinking.

Teachers have to care about students.

— Kealakehe High School HSSSE 2009 Student Respondent

Over several decades working in education in Hawai'i, Murakami has seen trends come and go: The focus on developing relationships in schools started about 20 years ago, but “took a back seat” due to No Child Left Behind and its focus on accountability and assessment. Now, however, “relationships are coming back around again.” Students focus heavily on relationships, looking for teachers to “care” about them, and HSSSE data have provided a good rationale for focusing staff conversations on building relationships and the connections between engaging students and raising achievement.

One of the primary ways Kealakehe builds relationships is through a citizenship/advisory program, in which faculty advisors serve as mentors to students. Though often schools of Kealakehe's size (medium size for a US high school, but “large for the island of Hawai'i”) break up into “houses” in order to work with students in smaller learning communities, Murakami believes that the school must stay together structurally as a community: “We should be able to engage all students in this one house.” Advisors work toward this goal by working with students at the classroom level, “shepherding kids through classes” and guiding students and families to services that will facilitate greater engagement with school. According to Murakami, “This is the primary means of building relationships.”

I think that the teachers have a lot to do with how you feel about school.

Some teachers do well in engaging you and others never engage anyone.

— Kealakehe High School HSSSE 2009 Student Respondent

Spring 2009 was the third consecutive year that Kealakehe High School participated in HSSSE. What has the school gained from the data? After three years, “kids feel at a higher level that adults care about them, but not enough. We're trying to say that we need to look at the other 55% and work to engage them.” Murakami is sharing with the state department of education the data on students who have skipped school — “If kids are not here, we can't impact them; they don't feel that class is engaging” — with the hope that more stringent guidelines on truancy will be developed. While Murakami acknowledges that “part of that is curriculum,” he hopes this is an area where the school and the state can work together to make sure students are in school and in class.

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An important use of the survey data for Murakami is to create a realistic picture of the school and the student experience, and use that picture as a lever for school improvement. For example, “People love the school from the outside - that’s a perception. Based on the survey, about 50% of the students love the school.” The same mindset prevails in the areas of participation in athletics, service organizations, and school activities, in which school staff members believe more students are active members of the school community than in actuality: “What appears to be high participation is really not when you look closely at the data; the percent of kids who participate is high but not over 50%.” In these discussions, in which adult perception bumps up against student reality, Murakami regularly asks his staff: “What about the rest of the kids? What are those kids doing?” Engagement efforts at Kealakehe focus on all of the students.

Now Murakami is moving more intently into “implementation.” In his view, about 85% of the teachers are effective and engaging, but their work is compromised by the 15% that are not. The next steps involve more coaching and modeling of engaging practices with staff, supporting and encouraging collaboration among teachers, pushing the effectiveness of teachers to at least 90% or 95%, and regularly asking and answering hard questions about students: “Why do kids feel that nobody in the school knows them? If kids are not engaged, why?”

The work at Kealakehe is ongoing, and there is much work to be done to engage all students and create a fully effective and engaging teacher corps. In pursuing these goals, the school now has a baseline of three years of HSSSE data from which to work. Most importantly, the data have provided an opening to discuss what is really happening with the students in the school community, and for Murakami to motivate his staff with key questions emerging from the survey data: “What are we willing to do? We reference the survey data to push us. Because it’s primary data, it’s hard to argue with the data.” ❖

LOOKING INWARD AND SHOUTING OUTWARD

— Explorations Academy —

I think the HSSSE is a great tool and one that offers an important glimpse into the outcomes that a 21st Century school should be working toward.

—Daniel Kirkpatrick, Director, Explorations Academy

At first glance, it may not seem that Explorations Academy is the kind of school that would participate in the High School Survey of Student Engagement. A small “experientially-based secondary school” located in Bellingham, Washington, Explorations Academy has an enrollment of 20 students and a staff of eight (four full-time, four part-time). Focused on instruction within “a small learning community” that is “geared to individual abilities and needs,” the school’s mission statement and philosophy of education describe a structure and process designed to maximize participation, involvement, student-teacher interaction, and understanding of the student experience. A school of this size and purpose - the smallest school in the pool of HSSSE participating schools - would seem to have the student engagement aspect of the work covered.

In fact, though, that is exactly the reason why Daniel Kirkpatrick, founder and director of Explorations Academy, has administered HSSSE to students at the small independent school for three consecutive years. With student engagement as a central focus of the work of the school, “one level of utility of the data is to help us answer important questions - ‘What are students saying about us?’ and ‘Is that consistent with what we’re trying to do?’” Student engagement is not a task to be completed at Explorations, but an ongoing process of listening to students (through a variety of means, including student forums and councils), paying attention to the experiences of students, reflecting on students’ ideas, and making improvements to the curricular and pedagogical program.

When the HSSSE data come back to the school, there are usually two kinds of initial analyses that emerge from the data: One set of responses are the “congratulations,” the things that students affirm the school is doing well. Another set of responses are the “eye-openers” for staff, the areas that students say need more work. One such “eye-opener,” according to Kirkpatrick, centers on “participatory governance...giving students a voice in school decisions. Kids sometimes report not having a voice, though that’s one of the things we try to address.” And the school works on these issues, through “robust” staff discussions in which “HSSSE figures pretty prominently”; assumptions are uncovered and tested, and student engagement data are used to plan programs and processes, driven by an important central question: “Will something new gain us an additional unit of educational growth?”

There are three important forums in which Explorations Academy makes use of HSSSE data. The first is in-house, as part of the school development and improvement process, in which the staff wrestles with the data to identify areas in which school practices can be more tightly connected to the mission and philosophy of the school: “HSSSE is the first tool we’ve found that gives us quantitative data that matches our outcomes...HSSSE asks the kinds of questions we should be asking in all of our schools.” The second forum is for promotion of the school, with an audience comprised of potential students. The data provide ways in which Kirkpatrick can identify to prospective students and families both strengths of the school and areas that the school continues to work on, through the voices of current students; use of the data in this way creates a vivid picture of the student experience for outsiders. The third forum is centered on performance and credibility; the audience here is comprised of the school’s accrediting bodies and funders. Much of the budget of Explorations Academy is raised through private donors and foundations; it is important that HSSSE data provide a way to compare the school to a nationwide pool of respondents. HSSSE data are also

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Explorations Academy (continued from previous page)

important in the school's accreditation process with its two accrediting bodies, the Northwest Association of Accredited Schools (NAAS) and the Pacific Northwest Association of Independent Schools (PNAIS): "The PNAIS identifies one of its core values as having member schools 'create a culture where students are free to express their ideas on all subjects'; the HSSSE gives us a way to determine if such a value is being successfully addressed."

Though the small size of the staff allows opportunities for "extended discussion about educational theory and practice," one limitation of the structure is that the data the school receives are too much for the resources in the school. This challenge, shared by many schools across the pool of HSSSE participants, is particularly acute at Explorations Academy; Kirkpatrick is seeking out potential partnerships, including with the local college, to help facilitate digging deeper into the data.

The work at Explorations Academy brings together "academic excellence, experiential education, and interdisciplinary study." Students are expected to pursue higher education, but not just by being successful in the classroom and on standardized tests; academics are situated within a "meaningful, real world context" to make the learning relevant and to prepare students to use their knowledge beyond high school. Kirkpatrick and his staff at Explorations Academy use HSSSE data as a way of examining their own practices through the eyes of students, reflecting on the strength of the connection between philosophy and action, measuring the degree to which they are achieving their learning and pedagogical outcomes, and promoting the school to prospective students and supporters - "looking inward and shouting outward," as Kirkpatrick describes it.

Academic achievement at Explorations Academy is not just about gaining course credits, passing standardized tests, and going on to higher education, though each of those academic milestones is expected of the students. Kirkpatrick believes that achievement is a product of creating meaningful and relevant work for students, identifying and building on individual student strengths, and connecting learning to the context of the outside world; in this way, students have both knowledge and a way of learning as they move on to the next steps in the educational trajectory. Student engagement data play a role in helping Explorations Academy fulfill its mission: "We discovered HSSSE as a tool that offers quantifiable data about some of the things that we focus on - relevance of learning, exposure to new ideas, diversity in curriculum...HSSSE has filled a niche and a very important niche." ❖

CREATING A BROADER CONVERSATION

— Westmount County School District⁴ —

*Our theory is that change on self-reported engagement data will be connected to change in achievement.
—Jason Reese, Assessment Data Coordinator, Westmount County School District*

The Westmount County School District serves approximately 11,500 students in 34 schools. There are five high schools in Westmount County, though some of the ninth graders attend junior high schools in the district. The district has been participating in the High School Survey of Student Engagement since 2007, initiated by the former (now retired) superintendent and continued by the current administration. Westmount County is focused on preparing students to "be successful in the 21st Century," and to that end, is currently in the midst of a comprehensive process of "re-envisioning secondary education" in the district, according to Jason Reese, Assessment Data Coordinator for the district.

A significant part of this transformational process, says Reese, will be to "lead people beyond the AYP conversation to a broader conversation" that delves more deeply into different kinds of data. Originally, HSSSE was identified by the district in order to replace a brief climate survey that was regularly administered to schools with a survey that provided both more depth and external comparison data. Three years later, the district and schools have a wealth of student engagement data, but, competing for attention with assessment data, the HSSSE data has "not yet found a huge audience at the building level." Schools are struggling with the heavy focus on assessment data, while the district is working to generate a more complex conversation that involves creating a broad picture of schools - one that encompasses both academic measures and engagement constructs.

Working with data effectively and strategically has been the challenge for schools and the district. While the schools are "more accepting about looking at data," the schools are not yet catching on to the possibilities and potential of a "deep look at data"; in the principals' meetings, the conversation about HSSSE data, according to Reese, goes something like this: "Have you looked at your data? 'Yes!' Then they move on." The areas that do get the attention of certain principals are: the dimensions of engagement (looked at broadly), the numbers of students who have thought about dropping out, participation in activities, and homework loads. These are areas that can provide a starting point for the broader conversation about engagement in academics, student participation within the school community, and students' feelings of connection or lack of connection with their schools.

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⁴ At the request of the school district, the name of the district and all names of people and schools are replaced by pseudonyms.

Westmount County School District (continued from previous page)

Westmount is moving toward a new public accountability system driven by a model of “continuous improvement cycles.” At the same time, the district is working to generate more focus on a wide variety of data - beyond test scores and AYP. Student engagement data is expected to play a significant role in this transformation, as Reese expresses a concern that there are students who feel they are not important parts of their school communities: “We have a healthy respect for student opinion. But we miss a silent minority that we are most concerned about. That group feels like they are not heard. We respect student opinion, but aren't effective at listening to or hearing these students.”

The theory driving the work in Westmount is that “change on self-reported engagement data will be connected to change in achievement.” Jason Reese and his colleagues in Westmount County Public Schools are working with HSSSE data to both put this theory into action and create a district-wide conversation that goes beyond test scores and adequate yearly progress, generating continuous improvement along multiple important dimensions. ❖

ENGAGEMENT WILL DRIVE STRUCTURES

— Yorkville High School —

We now know that engagement is the piece we will need to address consistently.

—Tim Shimp, Principal, Yorkville High School

By many measures, Yorkville High School has been a successful school; with high graduation rates and high college-going rates, Yorkville is, on paper, a high-achieving school. However, looking more closely at the school's data over the last several years, Tim Shimp, principal of Yorkville High School, saw reasons to be concerned: “Course failure rates were high, highest among freshmen, and ACT scores were flatlining.” Because of the school's overall success, these issues may not have raised caution flags outside of the school, but for Shimp, these represented indicators of potentially larger problems.

Having opened a separate ninth grade campus the year before, Shimp turned to the High School Survey of Student Engagement in 2009 to investigate a different angle on the academic problems: “We had an opportunity to see what might be causing flatlining of ACT scores and the high course failure rate. We thought, 'Can this survey help find some causes?'" Shimp previously worked with HSSSE data as the assistant principal of another participating high school, though the data were used there to look more closely at “student connectedness.” At Yorkville, Shimp was focused on finding answers to the academic issues: “We weren't completely sure what the connection would be to academic issues. We now know that engagement is the piece we will need to address consistently.”

In pursuing answers to these important academic questions, Shimp created a unique partnership with Dr. Lynn Burks, a college professor and school board member in the Yorkville School District. Burks' focus on data for making district-level decisions - “We are sitting at the table making huge multi-million dollar decisions without any data” - worked well with Shimp's search for answers to academic questions at the high school. Together, their analysis of HSSSE data revealed surprises. As Burks describes, “Both the ninth grade and eleventh grade were significantly less engaged than the national sample. We didn't think this would be the case. We thought they would at least be equally as engaged as the national sample.”

Low student engagement has become a primary issue that Shimp and Burks are trying to address at the high school, and this effort is spreading across multiple areas, including structures, practices, and professional development: “There was an assumption that 'if we teach it, you will learn it.' We have to move from the teaching aspect to the learning aspect,” says Shimp. This shift means that what students think, how they learn, and how they are experiencing school will all play important roles in Yorkville High School's improvement process.

Though the school has not done much staff development on student engagement, Shimp says that the survey data will “steer some changes. We are looking for more intentional ways of impacting kids.” One of those areas will be the school schedule, in which the school is figuring out whether to continue with block scheduling, go back to a traditional schedule, or move to a hybrid format. One student stated on the HSSSE 2009 survey, “Block scheduling is not good and teachers should not lecture the whole time.” Shimp noted that block scheduling “has assisted space issues, as we are a high-growth district, but perhaps it created dis-engagement. There's just too much time... We haven't talked about how to keep kids engaged for 90 minutes.”

One thing is for sure - students' voices will be heard in Yorkville. Traditionally, schools create structures to address a variety of needs: space, schedules, course requirements, and specific issues that arise in the school context. Shimp is taking a different course of action: “Engagement will drive structures” at Yorkville, tying the creation of structures and programs together with how students experience those structures and programs.

Shimp and Burks are continuing to use HSSSE with both the ninth grade academy and the traditional high school, creating a longitudinal study in which they are investigating engagement and achievement over time. In the next school year, Shimp is moving into the position of chief academic officer of the district, providing a forum in which he can have an even broader impact on student engagement and academic achievement. As he continues this work at the district level, he will take with him lessons learned from implementing HSSSE at the high school: “If we had done business as usual, everything would have been fine. But what we're realizing is that something in the school did go down - engagement. We will have some pretty powerful insights from our HSSSE data. Not just a bunch of strategies, but a philosophy.” ❖

CONCLUSION: The Power of Engagement

Students need a voice, not a survey.

-- HSSSE 2009 Student Respondent

The student quoted above distinguishes between taking a survey and having a “voice.” Students take plenty of surveys in school, in which they are asked for their opinions and viewpoints. They take so many surveys about so many different topics (including, for example, health, drugs, alcohol, out-of-school behaviors) that, each year, including this one, several students write in response to HSSSE’s Question 35, “Where were the questions on drugs?” “Why didn’t you ask us how much alcohol we drink?”

Taking surveys is about being asked questions. The respondent above is demanding a “voice” — not just to be asked questions but to be heard, to be listened to, to have ideas turned into action. Taking surveys is about anonymously filling in bubbles or writing in answers; having a “voice” is to be recognized as an individual with thoughts, perspectives, and unique ways of learning. Surveys help schools, researchers, and policymakers get a picture of a particular issue among a particular population. Giving students a “voice” and recognizing their perspectives as important creates a meaningful place for students within schools.

On the 2009 High School Survey of Student Engagement, only 57% of students agreed or strongly agreed that “I am an important part of my high school community.” Over the four-year period from 2006 to 2009, out of more than 300,000 students, only 55% agreed or strongly agreed with that statement. More than two out of five students in high schools across the country do not feel that they are an important part of the community in which they spend the bulk of their time each day.

Does it matter at all that so many high school students do not feel as though they are an important part of their school communities? The traditional transmission model of schooling holds that the adults are responsible for “transmitting” knowledge; the students are only responsible for receiving the knowledge. Whether or not the students feel important — or that they feel challenged, interacted with or cared for — does not matter in this model. At the other end of the teacher/learner relationship spectrum, Benne (1970) describes a model for the teacher/learner relationship based on “anthropogogical” authority, in which the teacher with expertise and the learner with curiosity build a relationship that enlarges the body of knowledge of each individual as well as the field; in this model, who the teacher is and who the learner is have an important impact on the substance and process of the teaching and learning interaction.

In attempting to navigate the teacher/learner relationship within high schools, the most important question to ask and answer is: What is the purpose of schooling in high schools in the United States? If the purpose is to get students a high school diploma, then passing classes, acquiring credits, and successfully completing standardized assessments will be more important than the quality of the student experience. If the purpose is to prepare students to get a job in the workforce, then expanding opportunities within school, creating

experiences relevant for the world of work, and enlarging the scope of schooling beyond academics will be critical. If the purpose is to create a way of learning and acquiring knowledge, to dig into an area of interest and inquiry, and to take an intellectual or practical passion to the next level of schooling and/or work, then engaging students in the life and work of schools will be of paramount importance.

The five schools and districts profiled in this report have begun to blaze a trail to achievement that begins with a focus on engaging every student. Chesterfield County Public Schools in Virginia is using student engagement data to understand and address students who are at risk academically, to ensure that students — in particular, students of color — are not being left out of the school community, and to make the large learning environment smaller; their focus on student engagement and building relationships has brought about academic success, and their focus is now on “both relationships and academics.” For Kealakehe High School, building relationships between adults and students is a high priority; they believe that keeping students connected with school and the people in school will lead to greater persistence and higher achievement. The philosophy of Explorations Academy is built around engaging students through relevant work and connections to the wider world; engagement is the starting point for all academic work at the school. Westmount County Public Schools, in looking to move beyond a limited focus on standardized assessments, is building a plan of district and school improvement built on the idea that changes in engagement will be connected to changes in achievement. Yorkville High School in Illinois is coming to understand that improving teaching and academic achievement means focusing on learners and learning; engagement is now driving structural and strategic decisions in the school.

These five schools and districts, like many others across the country, are finding out what students think, seeking to understand students’ perspectives, and putting those data to good use on a daily basis. The choices they are making are based not just on what adults in the school community want, but on what students need to experience school fully — academically, socially, and emotionally. They are not just giving a survey, or implementing a new structure — they are giving students a “voice” and taking action, creating an important place for students within the school community, and finding success in multiple realms. These schools and districts are charting a path from engagement to achievement.

AUTHOR

Ethan Yazzie-Mintz (emintz@indiana.edu) is Director of the High School Survey of Student Engagement (HSSSE) and Assistant Research Scientist at the Center for Evaluation & Education Policy (CEEP), Indiana University.

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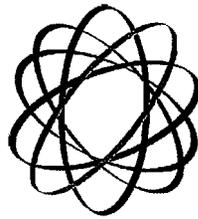
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HSSSE

High School Survey of Student Engagement

More about the High School Survey of Student Engagement
can be found at our Web site:
<http://ceep.indiana.edu/hssse>

HSSSE@indiana.edu

Center for Evaluation & Education Policy
Indiana University
1900 East Tenth Street
Bloomington, IN 47406-7512
812-856-1429
1-800-511-6575
Fax: 812-856-1886

CEEP CENTER FOR EVALUATION
& EDUCATION POLICY

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Ψ INDIANA UNIVERSITY
SCHOOL OF EDUCATION

5 facts about improvement in IPS high schools

Interim Study Committee on Education -- August 25, 2011

1. Graduation rates have improved dramatically

- Over the past five years, district-wide graduation rates have increased by more than 20% -- from 46.1% in 2007 to 66.7% in 2011.
- Most of those gains have occurred since 2009. District-wide graduation rates jumped nearly 10% in 2010, and another 8% in 2011.
- In two high schools – Key and Crispus Attucks – more than 95% of the students graduate. Another three high schools have graduation rates in excess of 70% -- Arlington (74.1%), Broad Ripple (74.4%), and George Washington (70.3%).

2. The dropout rate has been cut in half

- Aggressive programs to keep students in school have slashed IPS' dropout rates in half over the past five years – from 36.1% in 2007 to 18.6% in 2011.

3. Fewer graduation waivers are granted in IPS

- IPS' non-waiver graduation rate has also increased by nearly 10% over the past two years, from 39% in 2009 to 48.3% today.

