

**State Takeover of Indianapolis Failing  
High Schools: Does Academic  
Achievement Improve?**

**Celia S. Klug  
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# **Does Academic Achievement Improve with State Takeover of Failing Schools? : An Exploration of Indianapolis Takeover High Schools**

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**This research analyzes the shifts in academic achievement both quantitatively and qualitatively post school takeover at three Indianapolis high schools. State school takeover is an intervention procedure in which the state board of education replaces current school leadership and often teachers with leaders of the state's choice. Thus, the state becomes in control of all aspects of the educational process within a school. This procedure is usually the result of failed attempts at academic improvement, which is typically based on state accountability standards. Quantitative measures of academic achievement were examined via Department of Education data including student enrollment and attendance, performance on tests such as the ECA, graduation rate, SAT and ACT scores, college and careers readiness indicators, and accountability statistics pre and post school takeover. Academic achievement pre and post takeover were examined through visits to three Indianapolis high schools. During these visits, faculty and staff were interviewed and systematic classroom observation was conducted systematic to gauge teaching styles and methods. Ultimately, the data pre and post school takeover yielded information about the shift itself, and gauge improvement in academic performance (or lack thereof).**

## **BACKGROUND INFORMATION**

When I began thinking about writing my senior thesis, reflection about my time as an Education Studies major ensued. I began thinking about what education topics are generally interesting to me. Second, I began thinking about the classes I had taken, why I took them, and how they impacted my education. I then began thinking about my current career goals. With these three things in mind I began exploring potential thesis topics. I have decided to research intervention/takeover in underperforming schools. In this portion of the paper I will describe how I arrived at where I am in terms of picking a thesis topic and developing a central question for my thesis.

Originally, I began with education topics that are generally interesting for me. From here emerged three general ideas. I was interested creating a map of the similarities differences between charter, public, and private schools. For this I would do research on the student body demographics, parent involvement, academic achievement, and student life. While interesting, I decided that I wanted to do something more outside the box than

this. My next thought was to conduct research on the Urban Agriculture Project and education. The Urban Agriculture Project focuses on communities and schools, planting gardens in urban areas, which are often food deserts. I would investigate the relationship between the project and education. I remain very interested in this topic, but because of its new emergence, there is not enough previous research on the topic to conduct research upon. My third immediate interest was looking at Native American education and the concept of culturally integrated schools. My aunt is a part of running a culturally integrated school on a Shoshone-Bannock reservation in Idaho. While I would love to study this topic, it is currently unrealistic due to family circumstances. As most of these topics quickly became unfeasible, I looked to previous classes I had taken, how they impacted me, and my career goals for more potential areas of interest for writing the senior thesis.

Two of my favorite education classes have been education law and education policy. I began thinking about how I could tie these into my thesis, but nothing clicked initially. I had a conversation with Professor McVorrán and she suggested that I consider completing a profile of children typically in the child welfare system or children that are wards of the state. I really liked this idea and its connection to law. I began some initial research and was unable to find adequate data to pursue the topic as well as acknowledged the sensitivity of the topic. My mind began reeling again as I decided that I would like my thesis to have stronger connection to the practice of law. I reached out to Professor Gough/McKeown, my education law professor, to discuss potential topics and current issues in education law today. After speaking with her I solidified four potential pathways for research: special education vouchers, seclusion and restraint in schools,

school accountability, and state intervention/takeover in underperforming schools. After speaking more in depth with Professor Weisz I have decided to pursue the area of state intervention/takeover of high schools and how takeover impacts academics. I will focus on four main categories including: shifts in test scores, graduation rates, grade point averages, and teaching methods.

Originally, my desired career path to be a child/family or public interest lawyer fueled my interest to research the topic above, but ultimately, it came down to feasibility and an interesting new development in the field of education. I find education law related topics incredibly interesting and I am pursuing law school thus it is a very logical step for me to pursue research on an education law topic such a state intervention/takeover. Continued reflection eventually helped me begin developing a research rationale and research question.

