

Research Topic: High School Graduation

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Multiple Measures Approaches to High School Graduation

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School Redesign Network (SRN) at Stanford University
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http://schoolredesign.net/srn/mm/pdf/multiple_measures.pdf

This report documents research findings on states that require exit examinations as the primary basis for graduation from high school. In 27 states, districts use a combination of indicators to determine whether a student has met graduation standards. These “multiple measures” approaches to graduation differ from single-test approaches in that they consider a variety of student work, which may include student academic records, research papers, portfolios, essays, capstone projects and oral exams. Based on their review of state systems, the authors identify four components of a balanced assessment system for leveraging high-quality assessment and instruction: a range of student performance assessments; appropriate alternative tests for English language learners and students with disabilities; support for developing high-quality local performance assessments; and a process for reviewing and improving local assessment systems.

Public High School Graduation and College-Readiness Rates: 1991–2002

Jay P. Greene and Marcus A. Winters

Manhattan Institute for Policy Research

Education Working Paper No. 8, February 2005

<http://www.gatesfoundation.org/nr/downloads/ed/researchevaluation/GradRatesManhattanInstitute.pdf>

This study estimates the high school graduation and college readiness rates for each public school graduating class from 1991 to 2002. To be considered “college ready” students must graduate from high school, take courses that colleges require for admittance, and possess basic literacy skills. The report finds that the national high school graduation rate has remained flat over the last ten years, going from 72 percent in 1991 to 71 percent in 2002. The college readiness rate did improve during this time span, rising from 25 percent in 1991 to 34 percent in 2002. In 2002, only about half of black and Hispanic students graduated, and only 23 percent of black and 20 percent of Hispanic students graduated from high school ready to attend college. The report also provides these statistics by race/ethnicity for individual states and geographic regions.

Expectations Gap: A 50-State Review of High School Graduation Requirements

Achieve, Inc.

2004

[http://www.achieve.org/dstore.nsf/Lookup/coursetaking/\\$file/coursetaking.pdf](http://www.achieve.org/dstore.nsf/Lookup/coursetaking/$file/coursetaking.pdf)

This study used education agency data from the 50 states and the District of Columbia to compare high school course-taking requirements to what students need to know to be successful in postsecondary education or the workplace. The report found that no state currently requires all students to take college- and work-ready courses to graduate. Only three states—Arkansas, Indiana, and Texas— have made or will make a college- and work-preparatory curriculum the norm for all students. The authors provide six recommendations on ways policymakers can ensure that students graduate high school ready for work and college: require all students to take college- and work-preparatory courses in math and English; set standards that clearly describe course content and expected rigor; align high school academic standards with postsecondary education and workplace standards; articulate which courses students need to take but give teachers the flexibility to decide how to teach course content; encourage all students to earn postsecondary credit while in high school; and use K16 student achievement data to help improve the quality of high school instruction and course offerings.

Public High School Graduation and College Readiness Rates in the United States

Jay P. Greene and Greg Forster

Manhattan Institute for Policy Research

Education Working Paper No. 3, September 2003

http://www.manhattan-institute.org/html/ewp_03.htm

This study uses US Department of Education data to estimate the percentage of public high school students in the class of 2001 who graduated and were prepared to attend a four-year college. To be considered "college ready" students must graduate from high school with a regular diploma, take courses that colleges require for admittance, and possess basic literacy skills. The report finds that in 2001, only 70 percent of all students graduated and only 32 percent of all students were college ready. Only half of black and Hispanic students graduated, and only 20 percent of black and 16 percent of Hispanic students graduated college ready. The report also provides statistics by race/ethnicity for individual states and geographic regions.

Graduation Rates in Washington State

Jay P. Greene

Manhattan Institute for Policy Research

Civic Report No. 27, August 2002

http://www.manhattan-institute.org/html/cr_27.htm

This study uses data from the Washington state Office of Superintendent of Public Instruction to estimate the percentage of Washington state students from the class of 2001 who graduated from public high school. The report finds that only 67 percent of all Washington state students graduated from high school, and only 53 percent of African Americans and 47 percent of Latinos graduated. The report also examines graduation rates in fifteen school districts and finds that rates vary widely. The study compares these graduation rates to the official numbers provided by Washington state and finds that in all instances the state estimates are higher. Washington state estimates the overall graduation rate at 82 percent which is significantly higher than the study's estimate of 67 percent. According to the authors, their graduation rates are lower than the state's official rates because the state does not count students whose whereabouts are "unknown" as dropouts.