4. Test scores are steadily improving in IPS high schools

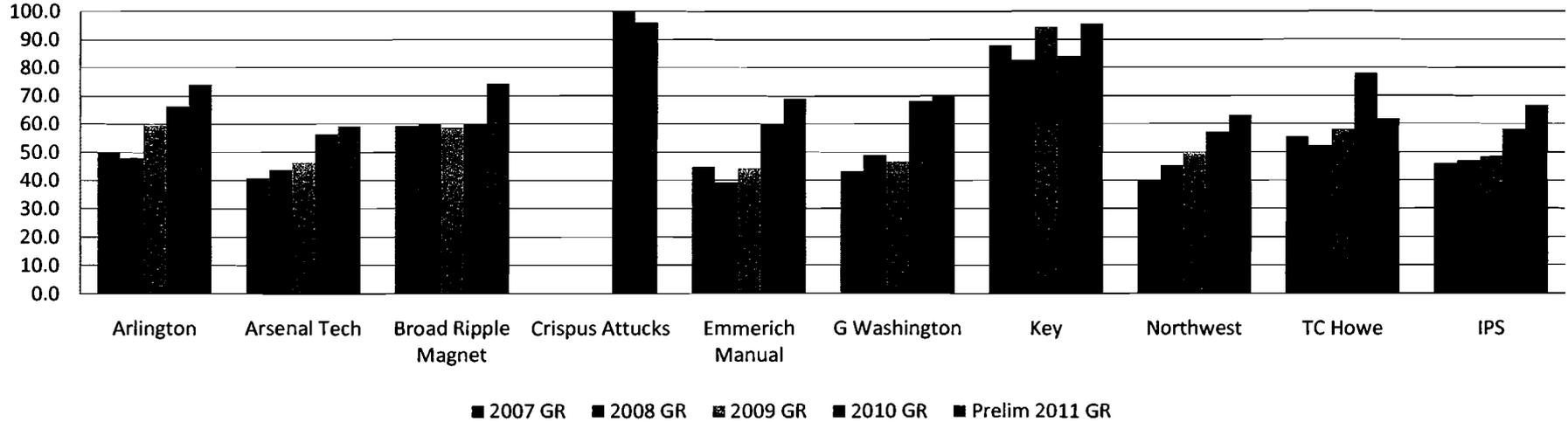
- Three IPS high schools made double-digit gains in 2011 – George Washington (15.4%), Arsenal Tech (10.1%) and Crispus Attucks (12.2%).
- Improvement was substantial in three additional high schools – Howe (8.6%), Arlington (9.8) and Northwest (8.8%).

5. If DOE applied the same rules to IPS that it plans to apply to ALL high schools next year, only one IPS high school would be subject to state intervention.

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit M

Indianapolis Public Schools Graduation Rates 2007-2011



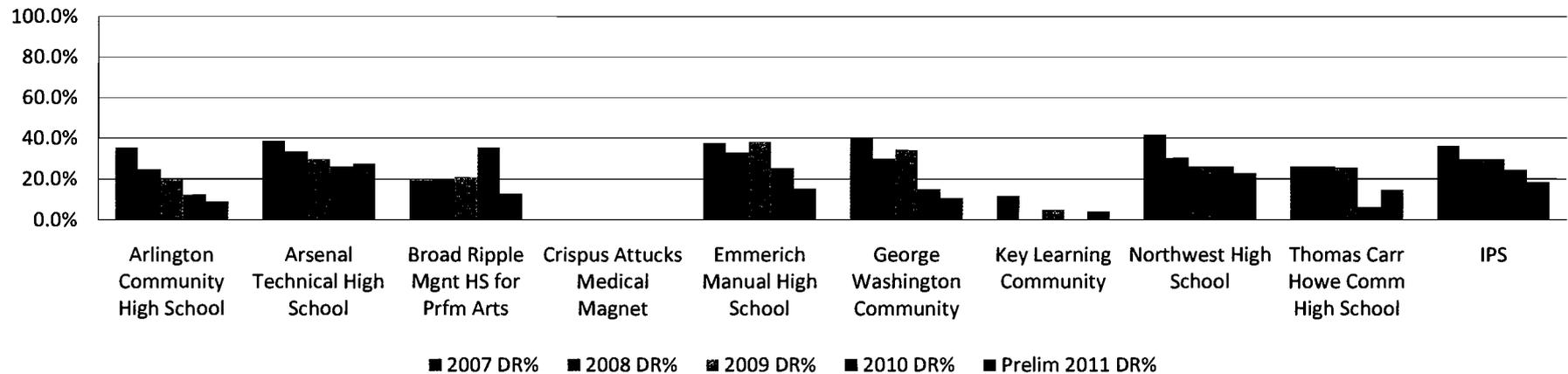
School Name	2007 Cohort Size	2007 Grads	2007 GR	2008 Cohort Size	2008 Grads	2008 GR	2009 Cohort Size	2009 Grads	2009 GR	2010 Cohort Size	2010 Grads	2010 GR	2011 Cohort Size	2011 Grads	Prelim 2011 GR
Arlington	427	213	49.9	400	192	48.0	315	188	59.7	256	170	66.4	263	195	74.1
Arsenal Tech	576	236	41.0	602	265	44.0	606	282	46.5	575	325	56.5	532	316	59.4
Broad Ripple	360	214	59.4	356	214	60.1	307	181	59.0	171	103	60.2	129	96	74.4
Crispus Attucks										51	51	100.0	54	52	96.3
E Manual	382	172	45.0	361	142	39.3	268	119	44.4	188	113	60.1	188	130	69.1
G Washington	147	64	43.5	136	67	49.3	151	71	47.0	79	54	68.35	91	64	70.3
Key	25	22	88.0	29	24	82.8	19	18	94.7	19	16	84.2	23	22	95.7
Northwest	335	135	40.3	299	136	45.5	264	131	49.6	222	127	57.2	234	148	63.2
TC Howe	144	80	55.6	198	104	52.5	127	74	58.3	123	96	78.1	142	88	62.0
IPS	2466	1137	46.1	2424	1144	47.2	2189	1064	48.6	1810	1055	58.3	1666	1111	66.7

*Data is preliminary, as 2010-11 Graduates, Dropout-Mobility and Attendance are not final/have not been reported to IDOE.

*Graduate counts are students identified as 2010-11 graduates in eSchool (Student Information System).

*Graduates and early graduates count toward the graduation rate; Certificates of Completion do not.

Indianapolis Public Schools Dropout Rate 2007-2011

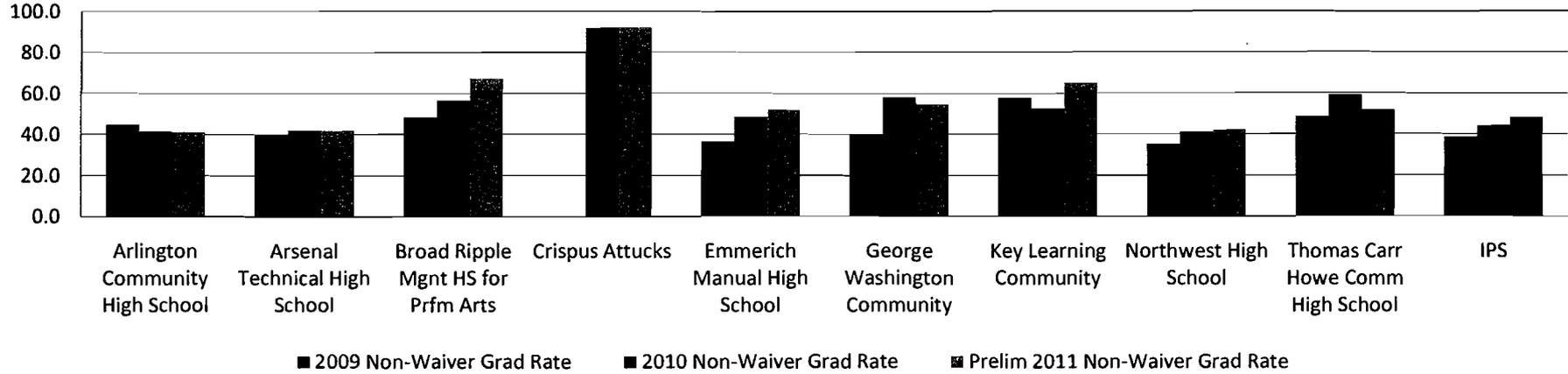


	2006-07		2007-08		2008-09		2009-10		2010-11 PRELIM	
	Dropout N	2007 DR%	Dropout N	2008 DR%	Dropout N	2009 DR%	Dropout N	2010 DR%	Dropout N	Prelim 2011 DR%
Arlington Community High School	152	35.6%	100	25.0%	62	19.7%	32	12.5%	24	9.1%
Arsenal Technical High School	223	38.7%	202	33.6%	182	30.0%	151	26.3%	148	27.8%
Broad Ripple Mgmt HS for Prfm Arts	70	19.4%	71	19.9%	65	21.2%	61	35.7%	17	13.2%
Crispus Attucks Medical Magnet	n/a	n/a	n/a	n/a	n/a	n/a	0	0.0%	0	0.0%
Emmerich Manual High School	144	37.7%	119	33.0%	103	38.4%	48	25.5%	29	15.4%
George Washington Community	60	40.8%	41	30.1%	52	34.4%	12	15.2%	10	11.0%
Key Learning Community	3	12.0%	0	0.0%	1	5.3%	0	0.0%	1	4.3%
Northwest High School	140	41.8%	91	30.4%	70	26.5%	58	26.1%	54	23.1%
Thomas Carr Howe Community	38	26.4%	52	26.3%	33	26.0%	8	6.5%	21	14.8%
IPS	890	36.1%	716	29.6%	652	29.8%	445	24.6%	310	18.6%

*John Marshall Community High School has a 2010-11 Graduate Cohort, but did not have 12th grade in 2010-11, thus these students are included in the overall district percent of dropouts.

*Dropout Rate has been determined against the cohort count only and represents both dropouts and unknown (missing) student withdrawals.

Indianapolis Public Schools Non-Waiver Graduation Rate



School Name	2009 Non-Waiver Grad Rate	2010 Non-Waiver Grad Rate	Prelim 2011 Non-Waiver Grad Rate
Arlington Community High School	44.8	41.4	41.4
Arsenal Technical High School	39.6	41.9	41.9
Broad Ripple Mgmt HS for Prfm Arts	48.5	56.7	67.4
Crispus Attucks	NA	92.2	92.6
Emmerich Manual High School	36.6	48.4	52.1
George Washington Community	39.7	58.2	54.9
Key Learning Community	57.9	52.6	65.2
Northwest High School	35.2	41.0	42.3
Thomas Carr Howe Comm High School	48.8	59.3	52.1
IPS	39.0	44.3	48.3

This chart compares the 8th grade ISTEP+ scores for the Class of 2013 with the same students' 10th grade ECA scores. This is the same methodology used by the State Board of Education to measure high school improvement under P.L. 221.

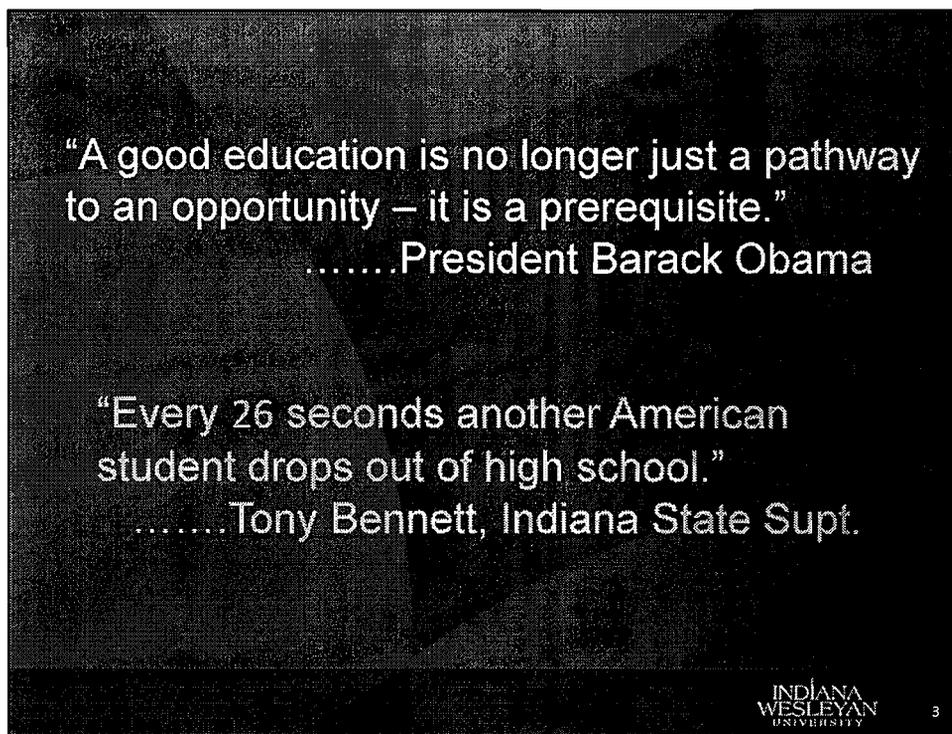
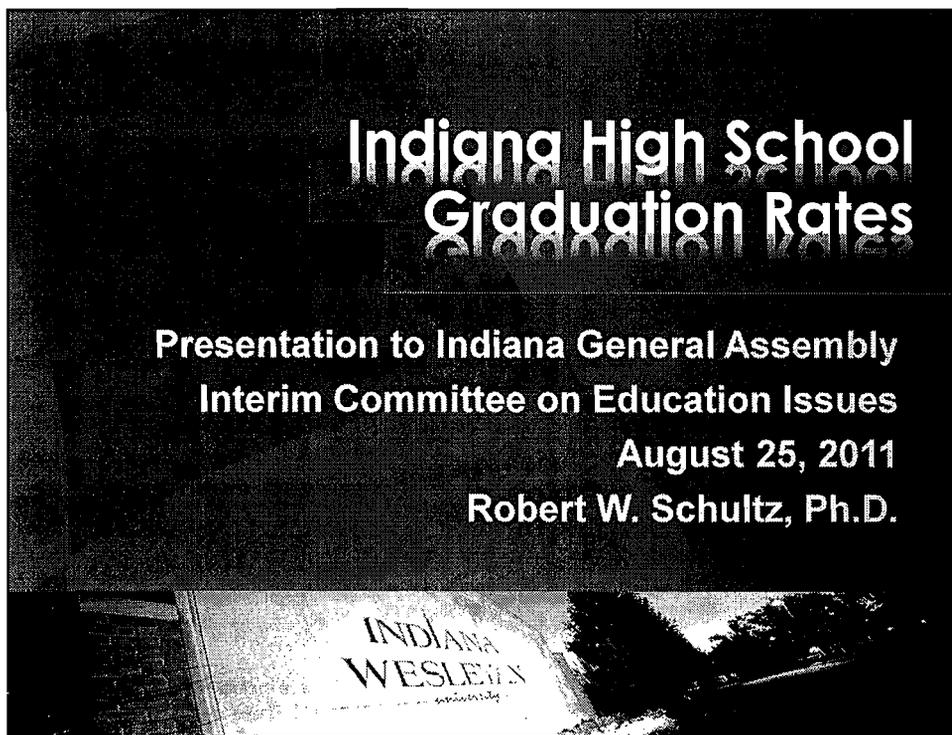
- In six of the high schools, the percentage of improvement far exceeded the 3% needed to be removed from probationary status under P.L. 221.
- Although Broad Ripple's scores only improved by 2.4%, a high school where more than 70% of the students pass cannot be placed on probation under P.L. 221.

School Name	8 th Grade ISTEP+	10 th Grade ECA	Point Change
Broad Ripple Mgnt HS for Prfm Arts	72.5	74.9	2.4
George Washington Community	48.2	63.6	15.4
Thomas Carr Howe Comm High School	43.5	52.2	8.6
Arlington Community High School	30.4	40.2	9.8
Arsenal Technical	50.5	60.6	10.1
Crispus Attucks	73	85.2	12.2
Emmerich Manual	46.9	43.4	-3.5
Key Learning	42.9	42.9	0
Northwest	42.6	51.4	8.8

School City of East Chicago	91.9%
Lake Ridge Schools	82.8%
Gary Community School Corp	80.0%
School City of Hammond	77.4%
River Forest Community Sch Corp	76.6%
Cannelton City Schools	75.8%
Lake Station Community Schools	73.8%
Anderson Community School Corp	71.2%
Muncie Community Schools	70.7%

Top 10 <u>Low</u> Poverty 2011	% Free & Reduced
Union Township School Corp	17.2%
Lake Central School Corp	17.0%
Center Grove Com Sch Corp	16.5%
School Town of Munster	15.2%
Northwest Allen County Schools	14.4%
Hamilton Southeastern Schools	14.3%
M S D Southwest Allen County	14.1%
West Lafayette Com School Corp	12.9%
Carmel Clay Schools	9.4%
Zionsville Community Schools	5.0%

Marion County Schools	% Free & Reduced
M S D Wayne Township	69.7%
M S D Warren Township	65.9%
Beech Grove City Schools	61.4%
M S D Decatur Township	59.5%
M S D Pike Township	59.5%
M S D Perry Township	56.8%
M S D Washington Township	54.6%
M S D Lawrence Township	51.6%
School Town of Speedway	48.3%



Interim Study Committee on
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Economic Impact of Dropping Out

- Nearly \$10,000 less individual annual income
- \$150,000+ less lifetime contribution in taxes
- Cut 1 year's dropout rate in half = \$49 billion additional lifetime revenue for those students
- If male graduation rate increased by only 5% -- U.S. would realize annual savings of \$4.9 billion in crime-related costs
- Impact of dropping out on quality of life?

Why do students drop out?

National Factors:

- Intricate interaction of multiple risk factors
- Culmination of long process of disengagement
- Difficult transition to H.S.; deficient basic skills; attendance; discipline problems
- Failing state assessments/high stakes testing; retention
- Family issues, alcoholism, teen pregnancy, jobs
- Poverty
- Single parent families; changing schools

Top 5 Indiana drop out factors

Correlation	Factor
- 0.7466	% of students on free lunch
- 0.6556	% of students with single parent families
- 0.6169	% of children in district with at risk mothers
- 0.5620	% of families in district below poverty level
- 0.5369	Suspension/expulsion rate for corporation

Overcoming Negative Demographics?

368 public & private high schools examined (2009 data)

182 maintained graduation rates above the state average 4 consecutive years (2006-2009)

Of those 182 high schools how many also had student numbers above the state average in each of the top 4 negative demographic factors?.....

Only 2

Case Study Causes of Dropping Out

- Home environment not conducive to learning
- Family cycle of dropping out
- Lack of adequate/appropriate preparation for H.S.
- Academic failure
- Student jobs
- Family issues / pregnancy

What keeps students in school?

National Studies:

- Core strategies: mentoring/tutoring; service-learning; alternative schooling; increased student engagement; increased parental involvement
- Diversified instruction: use of technology; active learning; individualized instruction; strong teachers; professional development for teachers
- Community involvement: systematic renewal; school-community collaboration; safe environments; career and technical education

Case Study Strategies

- Alternative schools
- Vocational schools/career centers
- Online virtual classes (recover credits)
- Targeted classes (Math and English)
- Tutoring
- Extracurricular involvement
- Community support
- Childcare for teenage moms
- Affective needs – concern for the total child

Every child...

Every chance...

Every day

PURDUE

UNIVERSITY

NORTH CENTRAL

Interim Study Committee on Education Issues
August 25, 2011
High School Graduation Rates

Description of the Programs

Talent Search Program:

Federally funded program that assists students in pursuing academic and career goals. The program, based at Purdue University North Central, serves Porter, LaPorte, and Starke counties of north central Indiana.

- The program assists students who are low income, first generation and show potential to succeed
- The program currently is serving approximately 700 middle and high school students
- 96% of the PNC Talent Search students graduated from high school – Based on five year average
- Of the 96% of the PNC Talent Search students that graduated from high school, 82% have gone on to attend post-secondary institutions

College Bound Program:

The College Bound Program is a PNC initiative that assists students in pursuing their academic goal at Purdue University North Central. The program serves Michigan City, LaPorte and Portage public school students.