## **RESEARCH RATIONALE AND GUIDING QUESTIONS**

Reflecting on my overarching research idea of state takeover/intervention of schools has led me to develop a research question. The process of developing succinct and researchable research questions involved a lot of time simply thinking about what I wanted to know about state takeover. After a conversation with Professor Weisz it was clear that I was interested in the academic differences or shifts in a takeover school. Given state takeover is a result of low academic performance (as revealed through standardized testing), it makes sense to pursue research that identifies academic improvements or changes in Indiana state takeover schools.

I thought about how academic changes, shifts, and improvements in state takeover schools might be assessed in order to develop my final question. I took into account the

necessity of a researchable question that would be methodologically feasible as well as the combination of quantitative and qualitative research. Eventually I came to the conclusion that I want to answer the following question with my research: “How are test scores, graduation rates, and teaching impacted by school takeover?” Teaching may be defined as the combination of a teacher’s teaching methods of the content and how it is interpreted by the student. The question will be researched through qualitative research that cross compares a takeover school with a demographically similar non-takeover school.

Answering this question is important to me because I am interested in the quality of public schools in the United States of America. I, like most other Americans, want our public schools to fully educate students. While there is much debate about what success and effective means in regard to education, currently states have the right to takeover underperforming schools. This takeover usually results in giving authority for the school to an independent operator, often an economic corporation, as opposed to the superintendent of the district. As this practice becomes increasingly common it is important to understand the effects of takeover in the realm of academics. Does takeover improve the academic performance of students? Does it not? What are the policy implications for this? All of these questions are vital to consider when thinking about state takeover in schools. It is important to understand the implications of our practices in order to prepare our students for a brighter future.

My research will inform my future career due to my interest in pursuing child/family, public interest, or education law. Through my research I will gain a better understanding of the current state of education within this country and potential areas of

improvement as well as provide me with a legal background into the process of state takeover. This knowledge will prepare me to enter law school with a background in current education affairs, which will serve me well as I pursue my legal education. After the development of a research rationale and question I reviewed the literature in order to inform my own research and explore what scholars had to say about the process of state school takeover.

### **STATE SCHOOL TAKEOVER: A REVIEW OF THE LITERATURE**

For many years educators, policymakers, parents, and the general public have been voicing concerns about public school education. These concerns are generally centered on academic achievement and student performance (Ziebarth 2002). In 2001, President George W. Bush pushed public education to the forefront of the public eye by implementing the No Child Left Behind Act. No Child Left Behind, also known as NCLB “called for bipartisan solutions based on accountability, choice, and flexibility in Federal education programs,” (USDOE 2001). Arguably, No Child Left Behind involved the Federal government more in state-run education than ever before. One of the more controversial accountability approaches is state school takeover (Ziebarth 2002).

Understanding the history and emergence of state school takeover is crucial to my research in order to understand the development of state school takeover as a whole.

State school takeover allows the state to gain control of a school district. This means that the state department of education or like entity is now able to manage all aspects of education within a district (Ziebarth 2002). A school district may be taken over by a mayor, the State Department of Education or like entity, a private for-profit

education group or a outside non-profit education organization. Individual school takeover occurs when the state assumes governance of the school by deciding a new administrator (Brady 2003). District takeover occurs when the state takes-over entire school districts. This typically includes “removing the local board of education and replacing the superintendent,” (Brady 2003, 19-20). Teachers may also be replaced as well (Brady 2003).

State school takeover typically occurs for the following reasons: prolonged poor academic performance, financial issues within a district and poor administration within a district (Zeibarth 2002). Most states have a state takeover statute within their constitutions (50 State Report). Even states without reconstitution or takeover statutes must make decisions about “how to intervene in local education agencies (LEAs) that have reached the ‘corrective action’ stage,”(Hammer 2005 1) under NCLB. The U.S. Department of Education defines ‘corrective action’ stage as

“the name given to steps taken by an SEA [state education agency] that substantially and directly respond to serious instructional, managerial, and organizational problems in the LEA that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics,” (U.S. Department of Education 2005 in Hammer).

When a school district reaches this stage state school takeover becomes a possibility and may become a reality. “States are required to take corrective actions when LEAS fail to meet their adequate yearly progress (AYP) goals for two consecutive years after being identified for improvement,” (Hammer 2005, 1). When a state is required to take corrective action, state takeover is viewed as a possibility in many states, often as the most serious and intensive form of action (Ziebarth 2002).