- The program assists students who are low income, first generation and show potential to succeed
- The program currently is serving approximately 300 middle and high school students
- 95% of the PNC College Bound students graduated from high school – Only 2 years of data
- Of the 95% of the PNC College Bound students that graduated from high school, 83% have gone on to attend post-secondary institutions

College Bound and Talent Search Activities:

- **Middle School Interventions and Recruitment**
 - Reality Store Workshops - 6th, 7th and 8th graders are given an opportunity to role play real life situations of paying bills and providing for themselves
 - Career Inventories
 - Career Exploration with Drive of Your Life - Online career exploration game that helps middle and high school students learn more about themselves in higher education
 - High School Course Planning
 - Field Trips to introduce students to a diversity of careers and educational experiences

PURDUE

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NORTH CENTRAL

Interim Study Committee on Education Issues
August 25, 2011
High School Graduation Rates

- **High School Activities and Involvement**
 - Study Skills Training
 - ✓ Understanding learning styles: visual, auditory, tactile, etc.
 - ✓ Note taking
 - ✓ Listening skills
 - ✓ Appropriate behavior
 - Job Shadowing
 - Mentoring Program
 - College Search
 - ACT's Discovery Program
 - ✓ Assess interests, abilities, and job values
 - ✓ Explore occupations, majors, and schools
 - ✓ Develop a resume and conduct a job search

College Bound and Talent Search Programs center on connecting first generation low income students to resources and experiences that would not normally be available to these individuals. This provides vision and knowledge to prepare students to succeed at high school and beyond.

Resources:

- Deborah Birch,
Director, Success Through Education
dbirch@pnc.edu
- Rachel Weaver,
Coordinator, PNC College Bound
rweaver@pnc.edu



HIGH SCHOOL INITIATIVES



Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit P

IvyTech.edu

WHAT CAN IVY TECH COMMUNITY COLLEGE DO FOR YOU?

Ivy Tech Community College is ready and prepared to partner with you to better meet the needs of your students and help you meet the requirements of Indiana's standards for issuing the Academic Honors Diploma or the Technical Honors Diploma. We offer five options to you for the delivery of dual credit coursework. You choose the option or options that work best for your school. You may decide that multiple options provide you with the greatest flexibility. Whatever you decide, Ivy Tech is ready to assist.





Dear School Administrator,

On behalf of Ivy Tech Community College, I want to take this opportunity to introduce you to the services we can provide to your high school in the area of dual credit opportunities designed to help you help your students reach their fullest potential. As the single largest post-secondary institution in Indiana, we consider one of our primary obligations to be a partner with the K-12 community and to assist you in preparing students for success in this ever-changing global economy.

Included in this reference material you will find the information necessary to become familiar with some of Ivy Tech's K-12 initiatives and particularly how you can take advantage of our vast array of dual credit opportunities. As you know, every high school must offer a minimum of two dual credit courses as an option for students working toward an Academic Honors Diploma or a Technical Honors Diploma. We feel uniquely positioned to help you meet this requirement as Indiana's only community college with campuses in every corner of the state.

Please take some time to review this information and feel free to contact Dr. John Newby, our Assistant Vice Provost of K-12 initiatives, at 317-921-4422, or by email at jnewby5@IvyTech.edu. He will be able to put you in direct contact with Ivy Tech faculty and staff near your school or district. Thank you for helping to expand educational opportunities for your students. We look forward to partnering with you in this important endeavor.

Sincerely,

Tom Snyder, *President*

TRADITIONAL DUAL CREDIT

- Ivy Tech faculty and staff work with high schools to identify courses that are eligible to be offered.
- Course content is identical to on-campus offerings and incorporates the same syllabi, class assignments, and examinations while utilizing comparable textbooks.
- Students taking dual credit classes meet the same academic readiness standards as students taking the course on an Ivy Tech campus.
- With limited exception, classes are available to students in the 11th or 12th grade.
- High school faculty teaching a course for dual credit meet the credentialing requirements of Ivy Tech and the licensing requirements of the Indiana Department of Education.
- High school faculty participate in on-going professional development provided by Ivy Tech.
- **NO TUITION IS CHARGED TO STUDENTS OR TO THE SCHOOL. IVY TECH COVERS THE COST.**

FACULTY-ON-LOAN

- Ivy Tech faculty and staff work with the high school to determine what courses are available.
- A credentialed Ivy Tech faculty member comes directly to the high school to provide instruction.
- Scheduling of the class is flexible. A popular choice is after normal school hours in order to avoid conflicts with other school programming and activities.
- Credit earned applies toward a high school diploma and toward an Ivy Tech certificate or degree.
- Students gain exposure to the expectations of college faculty, better preparing them to continue their education beyond high school.
- A reasonable flat rate fee is charged to the school/school district to cover the cost of instruction.
STUDENTS ARE NOT CHARGED TUITION.



ON-CAMPUS INSTRUCTION/ EARLY ADMISSION

- Ivy Tech faculty and staff work with the high school principal or counselors to identify students to participate.
- Students enroll in Ivy Tech classes for which they meet admission requirements.
- Upon approval of the high school, credit earned can apply to high school graduation requirements.
- Scheduling of coursework can be during the regular school day as approved by the high school or after regular school hours.
- Students experience the demands of completing college level coursework in a college setting.
- Ivy Tech based tuition and fees apply and may be paid by the individual student or the high school.

DISTANCE EDUCATION/ ON-LINE INSTRUCTION

- Ivy Tech faculty and staff meet with the high school principal or counselors to determine which courses to offer and identify students eligible to enroll.
- A wide variety of courses is available.
- Seven Core Transfer Library (CTL) courses have been identified by Ivy Tech to be available to qualified high school students statewide: COMM 102, ENGL 111, HIST 101, HIST 102, POLS 101, PSYC 101, and SCIN 111.

DISTANCE EDUCATION/ ON-LINE INSTRUCTION, CONTINUED

- Credit earned applies toward a high school diploma and an Ivy Tech certificate or degree and, if taken from the Core Transfer Library, is transferrable to any other public post-secondary institution in Indiana.
- Ivy Tech based tuition and fees apply and may be paid by the individual student or the high school.

EARLY COLLEGE HIGH SCHOOL

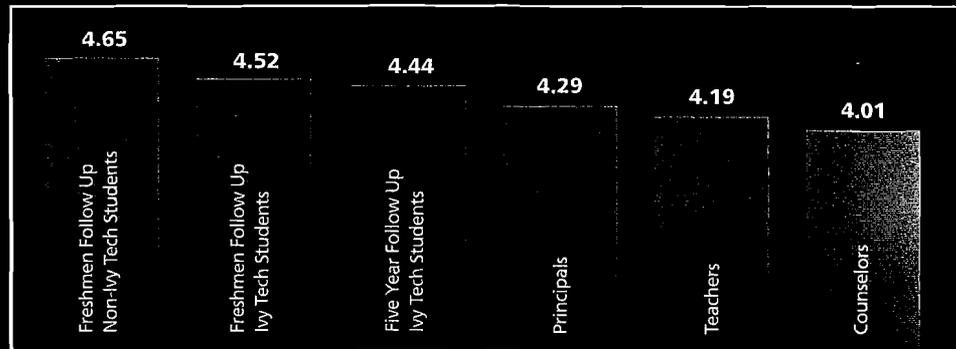
- Ivy Tech partners with high schools to develop this innovative approach to offer students a path to a high school diploma and up to an associate's degree from Ivy Tech.
- A small "school within a school" can be created within the current high school's structure to facilitate the establishment of an Early College.
- Students identified for Early College establish a Career Development Plan outlining a path toward completion of no fewer than 15 credit hours of college coursework.
- Students completing 15 credit hours of college coursework may be admitted into an Ivy Tech degree program.
- Students may complete dual credit coursework in both technical and general education fields of study.
- Ivy Tech based tuition and fees apply, depending upon how instruction is delivered. **NO TUITION IS CHARGED IF INSTRUCTION IS DELIVERED BY AN APPROPRIATELY CREDENTIALLED HIGH SCHOOL TEACHER.**

WHAT OTHERS HAVE TO SAY:

Ivy Tech values feedback from students, teachers, counselors, and principals. As their comments show, Ivy Tech dual credit is a valuable resource and is meeting the needs of students in their pursuit of a meaningful college experience while still in high school.

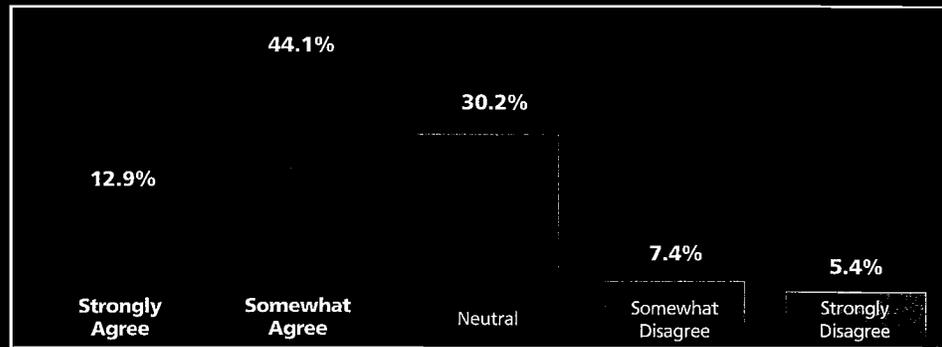
- Students, teachers, counselors, and principals all expressed overall satisfaction with Ivy Tech's dual credit program by statistically significant margins.
- Students were most likely to "strongly agree" that they were satisfied with Ivy Tech's dual credit program.
- Every group surveyed indicated they were willing to recommend Ivy Tech's dual credit program to other high school students by statistically significant margins.
- Over half of the teachers surveyed believe their students have considered, for the first time, going to college since taking Ivy Tech dual credit courses.
- Every group surveyed agreed or strongly agreed that their high school should continue to offer dual credit through Ivy Tech.

OVERALL SATISFACTION WITH IVY TECH'S DUAL CREDIT PROGRAM



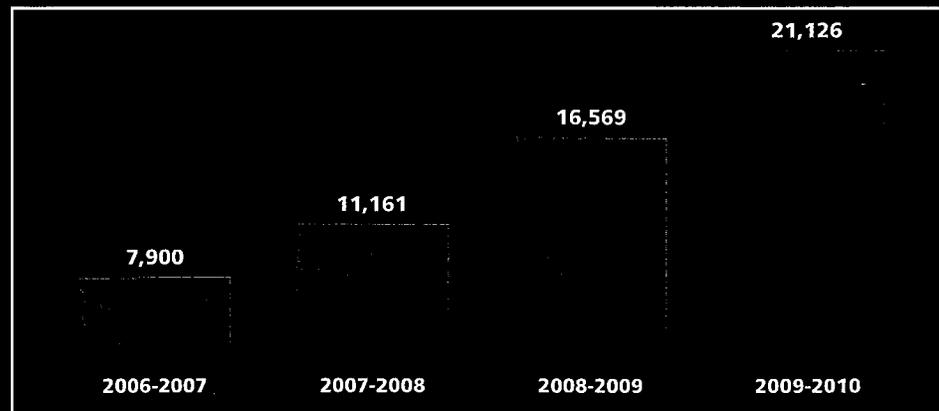
Scale: 1-Strongly disagree, 2-Somewhat disagree, 3-Neutral, 4-Somewhat agree, 5-Strongly agree

TEACHERS' EXTENT OF AGREEMENT THAT THEIR STUDENTS HAVE CONSIDERED, FOR THE FIRST TIME, GOING TO COLLEGE SINCE TAKING IVY TECH DUAL CREDIT COURSES



More than half (56.9%) of the teachers either somewhat or strongly agreed that their students have considered going to college for the first time since taking Ivy Tech dual credit courses.

**RECENT EXPERIENCE WITH DUAL CREDIT
IVY TECH DUAL CREDIT ENROLLMENT**



Ivy Tech is the state leader in dual credit opportunities for high school students. More than 21,000 students earned dual credit from Ivy Tech during 2009-10, nearly three times the number from just three years ago.

DUAL CREDIT



Dual credit refers to courses or programs in which high school students simultaneously earn credit toward both a high school diploma and a college degree. Dual credit plays an important role in strengthening the connection between high school and college, making the transition between sectors easier for students while providing high school students with a realistic understanding of college-level academic expectations. Dual credit also helps more students develop aspirations for college and then shortens their time to degree, saving students and parents money.

It is Ivy Tech's policy that high school students taking a dual credit course taught by a high school teacher are not charged tuition. This policy is designed to encourage students and to encourage participation and access to higher education. The costs to Ivy Tech for high-school-based dual credit programs are covered by the financial resources of the College.

A LOOK AT THE NUMBERS

- Ivy Tech Community College enrolled 25,429 Indiana high school students in dual credit this past year, saving Indiana parents more than \$12.2 million in tuition costs.
- This year's dual credit enrollment represents a 20% increase in students, compared to the 21,126 high school students enrolled last year.
- The 25,429 high school students completed 117,474 credit hours. Last year, dual credit students completed more than 100,000 credit hours saving Indiana parents over \$10 million in college tuition costs.

- 98.5% of all high schools in Indiana have the opportunity for participation in Ivy Tech dual credit, up from 93% during 2009-10.
- The college currently offers dual credit programs in 300 Indiana high schools and career centers, an increase of more than 20 percent compared to the 235 Indiana high schools and career centers serviced in 2008-2009.
- Ivy Tech has a direct relationship through dual credit agreements with approximately 73% of Indiana's high schools. This compares to 70% during 2009-10.
- The 300 high schools/career centers with whom we have a direct relationship reflects a 6% increase over 2009-10 and a 62% increase since 2007-08.
- There has been a 14% increase in the number of Core Transfer Library/Liberal Arts dual credit agreements between last year and this year.
- The total number of dual credit agreements continues to weigh heavily on the technical side. However, as a percentage of the total, CTL/Liberal Arts agreements have grown from 18% two years ago to 25% this year.



Ivy Tech Community College

Early College Initiative

Early College High Schools (ECHS) target students traditionally underrepresented in postsecondary education and allow them to earn both a high school diploma and up to two years of credit toward a college degree. Paired with a college or university partner, these high schools are places for rigorous teaching and learning designed to help young people progress toward the education and experience they need to succeed in a 21st century global economy. Early College High Schools make college an option for all students by creating an accessible, affordable bridge to higher education. (Definition from: Center of Excellence in Leadership of Learning)

Early College High School is one method by which Ivy Tech Community College will advance toward its mission and better meet the needs of students whose success is enhanced and encouraged through non-traditional approaches and opportunities. Students in Early College High School will develop a plan leading toward earning an Associate's Degree or with transferable credits that will apply toward a Bachelor's Degree at a four year institution while at the same time completing their high school diploma.

Ivy Tech Community College will partner with high schools in Early College arrangements when the following conditions have been met:

- A Memorandum of Understanding must be signed between the high school and Ivy Tech Community College that includes the signatures of the local school superintendent, the high school principal, the Ivy Tech region Chancellor, and the Ivy Tech region Vice Chancellor of Academic Affairs.
- Each student in Early College must have a Career Development Plan outlining a path toward completion of no fewer than 15 college credits and meet the Ivy Tech academic prerequisites for approved coursework.
- Students who have completed a minimum of 15 credit hours of college coursework may then be admitted into an Ivy Tech degree program. Admission to some College programs will be limited. Students will be advised if restrictions apply to their program of choice.
- Students in Early College may complete dual credit coursework in both technical and general education classes.
- Students in Early College may earn credit to meet high school and college requirements through all available dual credit delivery systems (at the high school by appropriately credentialed high school teachers, on campus by Ivy Tech faculty, at the high school by Ivy Tech faculty, or through distance education).
- All college credit earned will be transferable to any Ivy Tech campus. College credit earned from the Core Transfer Library (CTL) will be transferable to any public institution of higher education in Indiana.



MARIAN

UNIVERSITY

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit Q

MARIAN UNIVERSITY
Indianapolis

JUDY BARDONNER, PH.D.

Director, Center for Community Learning and Summer Learning Institute
School of Education
jbardonner@marian.edu

3200 Cold Spring Road • Indianapolis, Indiana 46222-1997
Ph 317.955.6545 • Fax 317.955.6084 • www.marian.edu

MARIAN UNIVERSITY

Indianapolis

College of Education

Summer Learning Institute 2011

Mission: To stop and reverse summer learning loss

Marian University's Summer Learning Institute (SLI), funded by The Indianapolis Foundation, was created to strengthen summer academic enrichment activities of programs funded by the Summer Youth Program Fund (SYPF).

Marian University offers professional development workshops to assist youth serving organization with developing quality academic enrichment programs that positively affect student learning.

To better support summer programs, the Summer Learning Institute, will provide a team of highly qualified teachers trained in best practices to assist community-based organizations with (1) planning, (2) implementing and (3) evaluating summer academic activities. Our Teacher Support Cadre will help local summer programs achieve greater academic impact through coaching, mentoring and providing hands-on assistance. All of these programs are provided at no charge to SYPF programs with academic components.

In addition to professional development workshops and the new Teacher Support Cadre created to serve SYPF summer programs, the Summer Learning Institute at Marian University, is offering front-line youth development staff and youth program directors an opportunity to enroll in the Building Educated Leaders for Life (B.E.L.L). Success professional development courses for free! B.E.L.L. Success is an online academic enrichment curriculum that is based on best practices in the field and specifically designed to assist community-based and youth development organizations. Marian University has partnered with B.E.L.L. to provide the B.E.L.L. Success online curriculum, connected with additional professional development workshops.

MARIAN UNIVERSITY YOUTHBUILD INDY GED PROGRAM

The Results

**“This is the number one GED
program in the nation”**

Dr. Lindan Hill

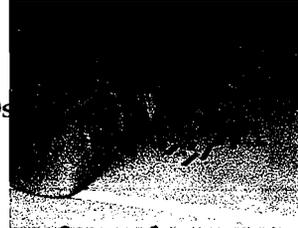
Cohort 2009

- ▣ 21/28 GEDs (75%)
- ▣ 2009 Cohort ethnicity/gender
obtaining GEDs:
 - 33% African American females
 - 67% African American males



Cohort 2010

- ▣ 19/29 GEDs (66%)
- ▣ 2010 Cohort ethnicity/ gender obtaining GEDs
 - 26% African American females
 - 74% African American males



Remaining 10 - still need to retest in the following:

- ▣ 3 passed all tests but average score was too low
- ▣ 27 /29 passed Science (93%)
- ▣ 23 /29 passed Social Studies (79%)
- ▣ 26 /29 passed Reading (90%)
- ▣ 26 /29 passed Math (90%)
- ▣ 28/ 29 passed Writing (97%)



Cohort 2011

- ▣ Began in April 2011 (3 1/2 months; 83%)
- ▣ 2 High School Diplomas - one Core 40
- ▣ 8 GEDs
- ▣ 2 passed 4/5 parts of the GED
- ▣ 2011 Cohort ethnicity/ gender:
 - 3% Hispanic males
 - 6% Caucasian males
 - 34% African American females
 - 57% African American males



July 2010 Study

Longitudinal research studies indicate that GED recipients attend college and receive economic benefits from attaining a GED (Wang, GED Testing Service, 2010).

<http://www.acenet.edu/Content/NavigationMenu/ged/pubs/CrossingTheBridgeReport2010.pdf>

Our Programs

- ▣ GED program for YouthBuild Indy
- ▣ Summer Learning Institute

What makes Marian's programs so effective? See handout

- ▣ Learner-centered environment
- ▣ Personalized instruction
- ▣ Assessment is on-going and guides instruction
- ▣ Teacher training is based in scientific research-based reading, writing, and practices

2009 GED Test Data

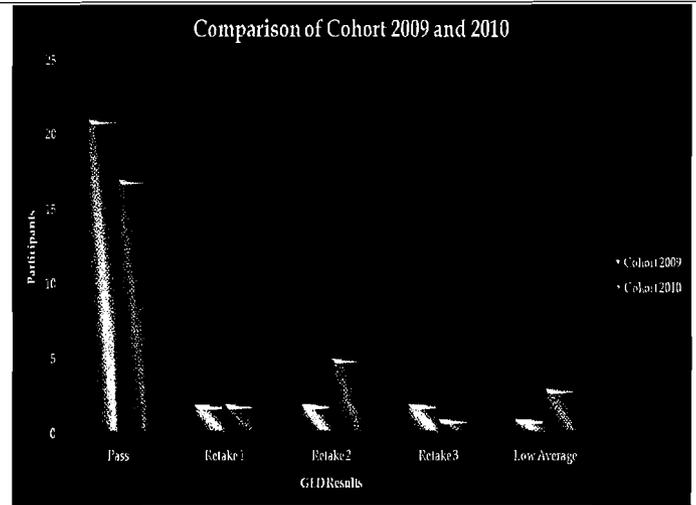
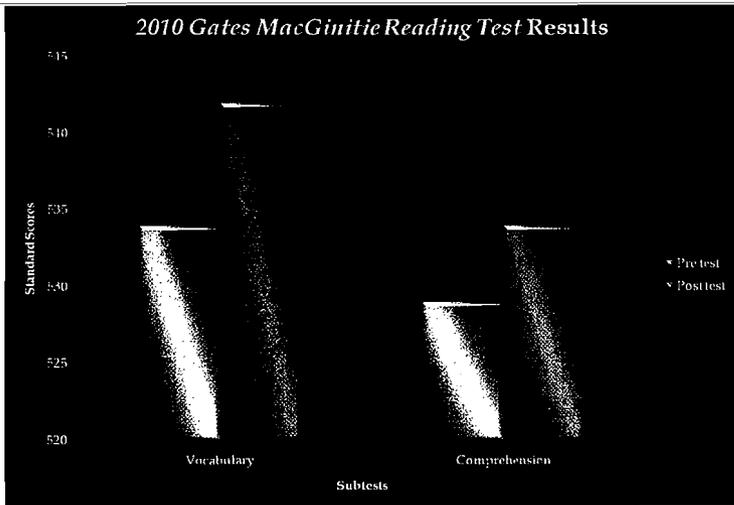
<http://www.acenet.edu/Content/NavigationMenu/ged/pubs/2009ASR.pdf>

National and Indiana data

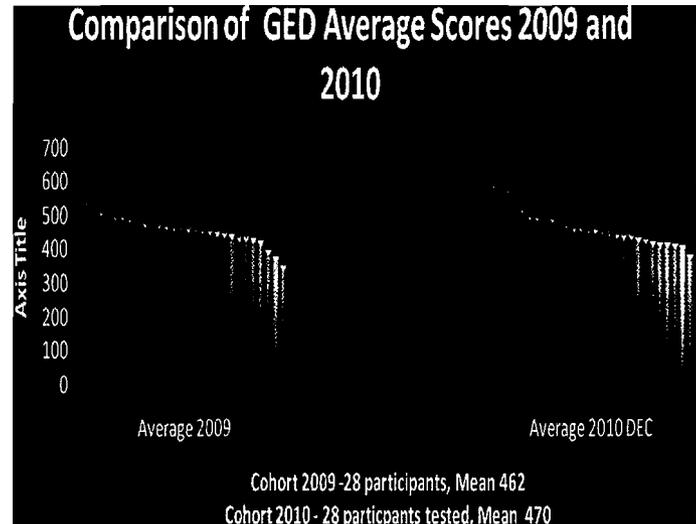
- ▣ Young, white males have highest passing rates
- ▣ 527 was mean GED passing rate
- ▣ Language Arts, Writing (mean 497) and Math (mean 501) were most difficult content areas
- ▣ 18.5%/57.6% African Americans passed;
59%/78% Caucasians passed



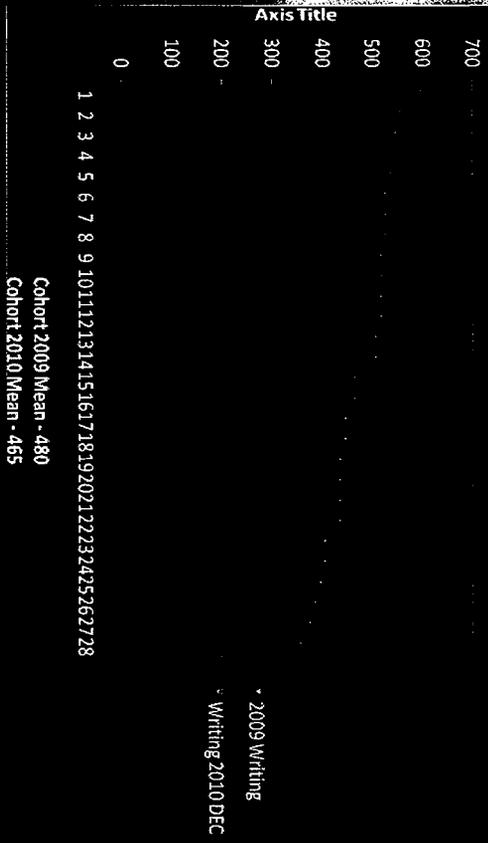
Marian University GED Data



GED Test	2009 Cohort Mean	2010 Cohort Mean	Gain/Loss
Overall Average	462	470	+8
Science	474	466	- 8
Social Studies	455	468	+13
Reading	473	491	+18
Math	433	458	+25
Writing	480	465	-15



Comparison of GED Writing Scores 2009 and 2010



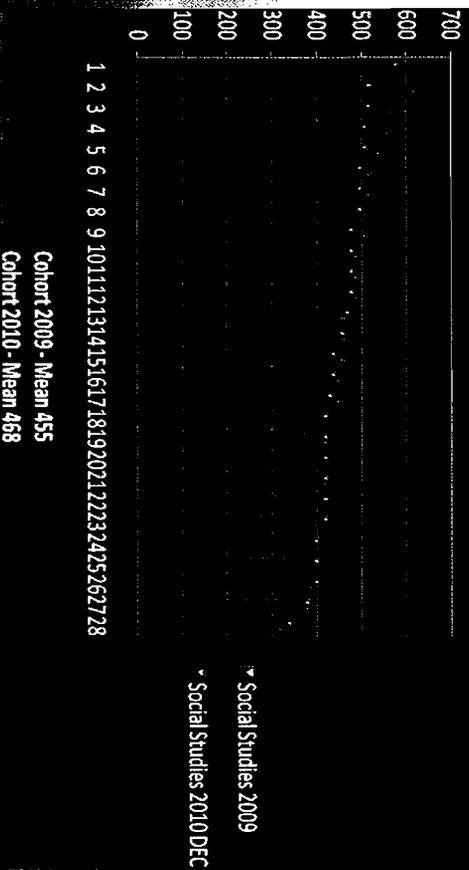
Comparison of GED Science Scores 2009 and 2010



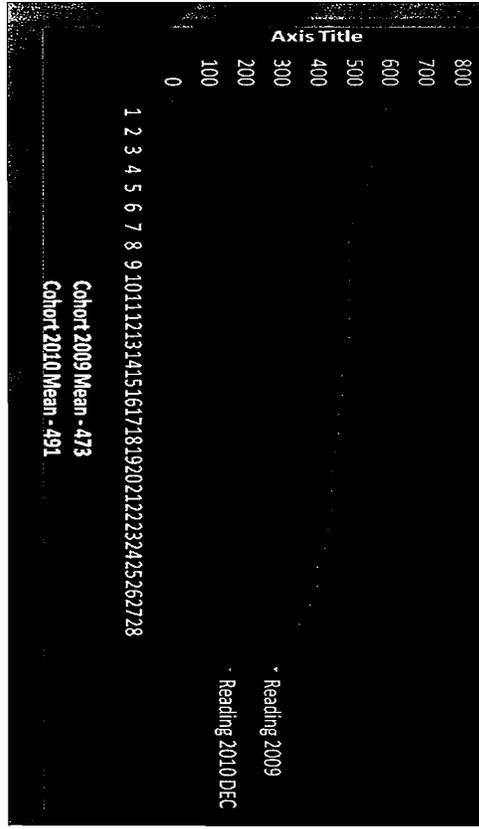
Comparison of GED Math Scores 2009 and 2010



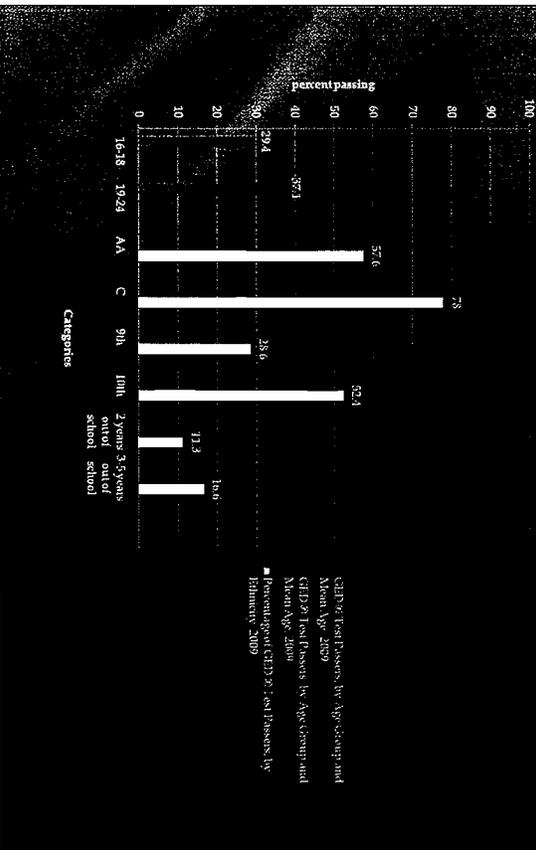
Comparison of GED Social Studies Scores 2009 and 2010



Comparison of GED Reading Scores 2009 and 2010



2009 Indiana Passing GED



GED® Test Passers, by Age Group and Mean Age 2009
 GED® Test Passers, by Age Group and Mean Age 2009
 Percent of GED® Test Passers, by Primary 2009

Marian University GED Program for YouthBuild Indy

Four Pillars of Best Practice

Classroom environment is learner-centered (McCombs & Whisler, 1997)

Instructors focus on creating nurturing environments based on students' learning needs and act as facilitators of learning experiences.

Qualities of learner-centered classrooms

- Student choice
- Relationship-based
- Learner created goals
- Students chart progress

Instruction is personalized (Watson & Reigeluth, 2008, pp. 45-46)

Personalized learning was cultivated in the 1970s by the National Association of Secondary School Principals (NASSP) and the Learning Environments Consortium (LEO) International and was adopted by the special education movement. It is based upon a solid foundation of the NASSP's educational research findings and reports as to how students learn most successfully (Keefe, 2007; Keefe & Jenkins, 2002), including a strong emphasis on parental involvement, more teacher and student interaction, attention to differences in personal learning styles, smaller class sizes, choices in personal goals and instructional methods, student ownership in setting goals and designing the learning process, and technology use (Clarke, 2003). (Watson & Reigeluth, 2008, pp. 45-46)

Personalized instruction

- Prescriptive pre tests are given to assess literacy and numeracy levels
- Active Learning Plans are designed to meet each student's needs
- Progress is evaluated monthly
- Students participate in flexible cooperative learning groups matched to students' learning needs
- GED curriculum is matched to student needs
- Students strive for mastery of GED concepts
- Computer assisted instruction is used as "quiet and patient" tutoring
- Indy Reads tutors support reading skills
- Students are tutored one-on-one by GED instructors
- Students participate in peer tutoring and cross-age tutoring from Marian University education students
- Instruction is given in small group settings
- Class size is limited to 17 students with 1 instructional leader and 2 instructional assistants
- Instructors and instructional assistants are highly qualified

Progress is continuously evaluated

Assessment and data collection guide instruction

Evaluation measures

- Nationally normed and criterion referenced pre and post tests are used to assess literacy and numeracy
- Administrative team meets weekly to assess student progress
- Evaluation reports track individual and group progress and longitudinal progress of cohort groups
- Graduate placements are tracked to evaluate long term effects of program

Professional development is based in scientific research-based reading and writing strategies (Biancarosa & Snow, 2006; Duke & Pearson, 2002; Harris & Perin, 2007; Mason, Benedek-Wood, & Valasa, 2009; National Reading Panel, 2000).

In order to effectively teach at-risk learners, instructors must have substantial professional development on scientific research-based strategies so that they can model strategy use and are able to determine which strategies to use based on content and student need.

Highly Qualified Teachers Professional development strategies

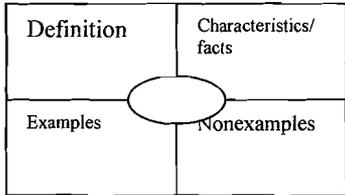
- Direct, explicit instruction in comprehension and writing
- Scientific research-based strategies from National Reading Panel Report (summarizing, questioning, graphic organizers, mnemonics, comprehension monitoring, use of multiple strategies, cooperative learning, story and text structure, vocabulary, activating prior knowledge, visualizing, active listening)
- Hands-on methods for math and literacy instruction
- Self-regulated strategy development writing instruction
- Metacognitive testing for cognitive awareness

References

- Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Harris, S. & Perin, D. (2007). *Writing next-Effective strategies to improve writing of adolescents in middle and high school. A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Mason, L.H., Benedek-Wood, E. Walasa, L. (2009). Teaching low-achieving students to self-regulate persuasive quick write responses. *Journal of Adolescent & Adult Literacy* 53(4): 303-312.
- McCombs, B. & Whisler, J. (1997). *The learner-centered classroom and school*. San Francisco: Jossey-Bass.
- Watson, S.L. & Reigeluth, C.M. (2008). The learner-centered paradigm of education. *Educational Technology*, September-October: 42-48. Available online: http://cardinalscholar.bsu.edu/923/1/LearnerCenteredParadigmofEducation_WatsonReigeluth.pdf



Marian University GED Program Learning Strategies

Learning Activity	Strategy	Description						
Vocabulary 	Morphology ❖ Roots/prefixes/suffixes Tier 2 academic content words	Frayer card model 						
Comprehension 	Text structure ❖ Description/generalization/concept definition ❖ Chronological/sequential ❖ Cause/effect ❖ Compare/contrast Graphic organizers ❖ Map for activating prior knowledge/brainstorming ❖ Maps for organizing information ❖ Maps for text structure Think alouds Summarizing	Types of graphic organizers <table border="1" data-bbox="1106 852 2027 1299"> <tr> <td style="width: 33%; height: 100px;"></td> <td style="width: 33%; height: 100px;"></td> <td style="width: 33%; height: 100px;"></td> </tr> <tr> <td style="width: 33%; height: 100px;"></td> <td style="width: 33%; height: 100px;"></td> <td style="width: 33%; height: 100px;"></td> </tr> </table> It Says I Say And So (Beers,2002) Somebody Wanted But So (Beers, 2002) SRSD Summarizing (Wong, Wong, Perry, & Sowatsky, 1986)						

	<ul style="list-style-type: none"> ❖ Self-regulated Strategy Development (SRSD) approach for reading & writing (Harris, K.; Graham, S., & Mason, L., 2002) 	<ul style="list-style-type: none"> ❖ Find the most important sentence & underline it ❖ Rewrite the main idea sentence & add important details ❖ Does the summary sentence make sense with the subheading or title? ❖ Do the statements go together & talk about the material? ❖ Are all the themes included? ❖ Predict a test question. ❖ If you can't, look at the subheading for help
<p>Note taking</p> 	<p>Cornell notes</p>	
<p>Critical Thinking</p> 	<p>Six Hats (deBono, 1999)</p>	
<p>Metacognitive awareness</p> 	<p>Monitoring comprehension using SRSD approach</p> <p>Think alouds</p>	<ul style="list-style-type: none"> ❖ Goal-setting ❖ Self-questions ❖ Self-instruction ❖ Self-reinforcement
<p>Writing</p> 	<ul style="list-style-type: none"> ❖ SRSD writing (Harris, K.; Graham, S., & Mason, L., 2002) 	<ul style="list-style-type: none"> ❖ POW+TREE

School Counselor Impact on Graduation Rates in Indiana

August 25, 2011
Indiana Statehouse
House Chambers

School Counselor Role

- School counselors are the uniquely trained individual(s) in a school setting to provide services in the areas of:
 - Academic Achievement
 - College/Career Readiness
 - Personal/Social Development

Recent Research Studies

- Youth Psychotherapy and Academic Outcomes (2010)
 - Thomas Baskin, Chris Slaten, et al., University of Wisconsin-Milwaukee
- Schools' Mental Health Services (2010)
 - Randall Reback, Columbia University
- IN High School Counselor Efficacy (2008)
 - Sue Whiston, Indiana University
 - Carrie Wachter, Purdue University

Youth Mental Health and Education

- 1 in 5 youth have a mental health disorder, but access to services are limited
 - 25% of these youth receive services for their mental health disorder
 - Mental health disorders that go untreated can frequently lead to self-injurious behavior, violent/aggressive behavior, hospitalization, suicide attempts/completions.
- Youth with mental health issues are at a significant high risk of a poor academic performance
 - Depression (DeRoma, Leech, & Leverett, 2009)
 - Oppositionally Defiant Disorder (Greene et al., 2002)
 - Anxiety Disorders (Da Fonseca et al., 2008)
 - ADHD (Daley & Birchwood, 2010)
- Youth who perform poorly academically are at higher risk for dropping out of school

School Counselors Directly Impact Student Outcomes

- School counseling training curriculum is typically 80% overlap with community mental health professionals.
 - Most school counselors are eligible for licensure as a Licensed Professional Counselor (LPC)
- Mental health interventions in the school improve academic outcomes and mental health outcomes at a similar rate (Baskin, Slaten, et. al., 2010)
 - Professionals outperform teachers, paraprofessionals, parents, etc. (Professionals= .62; Paraprofessional/Teacher/Other= .45)
 - Effect similar for all age groups (children= .41; adolescents= .45)
- School interventions compared to community interventions show higher efficacy (Baskin, Slaten et. al. 2010 (2))
 - School = .45; Community = .34 (Weisz. et. al., 2006)

Schools' Mental Health Services (Reback, 2010)

- Funded by grant from American Educational Research Association
- Drew state funding and policy information from direct contact with personnel from state Departments of Education and relevant legislative code
- Early Childhood Longitudinal Survey- Kindergarten Cohort (ECLS-K): student and teacher information
 - Representative national sample.
 - Began in the 1998-1999 school year by sampling over 9000 kindergarten students and then following up with them during their first grade and third grade years.

Schools' Mental Health Services (Reback, 2010)

- Operating revenues per pupil and elementary-teachers-per-pupil decreased in states that adopted policies compared to other states
(Reback, 2010, p. 3)
- Greater availability of school-site elementary counseling services is associated with
 - Higher student test scores
 - Better mental health, and
 - Better behavior among third grade students
(Reback, 2010, p. 4)
- Smaller school counselor-student ratio leads to
 - fewer disciplinary incidents
 - lower rate of recidivism for students who already committed a disciplinary incident.
(Carrell and Carrell, 2007)
- The more money placed in a counseling departments' budget, the fewer incidents of student suspensions and weapon-related incidents.
(Reback, 2010, p. 5)

Schools' Mental Health Services (Reback, 2010)

- Greater elementary counseling availability **due to aggressive state policies** is associated with
 - **higher third grade test scores in math**
 - **higher third grade test scores in reading**

Note: These differences are statistically significant, even after controlling for other variables such as fall kindergarten test scores.
- "Greater provision of counselors due to state policies is associated with a **moderate increase** in students' interest and confidence in math."
- Counseling availability **strongly related to improvements in**
 - Students' externalizing problem behaviors (e.g., acting out; aggressiveness; substance abuse)
 - Students' internalizing problem behaviors (e.g., depression; anxiety; withdrawing).