As mentioned above, state school takeovers often emerge from broken school districts that are failing academically, financially, or administratively (Ziebarth 2002). More specifically state school takeovers are more most prominent in districts where over 50% of is students are from minority racial/ethnic backgrounds, typically occur in very urban or very rural areas, have high child poverty rates, schools that are structurally falling apart, have poor administrative techniques and face ‘political patronage’ (Hammer 2005). In order to understand the differences in academic achievement pre and post state school takeover I must comprehend what characteristics many takeover schools possessed pre-state school takeover and the processes that led them to be taken over by the state. This informs my research by offering a picture of how a school would be takeover by the state.

As failing schools continue to be a problem within the American education system state school takeovers are on the rise (Wong and Shen 2002). It is important to know if state school takeovers are effective. While there is very little research of the effects of state takeovers, current, available research suggests there are mixed results (Ziebarth 2002).

Scholars suggest that state school takeover has advantages that appear to benefit the districts’ management practices than improve academic achievement. Research suggests a reduction in biased politics within a school district’s decision-making processes, improved financial practices, better administrative practices, updated physical conditions of the school, and the implementation of beneficial new programs within a district such as increased school programming (Ziebarth 2002). Seder suggests that it is easier to fix financial difficulties within a school than academic achievement issues

(Seder 2000). Hammer suggests takeovers are often more effective “in correcting violations of state certification regulations, dysfunctional school finance and management systems, and unsafe facilities than they are in improving student performance,” (Hammer 2005, 4).

Other research reveals that state takeover does not necessarily improve districts’ management and financial standing. Takeovers often involve litigation, union disputes, community protests, and high teacher turnover (Hammer 2005, 4). Fiscally, Newark School District in New Jersey developed a \$58 million deficit after being controlled by the state for 4 years (Hammer 2004). They did not have a budget deficit prior to takeover (Hammer 2004). When takeover resulted in administrative turmoil and political unrest in a community student achievement suffered (Hammer 2004). Takeovers are often confrontational between district and state leaders thus political turmoil is a common effect of state school takeover (Ziebarth 2002).

In some instances academic achievements increased within schools. Research reveals that districts who were placed under the control of mayors as opposed to outside nonprofit or for profit educational entities showed a pattern of academic gains (Hammer 2005). It also suggests that increases in achievement are most dramatic in the lowest performing schools and the elementary grades (Wong and Shen 2001). Less achievement gains are seen in higher-grade levels suggesting that multiple years of poor schooling may have irreversible long-term effects (Hammer 2005). In some districts state school takeover is successful and other districts it is not (Wong and Shen 2002). Research also suggests that a long period of adjustment may also result in positive achievement gains (Wong and Shen 2001). In order to conduct research on academic achievement in

schools that have been taken over by the state it is important to review the scholarly literature about the overall changes within a school post takeover because it informs what may be discovered in my research.

The most successful school takeovers appear to have similar qualities. Successful state school takeovers have “clear and attainable gains” (Wong and Shen 2002).

Research suggests that state leaders as well as outside management must work well with and confer with existing leadership and administrators for a smooth transition and increased understanding (Wong and Shen 2002). Logan County School district in West Virginia arguably had one of the most successful school takeovers, which resulted in test score increases, lowered drop out rates, increased attendance, and improved administrative and financial problems (Ziebarth 2001). A main characteristic of this takeover was the maintenance of the local school board with less powers when the takeover occurred, which suggests that maintain local control and involvement may be vital to takeover success (Ziebarth 2001).

Some scholars also discuss the challenges of takeovers in depth. Karp discusses the replacement of local administration with outsiders can lead to a lack of credibility within the community thus hindering district improvement (Karp). Much political unrest is usually the result of state takeover as well, which also interferes with educational improvements (Karp). Karp argues that many of the state takeover district’s failings stem from deeply rooted social problems such as poverty, which state takeover does not address nor can fix (Karp). These systematic issues make it near impossible for schools to show significant academic gains (Karp). He argues that NCLB’s goals are unattainable in some cases thus not leading to advances (Karp). Karp claims that

NCLB's narrow focus on test scores reduces genuine achievement gains as well as suggests that. "the imposition of private management on public schools or the wholesale dismissal of school staff—traditional state takeovers have no record of success as school improvement strategies," (Karp 4). Brady claims that school takeovers are difficult, costly, and have high political costs (Brady 2003). Understanding the successes and challenges of state school takeover is vital background research to have when researching the academic achievement changes pre and post takeover. This allows a clearer picture of the experiences that state takeover schools face.