Indiana High School Counselor Efficacy Whiston & Wachter (2008)

- Survey of school counselors in Indiana (K-12)
 - 26.32% of time spent on counseling-related activities
 - 47% of time spent on program management and non-program related activities.
- Results suggested that the number of students served by school counselors have important impact.
 - Student: counselor ratios are a significant predictor of number of dropouts.
 - Low-achieving schools had significantly higher student: counselor ratios than high-achieving schools (Based on ISTEP 9th & 10th grade Math and English scores)

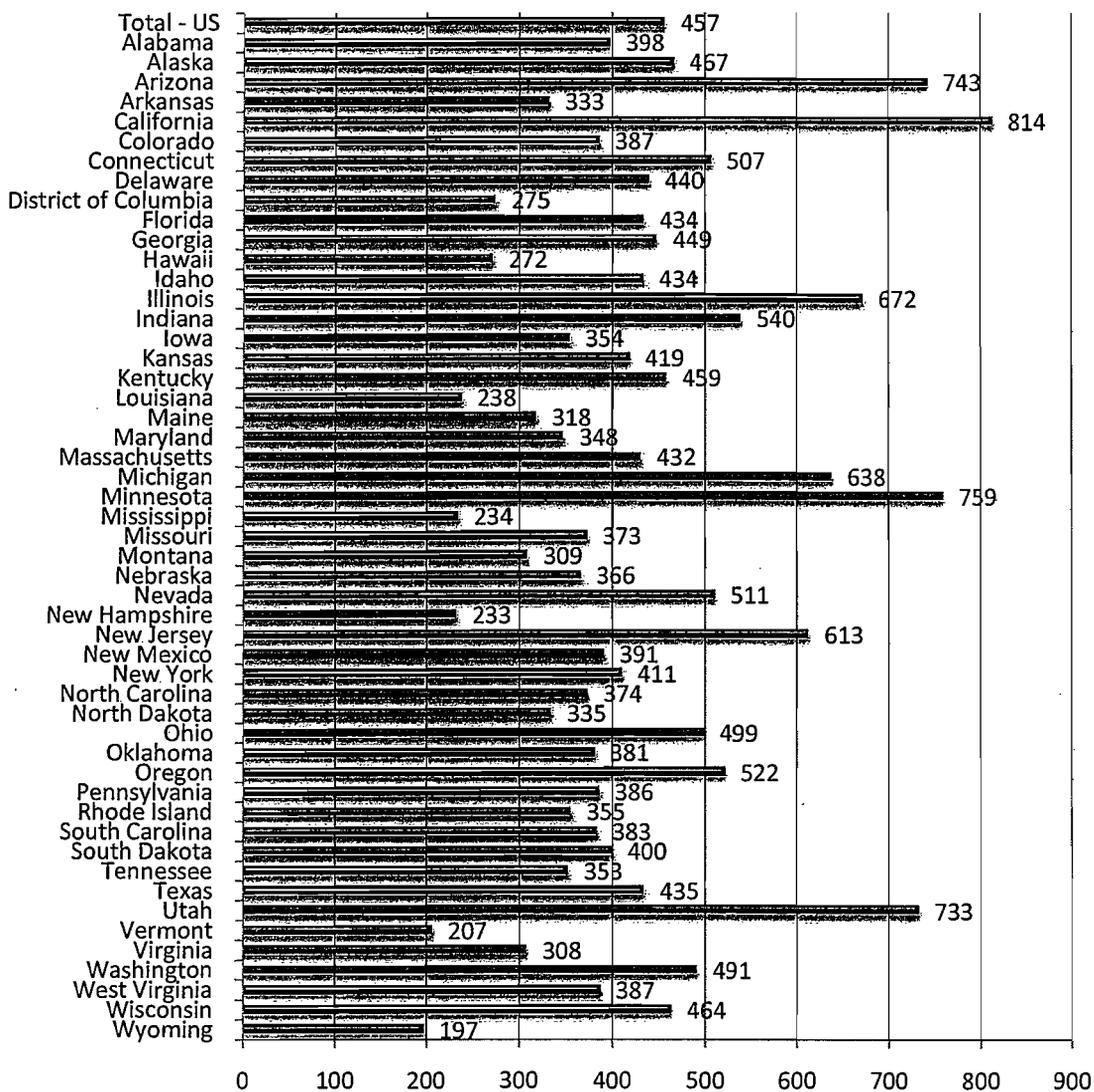
Indiana Code

- Article 4.1
 - RECOMMENDS ratios of
 - 1:600 for elementary educational and career services (services SHOULD be provided)
 - 1:300 for secondary educational and career services (services SHALL be provided)
 - 1:700 for student assistance services (services SHALL be provided)
 - Personnel SHALL hold appropriate credentials
 - School counseling for educational and career services
 - School counseling, School psychology, or School social work (master's level) for student assistance services



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Student/School Counselor Ratio by State 2008-2009



SOURCE: U.S. Department of Education, Common Core of Data, National Institute for Educational Statistics-Public
Elementary and Secondary School Student Enrollment and Staff From the Common Core of Data: School Year 2008-2009

Student: Counselor Ratios

- The American School Counselor Association (ASCA) recommends a student: counselor ratio of 250:1.
- As of 08-09, Indiana ranked 44th in the nation with a student: counselor ratio of 540:1.

Around the Nation

- 29 States have school counseling services mandated at K-8
- 33 States have school counselors mandated at the High School level
- 23 Mandates include student: counselor ratios

- Source: American School Counselor Assoc. 2007

March 2011 Indiana Survey

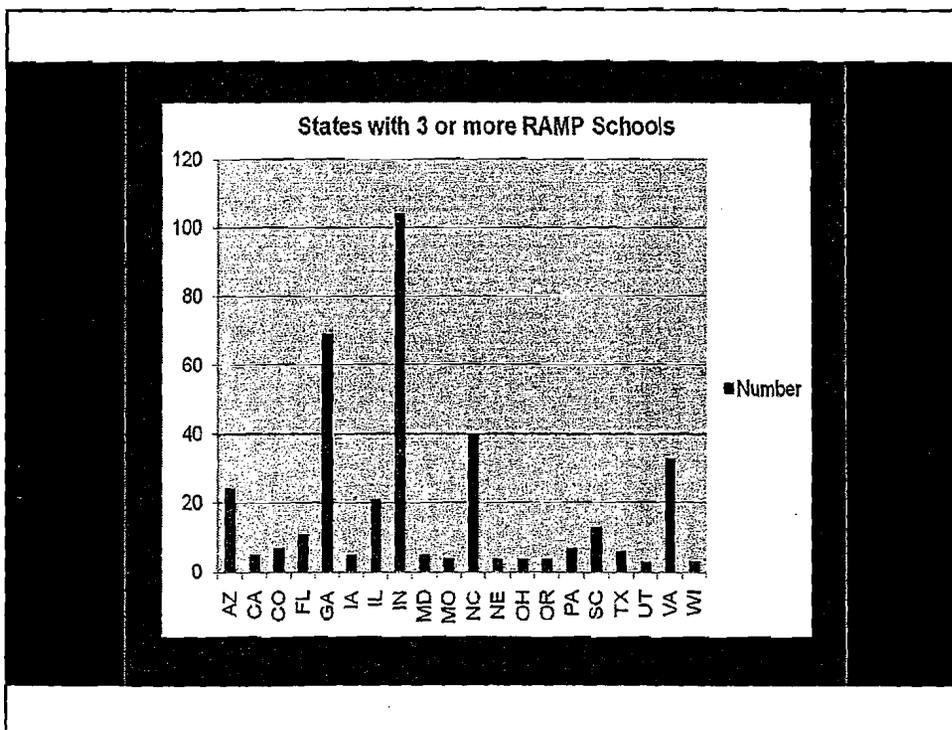
- Indiana Department of Education
- 62 Districts responded
- 122.5 school counselors FTEs eliminated since 08-09 school year

Since 08-09

- One specific Indiana district example:
 - 08-09 436:1
 - 10-11 584:1
 - 11-12 876:1
- This example is typical of what we are hearing from school counselors throughout the state.
- It also does not account for the 25% or more of counselor time being spent on non-counselor responsibilities (lunch duty, bus duty, locker room supervision, etc.) in Indiana

Indiana Counselors

- Indiana Gold Star Initiative
 - Total schools: 156 (all are eligible to receive RAMP Award)
 - 11 additional schools have completed process
- RAMP (Recognized ASCA Model Program) Award
 - 104 of the 389 schools recognized nationally are from Indiana
 - Far more than any other state
 - 11 additional Indiana schools are eligible for recognition in June 2012



Contact Us

- Indiana School Counselor Association
 - www.isca-in.org
 - Julie Baumgart, Government Relations and Legislative Chair
 - Julie.baumgart@webo.k12.in.us
 - 317-331-4951

My name is Rick Ferguson. My wife and I have four children, two boys and two girls. We lived in Michigan while my wife finished her medical residency and I finished college. When we were finished, we moved back to Indiana and chose to live in Zionsville for a variety of reasons, one of them being the reputation of the school system in the community.

The reason for me writing this letter is to explain how one person's involvement in the life of a student, can make an impact that other people may not have the ability to do.

My second child, Ben, was the kind of student that could do well in school with minimum effort for most of his academic life. There came a time, however, when he turned sixteen and things began to change for the worse. Ben's behavior began to go downhill. He began to have anger issues and started to become overtly disobedient and disrespectful in our home. He was apathetic about school with failing grades and many unexcused absences. In fact, his junior year was so abysmal, that we began to accept the idea that our son would not even graduate from high school. Because of his academic issues, Ben began to have more interaction with his guidance counselor, Melissa Ludwa.

Over the next year, Melissa began having regular meetings with Ben, not only as his counselor, but also as his friend. She took an interest in him when other people around him did not. Her interest in Ben succeeding in school never waivered even though he had very far to go. She encouraged and challenged Ben to do better and make graduation his goal, not anyone else's.

In the end, Ben did graduate. It took a lot of effort on his part, as well as from others, in particular, Melissa. While he didn't care about pleasing his parents, he did want to please those who invested in him.

Today, he is in college and beginning a new chapter in his life. From this experience, it is apparent how vitally important the role of our school counselor is in the life of the student population. When they have the opportunity to invest into our kids, everyone benefits.

Most sincerely,
Rick Ferguson

Upon my college graduation, I knew I had to thank a few people: my husband for the support, my college advisor- for his advice and someone who I hadn't seen for a long time but always carried close in my heart- my sixth grade school counselor. My name is Eliana Medrano and I am a first generation college graduate. I believe having a strong foundation to further my education was essential in succeeding. That foundation was based from my experience in middle school.

I don't remember the first time I met Mrs. Jan Demarias- Morse but I do remember countless meetings my friends and I would have with her in the three years of middle school. Like many children at that age, I dealt with bullying and Mrs. D-M, as I have grown to call her, always took her time to help and listen. She taught me decision-making skills that I carried throughout my life and not to mention gave me the drive to want to help others.

In high school, I still sought Mrs. D-M for guidance. She led me to be a positive role model by allowing me to mentor three younger girls. Knowing I needed to be an example for the girls gave me more reason to graduate high school. Also, with providing me with the opportunity to be responsible for other individuals definitely taught me responsibility. In addition to the mentoring, I also took part in various groups she ran ranging from bullying and the need to stop it as well as a group to help at risk girls. Her faith in me and her willingness to always help propelled my decision to follow a psychology bachelor's degree as a start to help others.

Now as a graduate I understood that as a school counselor she provided me with the guidance to make the right decisions to allow me success in school and the determination to go to college. In my adult life I was astonished how whenever I did call or email she was always willing to help without having too, as I was not one of her actual students.



I know many people are not allowed all the opportunities Mrs. D-M provided me with. Yet, it was the patience, support and lessons she provided in Middle school that formed the person who I am today. I couldn't thank her enough for believing in me and I cannot stress how important it is to have that one person who will take the time to listen because as difficult as school could be its harder when you go it alone. My sixth grade counselor was the one person who I ran to and she is the foundation of my school success. Thank you.

3/13/05 10:41 E

PURDUE

COLLEGE OF EDUCATION

Christopher D. Slaten, Ph.D.

*Assistant Professor
Counseling and Development Program*

Department of Educational Studies
Beering Hall of Liberal Arts and Education, Room 5174
100 N. University Street
West Lafayette, IN 47907-2098

494-9739 Fax: (765) 496-1228



Big Brothers Big Sisters



Big Brothers Big Sisters

**Mentoring Works!
Supporting Indiana Youth Education**

**Presentation to the
Interim Study Committee on Education Issues
August 2011**

Josette Rider
Executive Director
Big Brothers Big Sisters of Northeast Indiana
260.456.1600
josette.rider@bbbsnei.org

Darcey Palmer-Shultz
Interim Chief Operating Officer
Big Brothers Big Sisters of Central Indiana
317.472.3727
Dpalmer-shultz@bbbsci.org

**Interim Study Committee on
Education Issues
Meeting 8/25/2011**

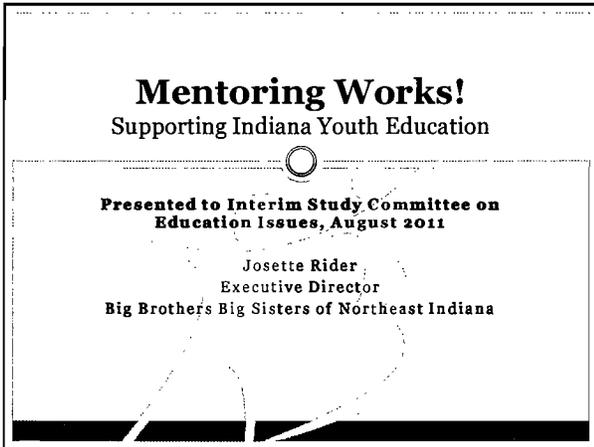
Exhibit S

Mentoring Works!

Supporting Indiana Youth Education

Presented to Interim Study Committee on Education Issues, August 2011

Josette Rider
Executive Director
Big Brothers Big Sisters of Northeast Indiana



Common Goals

- Improve graduation rates
- Best practices: early focus on dropout prevention
- On-going solution for K-12 youth
- Transform the lives of Indiana children



Real Youth, Real Impact

Kearsden Rogers-Williams • Concordia Lutheran



6-Year Match



2-Year Match

Brandon Handel • Roanoke Baptist School

Mentors Change Lives

Robert Null • North Side High School



4-Year Match



11-Year Match

Jamie Spurgeon • Bishop Luers High School

Proudly Supporting Indiana Youth

Stefanie McCue • Bishop Luers Paige Horne • East Noble High School



Jocelyn Craig • Homestead High School

Solution: Mentoring Works!

- One-on-one relationship
- Development of lifelong friendships
- Proactive vs. reactive – meet needs up front
- K-12 outreach: school-based and community-based
- Produces *measurable* results



Mentoring Produces Outcomes

- 77% do better in school because of “Big”
- 46% earn incomes of \$75,000+
- 65% agree their “Big” helped them reach a higher level of education than they thought was possible
- 52% agree “Big” kept them from dropping out
- 85% report more confidence
- 74% say “Big” helped them make better choices

Data from 2009 Harris Study on adult alumni

BBBS Mentoring Programs

- Research-based program model
- Strong infrastructure; relationships with schools and businesses
- Flexibility and capability to work with diverse populations with specialized needs
 - Office of Juvenile Justice – Delinquency and Prevention
 - Christian College Outreach
 - College Success Mentors
 - First Friends & First Mentors
 - Mentoring children of prisoners

BBBS in Indiana

- 21 agencies in Indiana – 63 counties
- Estimated 7,800 youth served in Indiana
- Estimated 30% of youth served are high school students

Mission Statement:

To help children reach their potentials through professionally supported one-to-one relationships with measurable impact.

Supporting BBBS Services

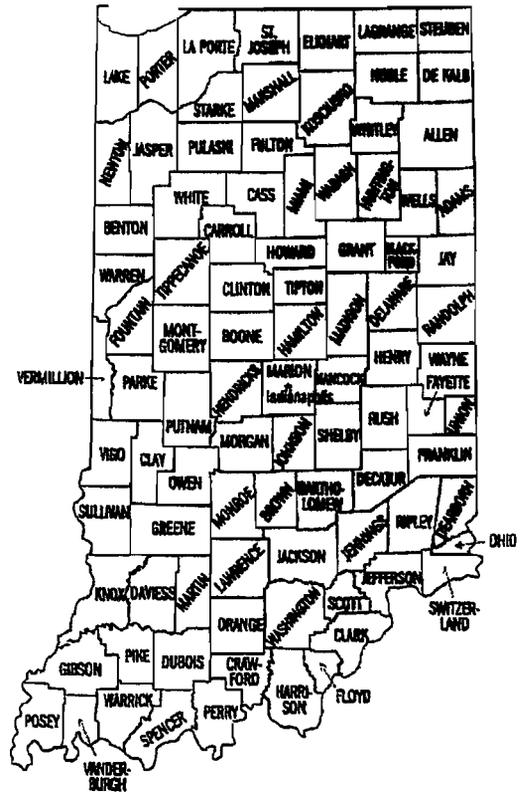
- Think about mentoring as a best practice for preventing early high school dropout
- Think about local BBBS agencies as part of the solution



Big Brothers Big Sisters



Counties within Service Areas
of 21 Big Brothers Big Sisters Agencies in Indiana



Agency Name	Counties Served
BBBS of Bartholomew County	Bartholomew
BBBS of Cass County	Cass
BBBS of Central Indiana	Marion, Hamilton, Johnson, Hendricks, Boone, Hancock, Shelby, Morgan
BBBS of Decatur County	Decatur
BBBS of Delaware County	Delaware
BBBS of Dubois County	Dubois
BBBS of Elkhart County	Elkhart
BBBS of Fayette County	Fayette
BBBS of Greater Cincinnati	Ripley, Dearborn, Ohio in Indiana
BBBS of Greater Lafayette	Tippecanoe, Fountain, Montgomery, Benton, White, Warren
BBBS of Henry County	Henry, Rush
BBBS of Jefferson County	Jefferson
BBBS of Kentuckiana	Harrison, Floyd, Clark in Indiana
BBBS of Northeast Indiana & South Central Michigan	Allen, DeKalb, Noble, Wells, Adams, Huntington, Whitley, Kosciusko, Steuben, LaGrange
BBBS of South Central Indiana	Monroe, Owen
BBBS of Southeast Indiana	Jackson, Jennings, Scott, Washington
BBBS of St. Joseph County	St. Joseph
BBBS of the Ohio Valley	Vanderburgh, Warrick, Gibson, Perry, Spencer, Pike, Posey, Knox (Henderson County in Kentucky)
BBBS of Vigo County	Vigo, Vermillion, Parke, Putnam, Clay, Sullivan
Brown County BBBS	Brown
Youth Service Bureau BBBS of La Porte Co.	La Porte

Interim Study Committee on
Education Issues
Meeting 8/25/2011



Big Brothers Big Sisters

Start Something. Help us change the way kids grow up in America.

Big Brothers Big Sisters mentors over 7,500 youth in Indiana.

We specialize in long-term, research-based, outcome-oriented, and professionally supported one-to-one mentoring with over 100 years of experience.

We serve youth ages 8 to 18 who are impacted by the incarceration of a family member, living in poverty, and/or living in single parent or non-traditional caregiver homes.

We improve the academic engagement and success of youth (school attendance, grades, and graduation rates), reduce involvement in risky behaviors (teen pregnancy, crime, substance abuse, etc.) and encourage youth to develop healthier relationships with peers, family, and others.

The impact of Big Brothers Big Sisters mentoring is undeniable.

A 2009 study on adult alumni (former Little Brothers and Little Sisters) showed that:

42% earned four-year college degrees.

46% have household incomes of \$75,000 or more.

77% did better in school because of their Big.

90% reported that their relationship with their Big helped them make better choices.

The cost of investing in our youth outweighs the cost of failing them.

Only 81% of Indiana students and 47% of Indianapolis Public School students graduate from high school in four years or less. *The Gates Foundation estimates that the cost to society of a high school dropout is \$2 million.*

Without effective prevention and intervention strategies, as many as 70% of children impacted by the incarceration of a family member will become involved with the criminal justice system as juveniles or adults. Incarcerated adults are more than twice as likely to have dropped out of high school. *Indiana Department of Corrections estimates the annual cost of incarceration to be \$19,812.20.*

Big Brothers Big Sisters' average cost to mentor a child for one year is only \$1,500.

Let's work together for the future of Indiana, our youth.

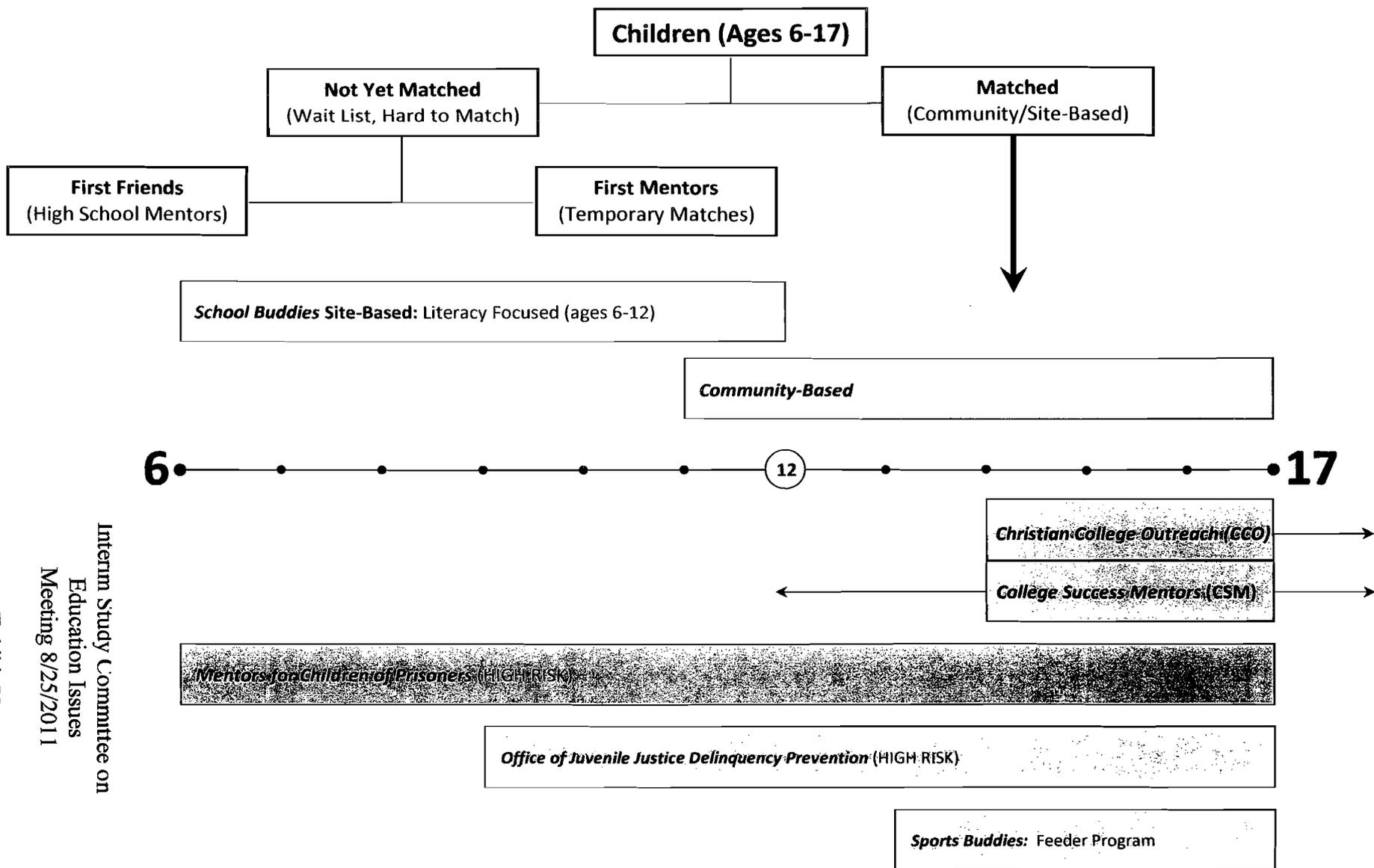
Contact us!