Much of the current information on recent state school takeover comes from newspaper articles discussing the places where, successes and failures of, and the feelings of people involved with state takeover at a local level. In order to best understand state takeover we must know what is happening now and in recent years. The current status of state takeover schools informs my research by providing a background as to what I may expect to find in my research as well as insight into considerations I should make while analyzing my data.

A district in California was taken over in 2012 and given at \$55 million in emergency loans, but as of June 2013 the district is operating at \$17.7 million deficit. "Many in the community view the state administrators as intruders rather than saviors and question their qualifications," (Ceasar 2013).

In Virginia in 2013, the Norfolk City and Alexandria School Districts were in threat of being taken-over and the Virginian community was not pleased (Chandler 2013). Across Virginia, school boards gathered to sign resolutions in support of a lawsuit challenging a state board approval granting state school takeover (Chandler 2013). The

lawsuit declared state school takeover as unconstitutional under Virginia's state constitution, which promised school boards are maintained by local control (Chandler 2014). June of 2014 statewide school takeover was ruled unconstitutional under Virginia law (Chandler 2014).

The implications of a 2002 takeover of Roosevelt School District on Long Island are still being felt. In 2002 Roosevelt School District was taken over by the state due low academic performance, high administrative turnover and discipline problems (McKinley Jr. 2002). The plan gave power from the local administrators to the Education Commissioner of New York to control everything throughout the district such as hiring and curriculum (McKinley Jr. 2002). In 2004, school attendance had increased, the hallways were declared 'safer,' and some grade levels saw slight improvements in testing (Healy 2004). School officials, teachers, and parents are still cautious of the improvements and think that the State Department is not being as attentive thus things are starting to deteriorate again (Healy 2004). There was fear about the upcoming administrative turnover (Healy 2004). In 2006, the debate of school takeover still continued (Lambert 2006). The school has increased programming and has Chinese courses, but the district is still struggling with not all children having textbooks and students that cannot read (Lambert 2006). People continue to disagree about whether state takeover has been a success or a failure for the Roosevelt School District (Lambert 2006).

Takeover options in Indiana materialized with Public Law 221 in 1999 (Elliott 2013). This allowed the State Board of Education to takeover schools after 6 consecutive years of the school rating in the lowest category of achievement on an A-F grading scale

(Elliott 2013). In 2012, Indiana made the drastic decision to complete 5 total takeovers (Elliott 2013). In 2011, the State Department of Education endorsed the takeovers of Gary Roosevelt High School in Gary, Indiana be taken over by Edison Learning Inc., a New York based private education operator (Associated Press 2011). An Indianapolis schools, Arlington High School was taken over by EdPower, an Indianapolis based-charter school operator (Associated Press 2011). 3 other Indianapolis schools, Thomas Carr Howe High School, Emmerich Manual High School, and Emma Donnan Middle School were taken over by Florida-based Charter Schools USA (Associated Press 2011). There was support from some and uproar from others when the decision for takeover was made (Associated Press 2011). Some felt the takeover was necessary and others felt that having private entities takeover the schools makes them not Indianapolis schools anymore (Resmovits 2011).

In 2013 the results of the takeovers were unclear; discipline and teaching is said to have improved, while the schools still remain at an F rating and maintains high turnover (Elliott 2013). In 2014, Glenda Ritz, the State Superintendent of Instruction, submitted a series of amendments on a waiver to the U.S. Department Education with regards to No Child Left Behind, hoping to gain a one year extension, which would allow school operators to maintain flexibility in spending federal funding for low-income students and not have to meet the requirement of 100% of students being proficient in English and math (Weedle 2014). In August of 2014 the Indiana Department of Education received the No Child Left Behind wavier extension without conditions from the U.S. Department of Education (Altman 2014).