Josette Rider, Executive Director
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Josette.rider@bbbsnei.org

Darcey Palmer-Shultz, Interim COO
Big Brothers Big Sisters of Central Indiana
317.472.3727
dpalmer-shultz@bbbsci.org

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit U



Interim Study Committee on
 Education Issues
 Meeting 8/25/2011

Exhibit V

At Big Brothers Big Sisters of Northeast Indiana, our mission is to help children reach their potential through professionally supported one-to-one relationships with measurable results. BBBSNEI strives to provide support for children that goes beyond traditional programs. Our unique, holistic approach to child mentoring includes new and innovative programs that complement traditional community-based mentorship.

Program initiatives like *MCP* and *OJDP* recognize high-risk youths and provide special attention in order to help more children achieve their full potential. Likewise, the recently implemented *CSM* program aims to provide academic support for youths pursuing higher education. Through programs like these, BBBSNEI continues to distinguish itself from other mentor programs in order to provide the highest level of youth support possible.

The Condition of College & Career Readiness | 2011



ACT[®]
advancing lives

Interim Study Committee on
Education Issues
Meeting 8/25/2011

Exhibit W



ACT is an independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development. Each year we serve millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose—helping people achieve education and workplace success.

A copy of this report can be found at
www.act.org/readiness/2011

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About *The Condition of College & Career Readiness*

Since 1959, ACT has collected and reported data on students' academic readiness for college. This report provides a college and career readiness snapshot of the ACT-tested high school class of 2011.¹

What does ACT mean by “college and career readiness”?

ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.

How does ACT determine if students are college ready?

Empirically derived, ACT's College Readiness Benchmarks are the minimum scores needed on the ACT subject area tests to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding first-year credit-bearing college courses. (See Notes for more information.)

Measuring academic performance in the context of college and career readiness—focusing on the number and percentages of students meeting or exceeding the ACT College Readiness Benchmarks—provides meaningful and compelling information about the academic readiness of students. *The Condition of College & Career Readiness* highlights that information.

¹The data in this report are based on the *ACT Profile Report—National: Graduating Class 2011*, available at www.act.org/readiness/2011. Except for the graphs on pages 9 and 14, data related to students who did not provide information or responded “Other” to questions about gender, race/ethnicity, high school curriculum, etc., are not presented explicitly. Race/ethnicity categories are changed from previous reports to now reflect updated US Department of Education reporting requirements; trends to previous reports may not be available for all race/ethnicity categories.

About *The Condition of College & Career Readiness*

The Condition of College & Career Readiness is organized into six sections:

College Readiness —the percentage of students meeting the ACT College Readiness Benchmarks in each subject area	1
Educational/Career Aspirations & Economic Development —the extent to which student aspirations match workforce demands.	9
Access & Preparation —the number of graduates exposed to college entrance testing and the percent of students pursuing a core curriculum.	12
Academic Performance —student test performance and the impact of rigorous coursework on achievement.	16
Academic Achievement & Academic Behaviors —the impact of academic behaviors on high school performance	19
Policies & Practices to Increase Readiness —policies and practices states and schools can implement to improve the college readiness of students.	20

ACT encourages educators to focus on trends (e.g., 3, 5, 10 years), not year-to-year changes, which can represent normal—even expected—fluctuations. Trend lines offer more insight into what is happening in a school, district, state, or the nation than can data from any single year.

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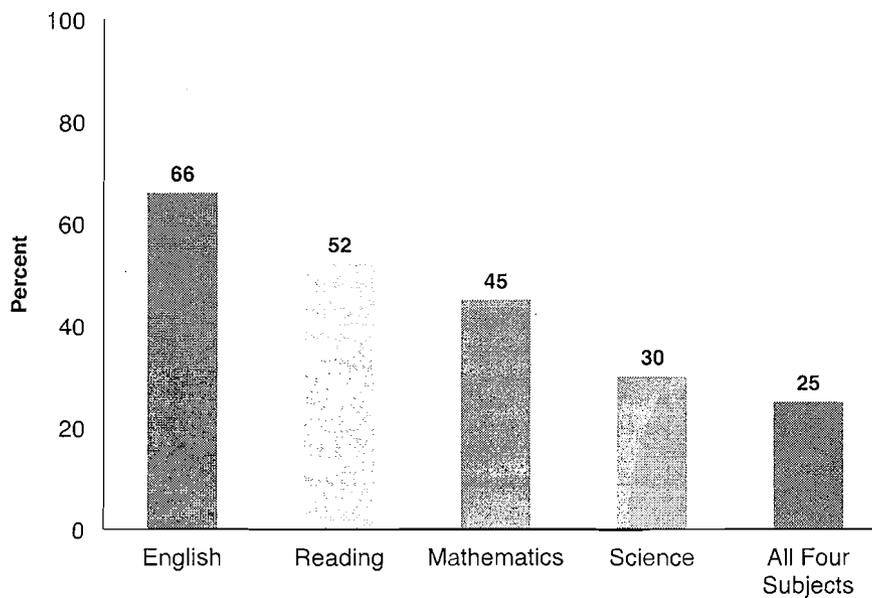
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College Readiness

Percent of ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Subject, 2011



College Readiness Benchmarks by Subject

Sixty-six percent of all ACT-tested high school graduates met the English College Readiness Benchmark in 2011. Just 1 in 4 (25%) met all four College Readiness Benchmarks.

In 2011, 52% of graduates met the Reading Benchmark, while 45% met the Mathematics Benchmark. Just under 1 in 3 (30%) met the College Readiness Benchmark in Science.

Graph reads: In 2011, 66% of ACT-tested high school graduates met the ACT College Readiness Benchmark in English.

College Readiness Benchmarks Over Time

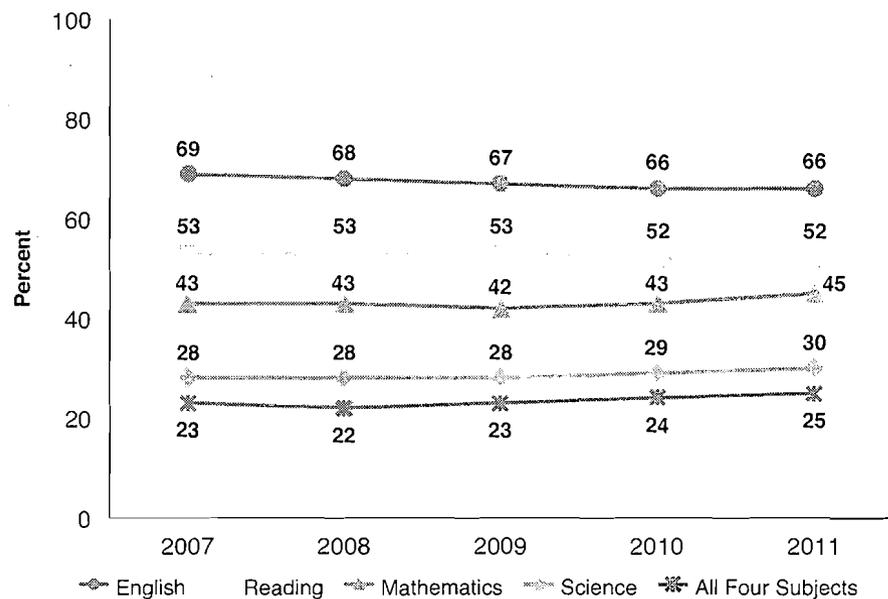
The percent of students meeting all four Benchmarks increased slightly between 2007 and 2011. About 1 in 4 ACT-tested high school graduates met all four ACT College Readiness Benchmarks in 2011, compared to 23% doing so in 2007.

Between 2007 and 2011, Benchmark attainment percentages remained relatively stable in Reading (62% to 53% of ACT-tested graduates met the Reading Benchmark over this period. Slightly higher percentages of students met the Mathematics or Science Benchmark in 2011 than in 2007. In English, there was a decrease in the percentage of students meeting the Benchmark over this period.

Graph reads: Between 2007 and 2011, the percentage of ACT-tested high school graduates who met the College Readiness Benchmark in English decreased from 69% to 66%.

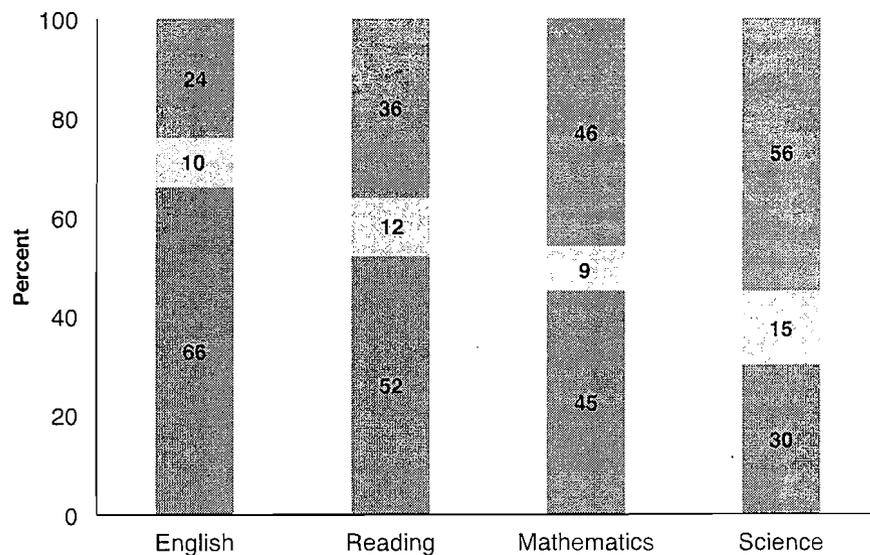
College Readiness

Percent of ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks, 2007–2011



College Readiness

Percent of ACT-Tested High School Graduates by Benchmark Attainment and Subject, 2011



Met Benchmark Within 2 Points of Benchmark Below Benchmark by 3+ Points

College Readiness Benchmarks—Attainment and Near Attainment

About 9% to 15% of graduates were within 2 scale points of meeting an ACT College Readiness Benchmark in 2011, depending on subject area. This represents approximately 148,000 to 236,000 additional students who were close to being college ready within a subject area.

In 2011, 45% of graduates met the Mathematics Benchmark, while another 9% were within 2 scale points of doing so. The percentages of students within 2 scale points of the respective College Readiness Benchmark in the other subject areas were greater, including 10% of graduates in English, 12% in Reading, and 15% in Science.

Graph reads: In 2011, 66% of ACT-tested high school graduates met the College Readiness Benchmark in English, while 10% scored 1 or 2 points below the Benchmark, and 24% scored 3 points or more below the Benchmark.

Note: Columns may not sum to 100% due to rounding.

Number of College Readiness Benchmarks Attained

About 72% of all 2011 ACT-tested high school graduates met at least one of the four College Readiness Benchmarks in English, Reading, Mathematics, or Science.

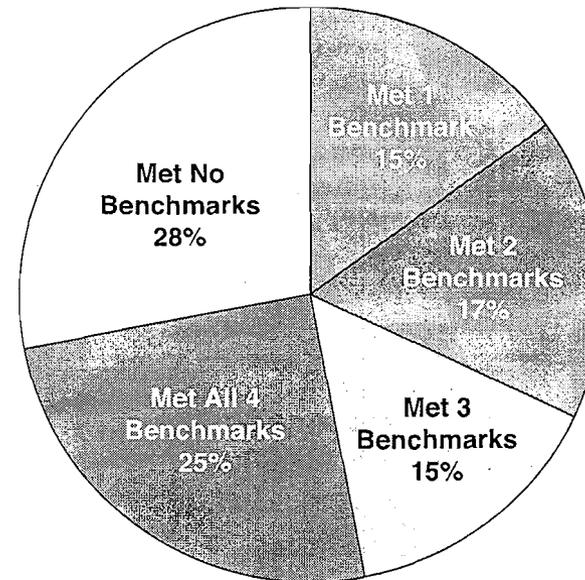
Fully 28% of all graduates did not meet any of the College Readiness Benchmarks, while 47% met between 1 and 3 Benchmarks. Twenty-five percent of all 2011 ACT-tested high school graduates met all four College Readiness Benchmarks, meaning that 1 in 4 were academically ready for college coursework in all four subject areas.

Graph reads: In 2011, 25% of ACT-tested high school graduates met all four College Readiness Benchmarks, 15% met 3 Benchmarks, 17% met 2 Benchmarks, 15% met 1 Benchmark, and 28% met none of the Benchmarks.

Note: Percentages may not sum to 100% due to rounding.

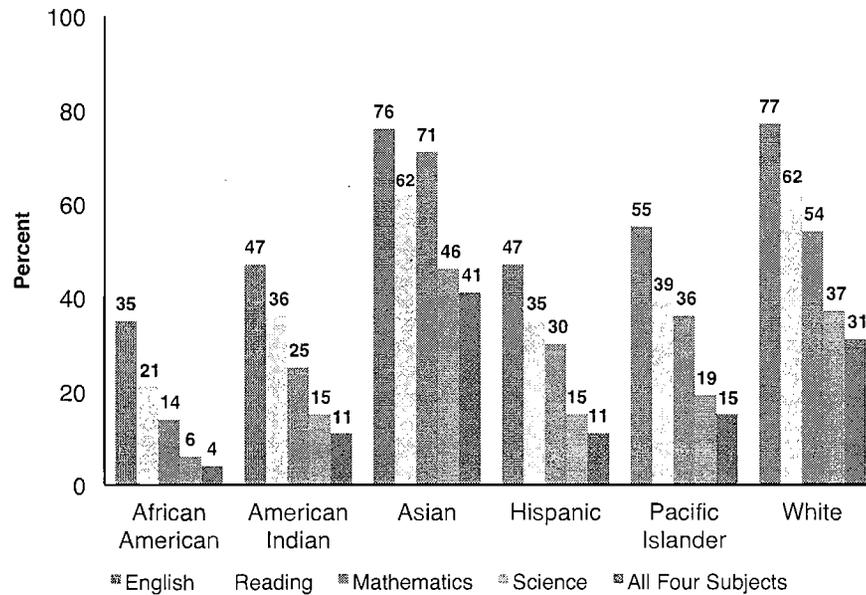
College Readiness

Percent of ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained, 2011



College Readiness

Percent of ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Race/Ethnicity, 2011



College Readiness Benchmarks by Race/Ethnicity

Just over 4 in 10 (41%) Asian graduates met all four College Readiness Benchmarks in 2011, more than graduates from all other racial/ethnic groups. African American graduates were least likely to meet the Benchmarks—4% met all four.

Students from most racial/ethnic groups were most likely to meet the English Benchmark, followed in order by the Reading, Mathematics, and Science Benchmarks. In three of the four subject areas, Benchmarks were met by at least 50% of Asian and White students, while one was met by at least 50% of Pacific Islander students. None of the Benchmarks were met by at least 50% of African American, American Indian, or Hispanic students.

Graph reads: In 2011, 35% of ACT-tested African American high school graduates met the College Readiness Benchmark in English, while 21% did so in Reading.

Note: Race/ethnicity categories changed to reflect updated US Department of Education reporting requirements.

College Readiness Benchmarks by Level of High School Preparation

Within a subject area, graduates who took at least a core curriculum in high school were more likely to meet the corresponding ACT College Readiness Benchmark in 2011 than graduates who took less than a core curriculum (defined as 4 years of English and 3 years each of mathematics, science, and social studies).

The largest curriculum-based difference in Benchmark attainment rates was in Mathematics. Graduates who completed 3 or more years of mathematics were more likely to meet the Mathematics Benchmark than graduates who took less than 3 years of mathematics, by 39 percentage points.

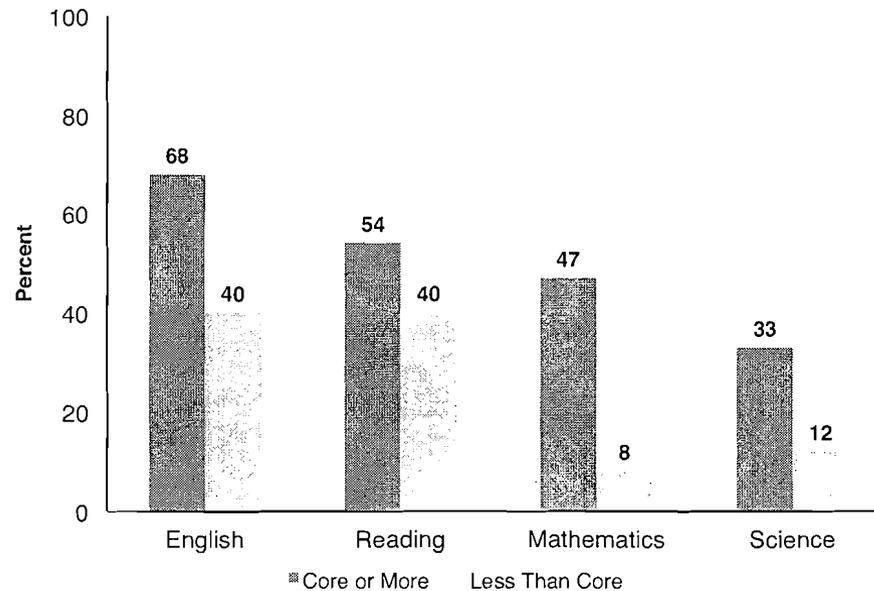
Graph reads: In 2011, 68% of ACT-tested high school graduates who took at least a core high school curriculum in English met the College Readiness Benchmark in English, whereas 40% of graduates who took less than a core curriculum in English did so.

Note: Data reflect subject-specific curriculum. For example, English "Core or More" results pertain to students who took at least 4 years of English, regardless of courses taken in other subject areas.

6

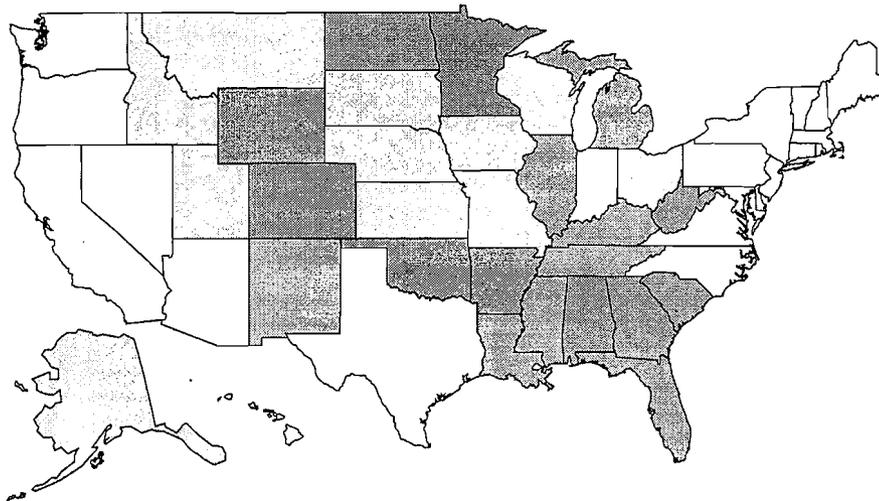
College Readiness

Percent of ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Number of Years of Courses Taken Within Subject, 2011



College Readiness

Percent of ACT-Tested High School Graduates Meeting Three or Four College Readiness Benchmarks by State, 2011



< 30%
 30%–39%
 40%–49%
 50%–55%

Low % ACT-tested; less than 40% of graduates took the ACT to allow for a fair comparison

College Readiness Benchmarks by State

Of the 29 states where at least 40% of all 2011 high school graduates took the ACT, in only 1 state did more than half of the graduates meet at least three of the four College Readiness Benchmarks. In another 11 states, 40%–49% of graduates met three or four Benchmarks.

In 12 of the 29 states, 30%–39% of graduates met at least three of the four College Readiness Benchmarks in 2011, while less than 30% of graduates did so in 5 states. In no state did more than 55% of ACT-tested graduates meet three or four Benchmarks.

Graph reads: In 2011, less than 30% of ACT-tested high school graduates in 5 states (e.g., New Mexico) met three or four College Readiness Benchmarks. Results are not shown for 21 states (e.g., California) within which less than 40% of graduates took the ACT.

College Readiness Benchmarks—On Target and Attained

A quarter (25%) of 2011 ACT-tested graduates met all four College Readiness Benchmarks, while only 18% of 2010–11 PLAN-tested 10th graders and 13% of 2010–11 EXPLORE-tested students did so. Across the grade levels, only the English Benchmark was met by more than 50% of all tested students.

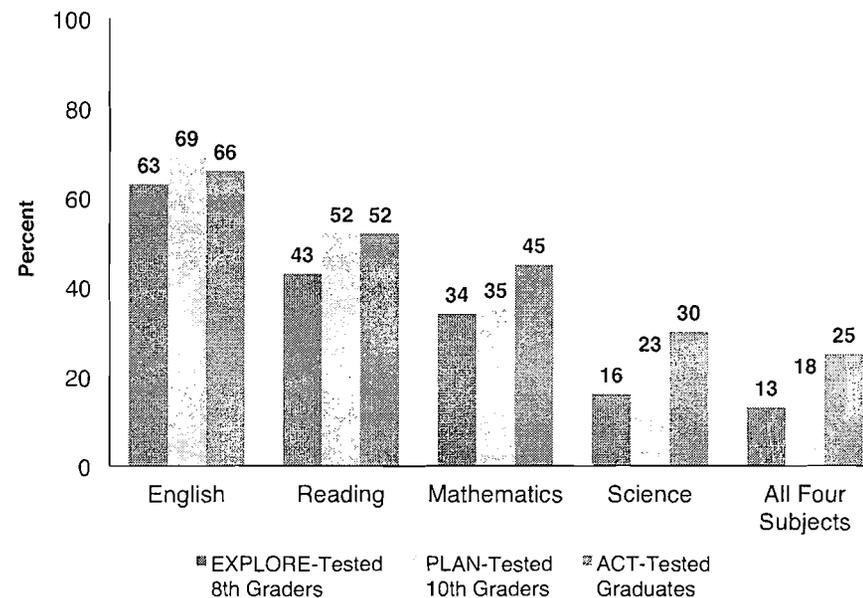
For all subjects, the percentages of 10th graders meeting the Benchmarks were higher than the corresponding percentages of 8th graders. With the exception of English, the percentages of high school graduates meeting the Benchmarks were equal to or higher than the corresponding percentages of 10th graders.

Graph reads: In 2011, 63% of 2010–11 EXPLORE-tested students met the College Readiness Benchmark in English, while 69% of 2010–11 PLAN-tested students and 66% of 2011 ACT-tested graduates did so.

Note: Data here are cross-sectional and not longitudinal, reflecting three different groups of students.

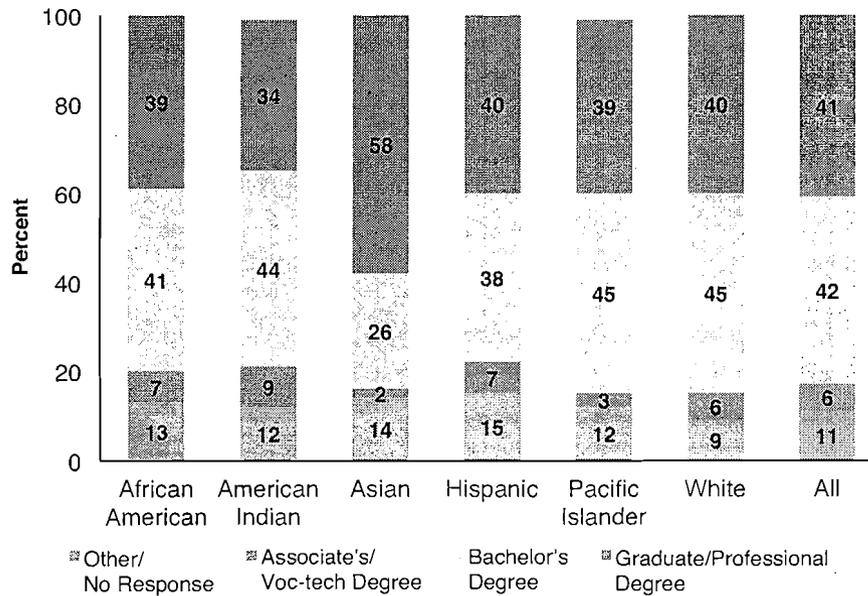
College Readiness

Percent of 2010–11 EXPLORE-Tested 8th Graders, 2010–11 PLAN-Tested 10th Graders, and 2011 ACT-Tested Graduates Meeting ACT College Readiness Benchmarks, 2011



Educational/Career Aspirations & Economic Development

Percent of ACT-Tested High School Graduates by Race/Ethnicity and Educational Aspirations, 2011



Educational Aspirations by Race/Ethnicity

About 89% of all 2011 ACT-tested high school graduates aspired to attain at least a 2-year postsecondary degree, regardless of race/ethnicity.

About 84% of Asian graduates aspired to earn at least a bachelor's degree, with 58% aspiring to continue their formal education beyond a 4-year degree. American Indian graduates (34%) were the least likely to aspire to a graduate or professional degree; 39%–40% of African American, Hispanic, Pacific Islander, or White graduates aspired to a graduate or professional degree.

Graph reads: In 2011, 39% of ACT-tested African American high school graduates aspired to a graduate or professional degree, 41% to a bachelor's degree, 7% to an associate's or voc-tech degree, and 13% to another degree type (or provided no response).

Note: Columns may not sum to 100% due to rounding. Race/ethnicity categories changed to reflect updated US Department of Education reporting requirements.

Career Interests & Projected Job Openings

The five fastest-growing career fields based on 2008-18 annual projected job openings account for 56% of the demand for jobs calling for at least a 2-year degree. The percentage of 2011 ACT-tested high school graduates interested in careers in these fields was less than the projected demand.

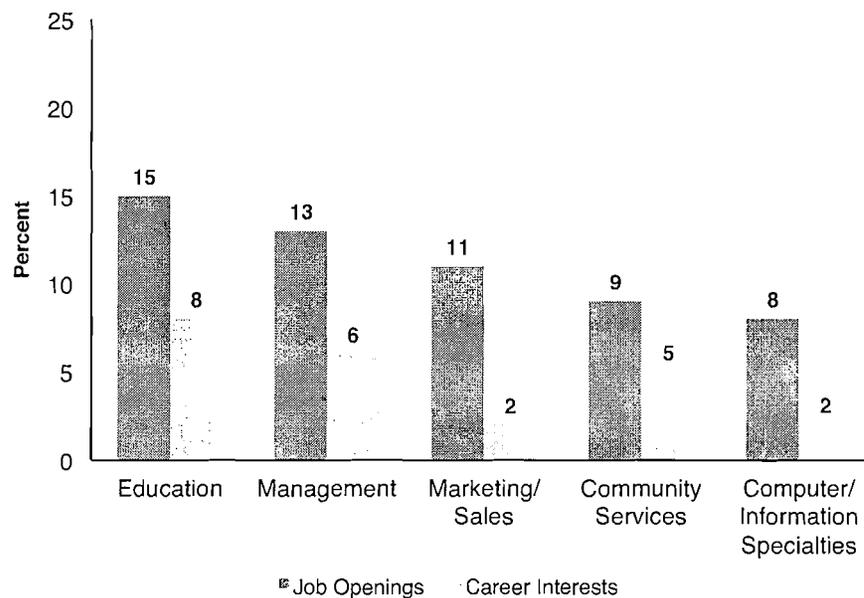
In all five fields, the projected demand was nearly twice that of the potential supply, or more. In Marketing/Sales and Computer/Information Specialties fields, the projected demand was substantially greater than the potential supply.

Graph reads: In 2011, Education was projected to be one of the five fastest-growing career fields, accounting for 15% of all job openings in 2018. About 8% of all 2011 ACT-tested high school graduates indicated a career interest in Education.

Note: 2008-18 projected job openings data are from the US Department of Labor, Bureau of Labor Statistics.

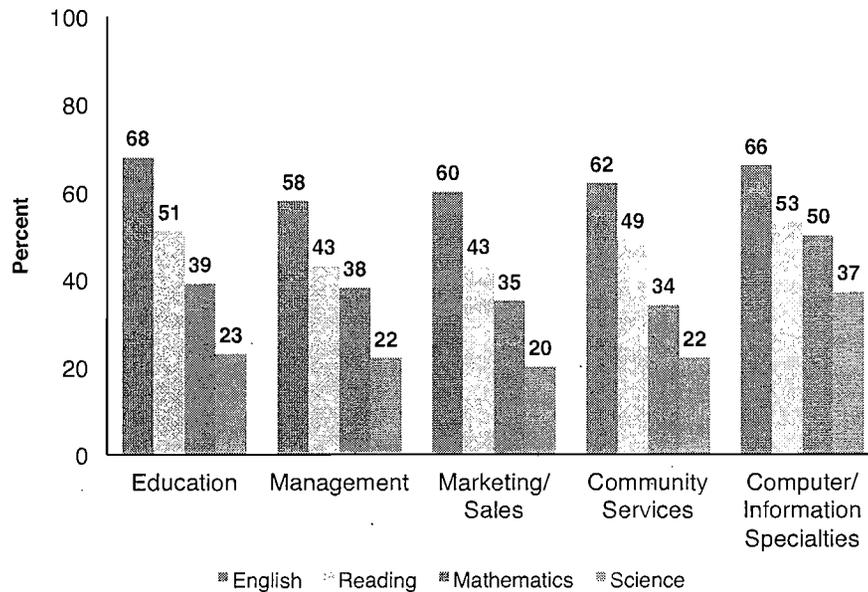
Educational/Career Aspirations & Economic Development

Percent of 2011 ACT-Tested High School Graduates with Career Interests and Projected 2018 Annual Job Openings by Career Field



Educational/Career Aspirations & Economic Development

Percent of ACT-Tested High School Graduates Meeting
ACT College Readiness Benchmarks by Career Field, 2011



College Readiness Benchmarks by Career Field

For each of the 2018 projected five fastest-growing career fields, less than half of the 2011 high school graduates interested in careers in these fields met the ACT College Readiness Benchmark in Science, and in only one field, Computer/Information Specialties, did 50% or more meet the Mathematics Benchmark. For none of the five career fields did at least 50% of the 2011 graduates meet all four Benchmarks.

Across all five career fields, graduates were most likely to meet the English Benchmark, followed by meeting the Reading and Mathematics Benchmarks, respectively. Graduates were least likely to meet the Science Benchmark in all five career fields.

Graph reads: In 2011, 68% of all ACT-tested high school graduates who indicated a career interest in Education met the College Readiness Benchmark in English.

Percent of US Graduates Who Took the ACT

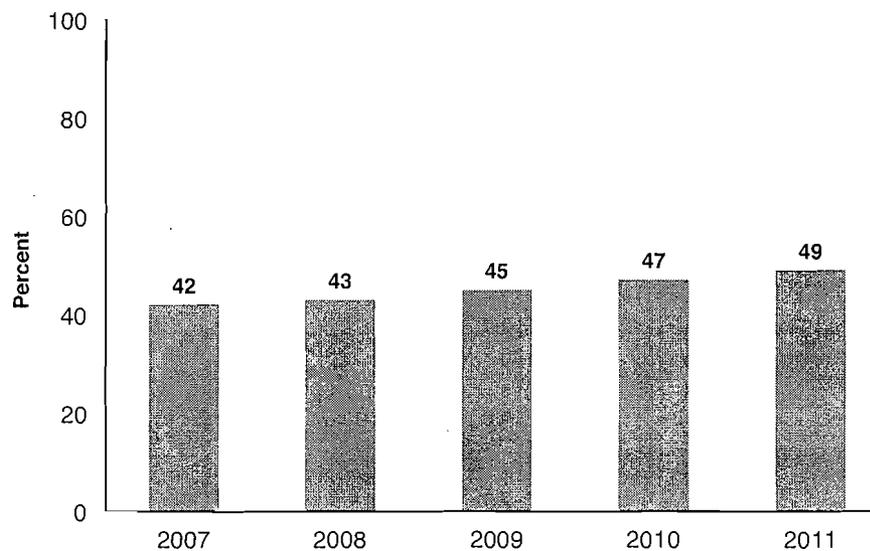
About 49% of all 2011 high school graduates in the United States took the ACT during high school, or about 1.62 million graduates.

From 2007 to 2011, the number of high school graduates who took the ACT increased by approximately 25%. This represents a 7 percentage point increase in the percent of all US high school graduates who took the ACT.

Graph reads: In 2007, 42% of all US high school graduates took the ACT test at least once during their sophomore, junior, or senior year.

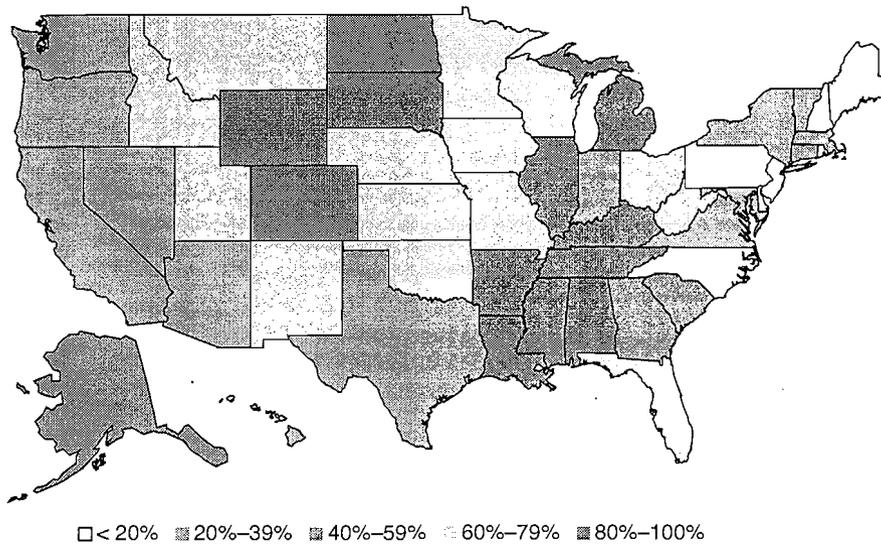
Access & Preparation

Percent of US High School Graduates Who Took the ACT, 2007–2011



Access & Preparation

**Percent of ACT-Tested
High School Graduates by State, 2011**



Percent of Graduates Who Took the ACT by State

At least 60% of all 2011 high school graduates took the ACT in 26 states. In 12 states, at least 80% of their high school graduates took the ACT.

In 3 states, between 40% and 59% of their 2011 high school graduates took the ACT during high school, while another 14 states saw between 20% and 39% of their high school graduates take the ACT. Less than 20% of 2011 graduates took the ACT in 7 states.

Graph reads: In 2011, less than 20% of the high school graduates in 7 states (e.g., Maine) took the ACT test at least once during their sophomore, junior, or senior year.

Number of Graduates Who Took the ACT by Race/Ethnicity

About 322,000 more high school graduates completed the ACT in 2011 than in 2007, an increase of nearly 25%.

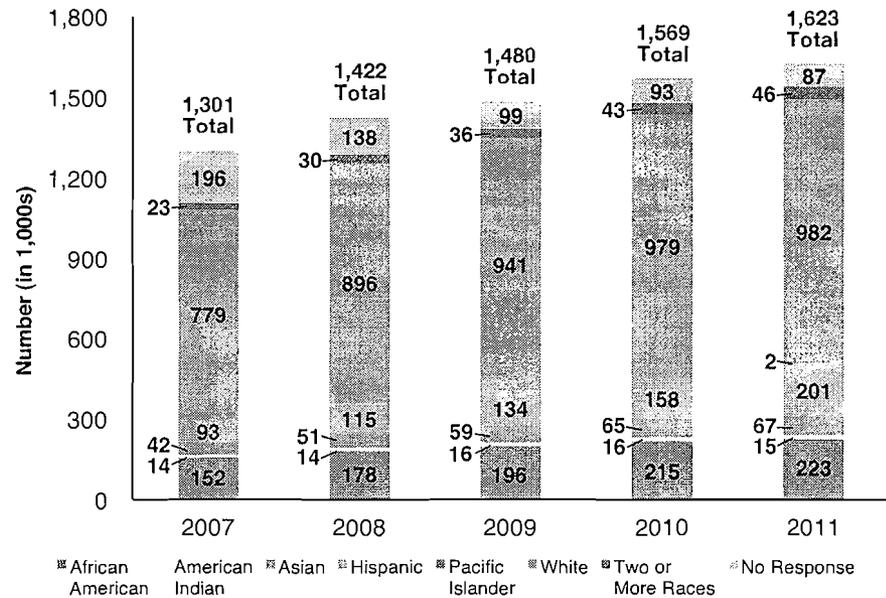
In 2011, about 60% of all ACT-tested graduates were White, 14% were African American, 12% were Hispanic, 4% were Asian, 3% were of Two or More Races, 1% were American Indian, less than 1% were Pacific Islander (about 2,000), and 5% were No Response. From 2007 to 2011, the number of ACT-tested high school graduates increased from 1.301 million to 1.623 million students. Substantial numerical increases occurred for White students (increase of about 203,000), Hispanic students (108,000), African American students (71,000), and Asian students (25,000). Proportionally, the largest increases were by Hispanic students (about 115%) and students of Two or More Races (100%).

Graph reads: In 2007, about 1,301,000 US high school graduates had taken the ACT test at least once during their sophomore, junior, or senior year, of which, about 192,000 were African American students and 149,000 were American Indian students.

Note: Counts by race/ethnicity might not sum to total counts due to rounding. Race/ethnicity categories changed to reflect updated US Department of Education reporting requirements.

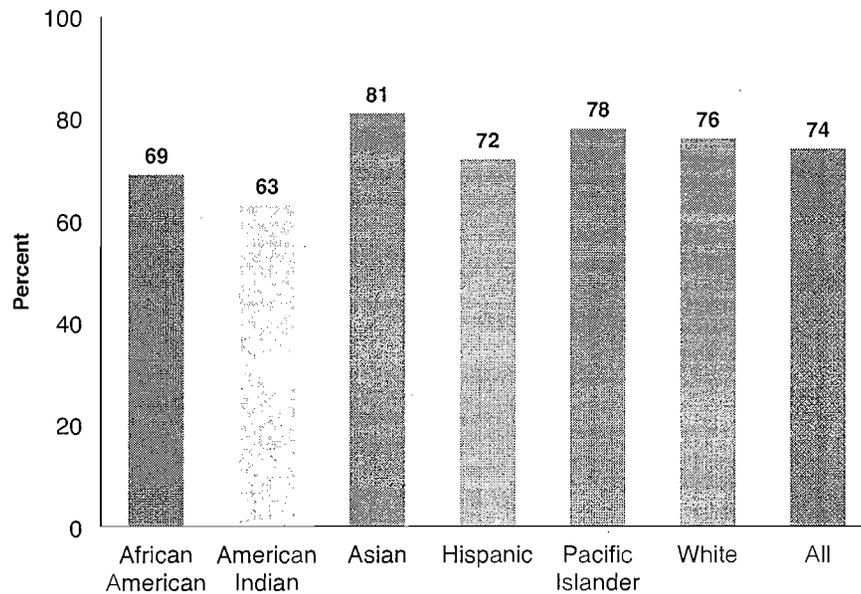
Access & Preparation

Number of ACT-Tested High School Graduates by Race/Ethnicity, 2007–2011



Access & Preparation

Percent of ACT-Tested High School Graduates Who Completed a Core Curriculum by Race/Ethnicity, 2011



Percent of Graduates Who Took a Core Curriculum by Race/Ethnicity

Seventy-four percent of all 2011 ACT-tested high school graduates took at least a minimum core high school curriculum to prepare them for college.