In 2014 questions arose about Arlington High School's lack of improvement since the implementation of state takeover in 2012 (Weedle and Elliott 2014). Student enrollment has dropped drastically, there is a lack of funding and political turmoil with the nonprofit Tindley Accelerated Schools (then EdPower), that is paid to run Arlington and local administrators, and the school still rates F on the state report card (Weedle and Elliott 2014). In the summer of 2014 Tindley CEO, Marcus Robinson, announced that they could no longer afford to run Arlington High School and manage there other schools in the Meadows redevelopment area of Indianapolis (Weedle 2014b) Mainly, this is due to the a drastic decrease in enrollment in the school since the 2012 takeover (Weedle, 2014). If improvement did not occur there was fear that Tindley was likely to end their contract with Arlington potentially resulting in another outside organization taking over the school or Arlington becoming an autonomous school within the Indianapolis Public School district (Weedle and Elliott 2014) causing additional change within the school. At the beginning of this project, Tindley maintained control for the 2014-2015 school year but the future remained uncertain as they discussed requesting to end their contract with Arlington High School early (Weedle and Elliott 2014). As the project progressed, a decision was made. In December of 2014 the Indiana State Board of Education voted to put Indianapolis Public Schools back in charge of Arlington High School for the 2015-2016 school year (Cavazos, 2014). This will be the first takeover school to be reconstituted, or returned to the original school district (Cavazos, 2014). The Indiana State Department of Education will still have state oversight of Arlington High School while IPS will control day-to-day management of the school (Colombo, 2015). Due to Arlington being the first school in Indianapolis to exit full takeover intervention there is

confusion over how the process will unfold (Colombo, 2015). In February of 2015, the Indiana General Assembly passed House Bill 1638, which offered some guidance for reconstitution. The bill allows for schools and districts to be classified as ‘transformation zones,’ which means there will be a “special division to oversee or improve schools’ performance” (Cavazo 2014 1). This means that the state board of education may approve a district’s plan to establish improvements to the school (Behning 2015, House Bill 1638). Arlington High School will be considered to be in a ‘transformation zone,’ thus allowing Indianapolis Public Schools to create a plan for improvement and transition that is overseen by the state (Turner 2015). The next step for Arlington High School is creating and approving a plan for the transition of school management from Tindley back to Indianapolis Public Schools, which includes finding a new principal and staffing the school (Turner 2015). IPS will regain control of the school officially for the 2015-2016 school year; they are currently in the transition process (Turner 2015).

Information about the current situations of state takeover schools in Indianapolis, Indiana is important to my research because it will be completed on state takeover schools in Indianapolis. Updated information on the status of these schools informs my research by preparing me for interviews and observations at said schools as well as for data comparison on academic achievement pre and post state school takeover.

The bill also changes the timeline for state intervention, allowing the state to intervene after 4 years of school failure (a school initially placed in the lowest category or achievement) instead of 6 years after June 30, 2015 (Behning 2015, House Bill 1638). A school may also not offer any monetary gifts to families in exchange for enrolling in a takeover school (Behning 2015, House Bill 1638). The bill would allow the state to take

over as many at 79 schools in the coming year, yet the hope is that the bill offers tools for districts to improve their schools without having to hire outside management (Walk 2015). The transformation zone would also include schools that feed into the high school as well as allow the state to create new feeder schools through private management (Walk 2015). If the state did not like the district's plan for improvement they could hire private, outside management to take over the entire district as opposed to one school, which is the current situation (Turner 2015). It also allows the transformation zone schools to use non-unionized teachers (Turner 2015), which brings pushback from educators. A Southern Indiana district, Evansville, has seen success with this model as well as Nashville, Tennessee. It is crucial for me to understand House Bill 1638 because it informs the current status of the state takeover procedures within the state of Indiana where my research will be completed.

In 2015, state school head Glenda Ritz asked for a one-year pause in the A-F school grading accountability system because of the new extra-long ISTEP test being implemented this year (Carden 2015). This means that a schools 2013-2014 grade would remain for the 2014-2015 school year. Indiana Governor Mike Pence struck this down and will not be lifting accountability requirements for this year. This year's new ISTEP test would be a 12 hour test, but recently was reduced by 3 hours thus making it a 9 hour process for most students (Weidenbener 2015). Just weeks before testing was to begin Ritz and Pence by the guidance of consultants, Auty and Roeber, reduced the testing time (Weidenbener 2015). Currently, there is discussion about taking out the social studies portion of the exam; this decision is still in debate (Weidenbener 2015).

All five schools that were taken-over in 2012 are still failing, face a loss in enrollment, and there are major funding issues (The Associated Press 2014). A new development in 2014, is the State Department of Education's more thorough involvement with the Gary Community School Corporation (McCollum 2014). It is unclear how the state plans to intervene, but is likely to partner with Edison Learning (McCollum 2014).

All of the literature informs the study on the current status and situations surrounding state school takeover policies and happenings. Specific knowledge on recent occurrences informs my study by giving me knowledge of what current research says about the success of state school takeover, what is happening in specific districts and schools that have been taken over by the state, and how policies are functioning in regards to state school takeover. Each of these pieces of literature allow me to situate my research in the wider social structural setting state school takeover operates within.

In my research I will address the topic of state school takeover and improved academic achievement. I want to answer the following questions of three Indianapolis takeover schools, "How are test scores, graduation rates, and teaching affected by state takeover?" By measuring these things I hope to gain insight to the academic achievement changes in schools post state takeover. In order to answer my research questions I will select three Indianapolis takeover school and use a triangulation methodology as discussed below.

## **METHODS, DATA SOURCES, PARTICIPANTS**

In order to examine how state school takeover has affected academic achievement through test scores, grade point averages, graduation rates, and teaching styles/methods in Indiana I focused on three Indianapolis, Indiana high schools that have been taken-over

by the state. I analyzed the following four variables for each school three years before the takeover (when available) and in the two years following the takeover: the graduation rates, standardized test scores, and teaching styles/methods.

The Indiana Department of Education website makes most academic statistics available. Available and relevant data to the study includes enrollment and attendance, student demographic data such as ethnicity and class, student performance data, in particular End of Course Assessment (ECA), which is the ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus) accountability testing for high school, graduation rates and graduate data, SAT and ACT scores, AP testing and test scores, accountability statistics through the state report card, and school personnel rating. The website had a 'by school' search function, which enabled me to find the information on each school easily. Each of these statistics aided me in gauging the standardized test score shifts and graduation rates therefore addressing two of my specific sub-questions about shifts in academic achievement pre and post takeover. The other data obtained provided a portrait of the student population and other forms of academic achievement.

### **Methods: Shifts in Teaching**

In order to analyze shifts in teaching I interviewed two teachers who worked at the school. Most of the teachers I spoke to were hired post state takeover due to the removal of teachers from before the state school takeover. If a staff member or a veteran teacher worked at the school I spoke with them. An interview protocol and questions (see appendix) were developed and used. I asked interviewees their perceptions about academic performance pre and post takeover. I created a semi-structured interview with open-ended questions such as: please tell me about your career path, what are your

perceptions of student achievement at your school before state takeover or your employment (nature of curriculum, emphasis on learning and teaching, test scores, growth, academic achievement of students), how would you describe the current student achievement at your school (nature of curriculum, emphasis on learning and teaching, test scores, growth, academic achievement of students), do you feel like things have improved academically throughout the school (test scores, emphasis on teaching and learning, growth), how would you characterize your teaching style/methods, and do you experience any discipline problems in classes, how do you deal with them, how do you teach self-discipline, what are consequences for inappropriate behavior, etc.? These questions can be seen more formally on the attached questionnaire page.

Field notes were taken during each interview pending the flow of the conversation and were updated as the conversation finished. This helped me in answering how teaching techniques, styles, and methods have shifted since takeover has occurred from the view of the teacher. I observed three classroom teachers to see their teaching methods and techniques in practice to learn about currently employed teaching methods and techniques. Through observation I took descriptive field notes on the instructor's teaching methods, techniques, and style. The interview and observation processes provided me with qualitative data to analyze shifts in teaching post state school takeover from the perspectives of teachers and a first person observation of classroom teaching in practice. This qualitative data supplemented the numerical data offering additional insight into academic changes post takeover.