Asian students (81%) were most likely to complete a core curriculum, while 78% of Pacific Islander and 76% of White students did so. Smaller percentages of African American (69%), American Indian (63%), and Hispanic (72%) students completed a core curriculum.

Graph reads: In 2011, 69% of all African American high school graduates who had taken the ACT test had completed, or had planned to complete, at least a core curriculum.

Note: Race/ethnicity categories changed to reflect updated US Department of Education reporting requirements.

ACT Scores Over Time

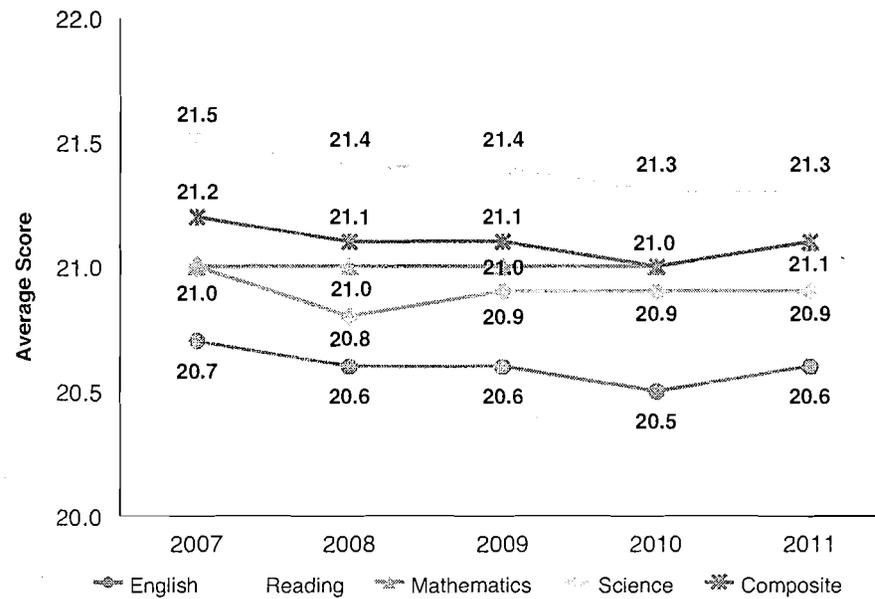
Test scores remained essentially the same between 2007 and 2011 even though nearly 25% more high school students took the ACT over this period and the tested population of students became more diverse.

Composite score averages ranged between 21.0 and 21.2 points during this time. The four subject score averages (English, Reading, Mathematics, and Science) showed similar changes in absolute value ranging between 0.1 and 0.2 point depending on the subject area.

Graph leads. Between 2007 and 2011, the average ACT Reading score for all high school graduates decreased slightly from 21.6 to 21.3.

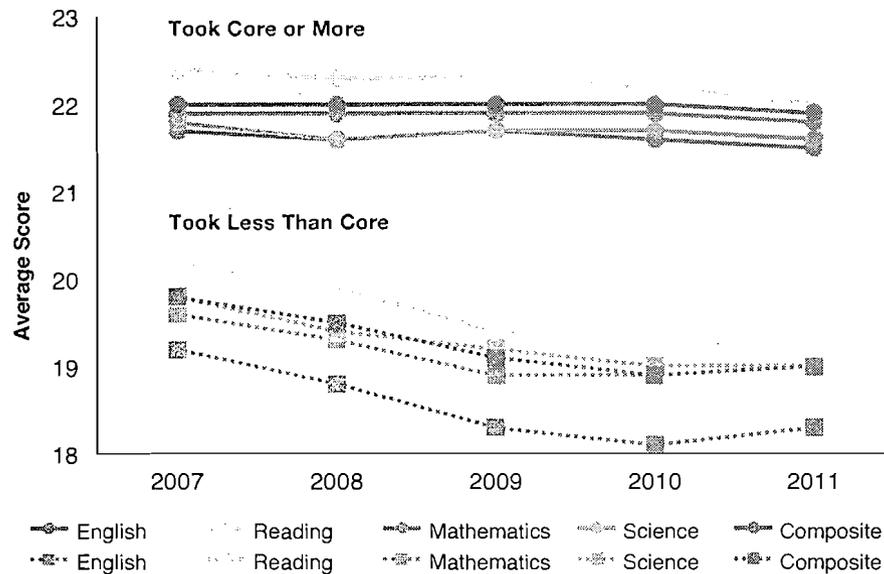
Academic Performance

Average ACT Scores,
2007-2011



Academic Performance

Average ACT Scores by Core Curriculum Completion Status, 2007–2011



ACT Scores Over Time by Level of High School Preparation

For each year from 2007 to 2011, ACT Composite and subject scores were higher for students who took a core curriculum or more in high school than for students who did not.

On average, high school graduates who completed at least a core curriculum earned Composite test scores 2.2 to 3.1 points higher than the scores of students who did not take a core curriculum. Similar ranges of higher scores for core or more curriculum completers are noted for each subject test: English (2.5 to 3.5 points), Reading (2.2 to 3.0), Mathematics (2.3 to 3.0), and Science (2.0 to 2.7).

Graph reads: Between 2007 and 2011, the average ACT Reading score for high school graduates who had completed or had planned to complete at least a core curriculum remained about the same and was higher than that of graduates who had not completed or had not planned to complete a core curriculum.

ACT Scores Over Time by Race/Ethnicity

Average ACT Composite scores for Asian and White graduates increased between 2007 and 2011. African American and Hispanic graduates' average ACT Composite scores remained essentially the same, while that of American Indian graduates declined by 0.3 scale point.

Asian graduates had the highest average ACT Composite scores and the largest score increase (+1.0 scale point).

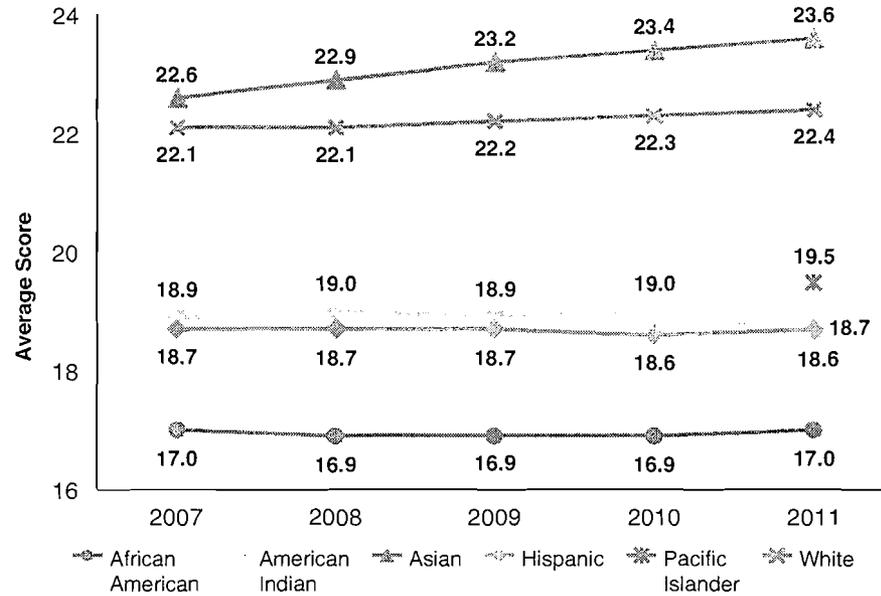
Average ACT Composite scores for White graduates increased by 0.3 point. These score changes have occurred as more students from each racial/ethnic group have taken the ACT.

Graph reads: Between 2007 and 2011, the average ACT Composite score for Asian high school graduates increased from 22.6 to 23.6.

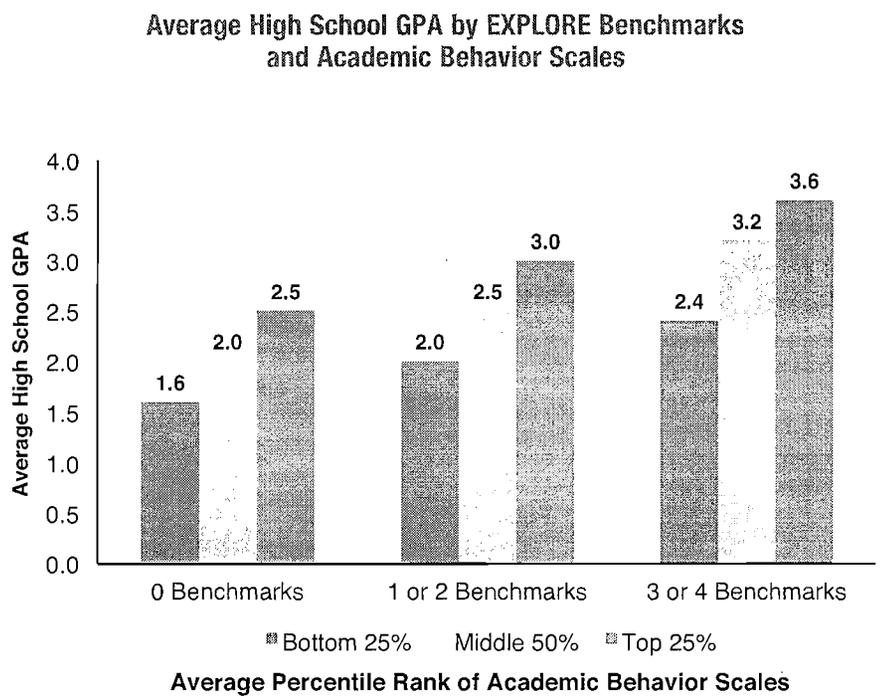
Note: Race/ethnicity categories changed to reflect updated US Department of Education reporting requirements.

Academic Performance

Average ACT Composite Test Scores by Race/Ethnicity, 2007–2011



Academic Achievement & Academic Behaviors



Impact of Academic Behaviors on High School Performance

ACT research based on a large sample shows that the combination of middle school academic achievement (as measured with EXPLORE) and academic behaviors (as measured with ENGAGE™) provide the strongest prediction of high school academic performance and success. This chart highlights the need to address students' academic behaviors to improve academic performance across all achievement levels.

Across all three EXPLORE Benchmark attainment levels, students with higher academic behavior levels had higher high school GPAs than students with lower academic behavior levels.

Note: Data are on 3,289 students in 22 middle schools across eight states who were tested with EXPLORE and ENGAGE, an assessment of academic behaviors. Most students in this sample completed high school in 2011. **These data do not reflect the entire 2011 ACT-tested high school graduate cohort.**

Policies & Practices to Increase Readiness

How to Increase Readiness

Approximately 28% of all 2011 ACT-tested high school graduates did not meet any of the ACT College Readiness Benchmarks, meaning they were not prepared academically for first-year college courses in English Composition, College Algebra, Biology, and social sciences. States and schools can implement six policies and practices that can systemically increase the percentage of their students who are ready for college-level work.

Essential Standards. Since ACT first released *Making the Dream a Reality* in 2008, we have called for states to adopt education standards that prepare all students for the rigors of college or career training programs. With the adoption of the Common Core State Standards by 45 states and the District of Columbia, most states have taken that first step on the road to ensuring all students are ready for college or career. It is imperative now that policymakers and practitioners continue this process by aligning all aspects of their systems to college and career readiness.

Common Expectations. All states—especially those that have adopted the Common Core State Standards—should be aligning college and career readiness standards to a rigorous core curriculum for *all* high school students whether they are bound for college or work. The levels of expectation for college readiness and workforce training readiness should be comparable. To ensure students master the knowledge and skills to succeed after high school, ACT supports the core curriculum recommendations of *A Nation at Risk: The Imperative for Educational Reform*, specifically, that students take a core curriculum consisting of at least four years of English and three years each of mathematics, science, and social studies.

Policies & Practices to Increase Readiness

Clear Performance Standards. States must define “how good is good enough” for college and career readiness. In addition to a consistent, rigorous set of essential K–12 *content* standards, states must define performance standards so that students, parents, and teachers know how well students must perform academically to have a reasonable chance of success at college or on the job. Based on decades of student performance data, ACT defines “college readiness” as students having a 50% chance of earning a grade of B or higher or about a 75% chance of earning a grade of C or higher in first-year college English Composition; College Algebra; Biology; or History, Psychology, Sociology, Political Science, or Economics.

Rigorous High School Courses. Having appropriate and aligned standards, coupled with a core curriculum, will adequately prepare high school students *only* if the courses are truly challenging. That is, taking the right *kinds* of courses matters more than taking the right *number* of courses. Students who take a rigorous core curriculum should be ready for credit-bearing first-year college courses without remediation.

Early Monitoring and Intervention. We know from our empirical data that students who take challenging curricula are much better prepared to graduate high school ready for college or career training opportunities. If students are to be ready for college or career when they graduate, their progress must be monitored closely so that deficiencies in foundational skills can be identified and remediated early, in upper elementary and middle school. In addition, age-appropriate career assessment, exploration, and planning activities that encourage students to consider and focus on personally relevant career options should be a part of this process so that students can plan their high school coursework accordingly.

Policies & Practices to Increase Readiness

Data-Driven Decisions. States have been hard at work in developing longitudinal P–16 data systems—this work must continue and accelerate. If states are serious about ensuring more of their students are prepared for college and work in the 21st century, they must develop systems that allow schools and districts to closely monitor student performance at every stage of the learning pipeline, from preschool through the elementary, middle, and high school grades, all the way through college. Use of a longitudinal data system enables educators to identify students who are in need of academic interventions at an early stage, thus giving teachers and students more time to strengthen these skills before graduation. Longitudinal data systems provide a tool to schools to ensure all their students take and complete the right number and kinds of courses before graduation. Using a longitudinal assessment system also permits schools to evaluate the value added by each core course in helping students to become ready for college and career. Such systems also allow colleges to offer feedback reports to high schools that examine how well prepared each high school's graduates are for college. These reports can be used to strengthen high school curricula.

Notes

The ACT® test, one component of ACT's College and Career Readiness System that also includes **EXPLORE®** and **PLAN®**, measures students' academic readiness to make successful transitions to college and work after high school. Like EXPLORE (typically taken in 8th and 9th grades) and PLAN (typically taken in 10th grade), the ACT is first and foremost an achievement test. It is a measure whose tasks correspond to recognized high school learning experiences, measuring what students are able to do with what they have learned in school. The ACT is the most widely accepted and used test by postsecondary institutions across the United States for college admission and course placement.

ACT National Curriculum Survey®. Every three to four years, ACT conducts its National Curriculum Survey, in which we ask more than 20,000 educators nationwide across grades 7–14 to identify the knowledge and skills that are important for students to know to be ready for college-level work. We also examine the standards for instruction in grades 7–12 for all states. We then analyze the information to refine the scope and sequence for each section of the ACT. In this way, rather than imposing a test construct without empirical support, the ACT is able to represent a consensus among educators and curriculum experts about what is important for students to know and be able to do. ACT also uses this data to identify and define for educators and policymakers the content and skill alignment gaps that currently exist in the important transition from high school to college. For example, the most recent ACT National Curriculum Survey revealed that what postsecondary instructors expect entering college students to know is far more targeted and specific than what high school teachers view as important.

Notes

ACT's College Readiness Benchmarks. Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English Composition, College Algebra, Biology, and an introductory social science course. Based on a nationally representative sample, the Benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. The ACT College Readiness Benchmarks are:

College Course	Subject Area Test	EXPLORE Benchmark	PLAN Benchmark	ACT Benchmark
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

ACT's College Readiness Standards™ are precise descriptions of the essential skills and knowledge that students need to become ready for college and career, beginning in grade 8 and continuing through grade 12. Informed by the National Curriculum Survey, the College Readiness Standards are validated by actual student academic performance data through their alignment with the College Readiness Benchmarks. With the Benchmarks, the College Readiness Standards represent a single academic expectation for all students, regardless of whether they go on to college or career after high school.

Career Fields and Projected Job Openings. Data on the 2008–2018 projected job openings come from the US Department of Labor, Bureau of Labor Statistics. The following are example occupations for the five highest-growth career fields, nationally:

Education—secondary school teachers, secondary school administrators

Management—hotel/restaurant managers, convention planners

Marketing/Sales—insurance agents, buyers

Community Services—social workers, school counselors

Computer/Information Specialties—computer programmers, database administrators

For more information on interpreting data in this report, or to learn how ACT can help your students increase their readiness for college and the workplace, go to www.act.org/readiness/2011.

Resources

ACT Research

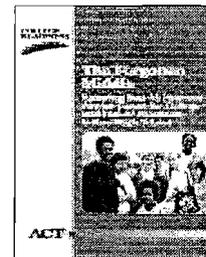
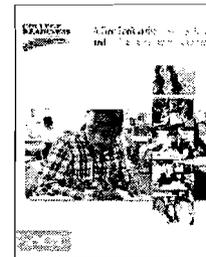
As a not-for-profit educational research organization, ACT is committed to producing research that focuses on key issues in education and workforce development. Our goal is to serve as a data resource. We strive to provide policymakers with the information they need to inform education and workforce development policy and to give educators the tools they need to lead more students toward college and career success. What follows are some of ACT's recent and most groundbreaking research studies. To review these studies, go to www.act.org/research/summary.

A First Look at the Common Core and College and Career Readiness

Forty-five states have adopted the Common Core State Standards. Now, efforts to implement the standards take on primary importance. ACT provides this first look at student performance relative to the Common Core State Standards and college and career readiness.

The Forgotten Middle

This report examines the factors that influence college and career readiness. The percentage of 8th graders on target to be ready for college-level work by the time they graduate from high school is so small that it raises questions not just about the prospect that these students can eventually be ready for college and career but also about whether they are even ready for high school.



Resources



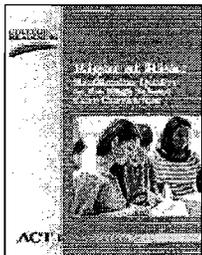
Mind the Gaps

In the research report *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success*, ACT looks at steps that can be taken to improve college and career readiness and success among underserved populations. As a nation, we must close the achievement gap across racial/ethnic and family income groups. The report shows the types of policies that work to improve college and career readiness and success.



Affirming the Goal

In our most recent research report, *Affirming the Goal: Is College and Career Readiness an Internationally Competitive Standard?*, we examine how performance standards in reading and math on PLAN compare to performance on the Programme for International Student Assessment (PISA), a worldwide assessment of 15-year-old students' academic achievement.



Rigor at Risk

Among the motivations behind the federal government's publication of *A Nation at Risk* in 1983 were the desire to see more students graduate from high school prepared for college and work and the need for more students to attend and graduate from college. *A Nation at Risk* proposed that every US high school require graduates to take a "core" curriculum—a minimum number of courses that would provide students with a "foundation of success for the after-school years." Nearly a quarter-century later, in a climate in which US workers are dealing with new forms of technology and facing the challenges of a global economy, it is not only reasonable but increasingly urgent to ask: Have we succeeded in fulfilling the goals of *A Nation at Risk*?

Resources

On Course for Success

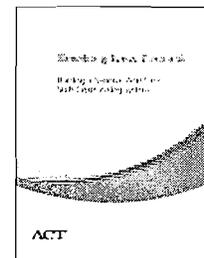
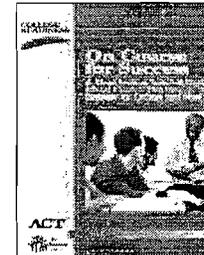
In *On Course for Success*, ACT and The Education Trust examine ten high schools with challenging student populations that have overcome the odds by fostering greater access to college. We found that when students are provided with high-level courses, qualified and experienced teachers, teaching that is flexible and responsive to students, and extra support when they need it, all students can be prepared to succeed.

ACT National Curriculum Survey

Obtained every three to four years from middle, secondary, and postsecondary educators, this study collects data about what entering college students should know and be able to do to be ready for college-level coursework in English, math, reading, and science. The survey results inform ongoing efforts to develop, refine, and update common academic standards such as the Common Core State Standards, as well as to inform policymakers and educators. Results are also used to guide development of ACT's curriculum-based assessments to ensure they meet the needs of college and career readiness.

Breaking New Ground

Breaking New Ground: Building a National Workforce Skills Credentialing System introduces the need and associated benefits for establishing a national workforce credentialing system. The report outlines the importance of bringing together a critical mass of state, national, and public and private workforce leaders to co-construct this foundational framework to address our national workforce challenges.





Rev 1

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