I gained access to this data by selecting the three Indianapolis high schools that have been taken-over by the state due to poor academic performance. Each school had

similar student demographics to ensure a similar but representative sample. The following high schools were used for the study: Arlington High School, Thomas Carr Howe High School and Emmerich Manual High School. Through the DePauw University Education Studies Department placement system I gained access to each of these schools. These methods and data sources offered insight and the ability to answer my questions regarding state school takeover and academic performance.

The official research project began in February. Upon returning from winter term I spoke with Jodi Menke in the Education Studies office to help with placement at the following schools: Thomas Carr Howe High School, Emmerich Manual High School, and Arlington High School in Indianapolis. Through February and the first few weeks of March I analyzed the numerical data via the Indiana Department of Education website. I visited Emmerich Manual High School in February 2015. I visited Thomas Carr Howe High School in April 2015 after a long time of working to set up a visit to the school; it was not an easy school to access. After many attempts of communication with Arlington High School I was ultimately unable to schedule a visit. After an enthusiastic yes from the principle early on to allow me to visit; communication stopped completely. Jodi Menke, DePauw's Education Department coordinator worked tirelessly to help me schedule a visit with Arlington High School. She left multiple voicemails and sent many emails in hopes of them responding. They never responded so in mid- April 2015 I made the decision to not pursue a visit there anymore; they were unresponsive and time was running out. I speculate that they may have been too busy or changed their mind about letting me visit due to their return to Indianapolis Public School control in the fall of 2015.

## **DATA MANAGEMENT AND ANALYSIS**

In order to manage my data, I employed a few processes. Separate processes were used for the management of numerical data such as graduation rates and standardized test scores and qualitative data from teacher and administrative interviews.

Numerical data was categorized through a spreadsheet mechanism. There was a spreadsheet for each school. Each spreadsheet contained the data for the following school years: 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014.

Background data such as ethnic makeup of students, statistics on free and reduced lunch, enrollment, and attendance were collected. End of Course Assessments, from here on out known as ECA test trends, graduation rates, SAT/ACT takers and scores, and state report card data were collected. The spreadsheets were saved in Excel on my computer and on my Google Drive for back up purposes. This data was analyzed by comparing and contrasting yearly data for each school individually and cross-compared between schools. From there graphs were created to document the visual differences and shifts in academics between pre and post-state takeover.

Teacher and administrative interviews and class observation was managed through descriptive field notes and transcription of the interviews. I used this data to search for themes such as what kind of improvement, if any, teachers saw and similarities and differences in teaching styles regarding shifts in academic achievement post state takeover. By reading over field notes and transcriptions from different interviews themes

were identified and analyzed. They were coded based on subject content. This allowed me to answer how teaching and academics have shifted since a school's takeover from the perspective of the teacher answering my third sub-question. Field notes were also taken during class observation. I analyzed field notes from each observation and cross compared them once again looking for themes about teaching methods and techniques to address how teaching is currently occurring in classrooms.

I used a triangulation research strategy in order to maintain accuracy and limit bias. For the numerical data accuracy and bias will be limited due to the nature of the data; the data is already there and no specific researcher coding is necessary. In order to maintain accuracy in my interviews I transcribed teacher interviews and entered research with the knowledge of my personal social location, which increased accuracy and unbiased analysis. In order to maintain accuracy and limit bias during classroom observation I also used similar word choice between classrooms, identify teaching methods based on how I've learned them throughout my education as well as separate myself from what the teachers say about their styles. Each of these techniques maintained accuracy and limited bias therefore allowed me to answer my research questions in the most accurate way.

## **RESEARCH FINDINGS**

### **Emmerich Manual High School Background and Demographics**

Emmerich Manual High School is a public high school that sits about three miles south of downtown Indianapolis, Indiana. Emmerich Manual High School, from this point known as Manual, serves students grades 9-12. Manual was taken over by the state in 2012 due to consistent years academic failure. The state gave control of the school to

Charter Schools USA, a Florida based education management company. Charter School's USA's goal is to "create(s) and operate(s) high quality schools with an unwavering dedication to student achievement and an unyielding commitment to ethical and sound business practices," (Charter Schools USA). Data about Manual High School was collected from the 2009-2010 school year to the 2013-2014 school year from the Indiana Department of Education Website. The complete takeover occurred in July of 2012 thus beginning in the 2012-2013 school year. The data offered three years of academic achievement data prior to the takeover, and two years of data post takeover (including the year the school was taken over by Charter Schools USA).

In the 2009-2010 school year Manual High School 63.1% of students white, 25.3% of students were black, and 7.9% were Hispanic and came predominately from low-income families, which is judged on the percentage of students that receive free and reduced lunch (Indiana DOE). In the 2009-2010 school year 64.8% of students received free lunch, while 8.2% of students received reduced lunch (Indiana DOE). In the 2010-2011 and 2011-2012 school years 85.1% and 82.2% of students received free or reduced lunch respectively (Indiana DOE). 62.8% and 60.7% of students were white in the 2010-2011 and 2011-2012 school years respectively (Indiana DOE). Total student in enrollment was 784 students in the 2010-2001 school year and 720 students in the 2011-2012 school year [enrollment data for the 2009-2010 school year is not available] (Indiana DOE).

The first year that Charter Schools USA took control of Manual High School (2012-2013) enrollment in Manual High School dropped drastically to 466 students as opposed to 720 students the previous year (Indiana DOE). This is a likely an effect of the

shift in school control from Indianapolis Public Schools to Charter Schools USA. The school still remained predominately white (63.9% of students). Fewer students were enrolled in the free and reduced lunch program (52%) as compared to the year before [82.2%] (Indiana DOE). In the 2013-2014 school year enrollment stayed the same from the previous year (466), the school was 59.3% white and 90.8% of students were enrolled in the free and reduced lunch program, a large increase from the year before [52%] (Indiana DOE).

Despite a few shifts over the years currently in the 2014-2015 school year the school is racially similar and financially different demographically to the 2009-2010 school year. Enrollment has risen to 612 students, which is still below the 784 students enrolled in 2009-2010, but has significantly risen from the 2013-2014 school year where 466 students were enrolled (Indiana DOE). This may be attributed to Manual's state report card improving a letter grade in the 2013-2014 school year. The school is 60.3% white now as compared to 63.1% in 2009-2010 (Indiana DOE). Students on free and reduced lunch has dropped from 73% in 2009-2010 to 28.1% in 2014-2015 (Indiana DOE), which is a large decrease in students that come from impoverished families. Now that the demographics of the student population of Manual High School have been discussed we now will discuss the academic standing of Manual High School from the years 2009-2010 to 2013-2014 (Indiana DOE).

### **Emmerich Manual High School State Academic Data Findings**

The letter grade system academic state report card system was introduced to Indianapolis Public Schools in the 2009-2010 school year, as a byproduct of No Child Left Behind (NCLB) standards. In the 2009-2010 school year Manual High School

received an F on the state academic report card, which placed them on Academic Probation under NCLB standards (Indiana DOE). Manual High School continued to receive an F on the state report card until the 2013-2014 school year when they received a D (Indiana DOE). The Academic Report Card is determined using End of Course Assessment (ECA) tests. ECA tests are taken for English 10, Algebra 1, and Biology 1 in the state of Indiana (Indiana DOE). A student must pass the English 10 and Algebra 1 test to graduate from high school (Indiana DOE). The Biology 1 test is administered to meet the NCLB requirement for providing high school assessment in science, but is not required to graduate (Indiana DOE). A student's score on the Biology 1 ECA test is still noted on their transcript (Indiana DOE). ECA tests are taken when a student completes the course and re-administered if a student does not pass (Indiana DOE).

Persistent failure on the English 10 ECA test led in part to the state takeover of Manual High School in the 2012-2013. In 2009-2010 36.6% (54) of students passed the English 10 ECA, 28.9% (58) students passed in 2010-2011, and in 2011-2012 49.3% (72) students passed the English 10 ECA (Indiana DOE). The first year of the takeover there was a small decrease in the number of students passing the English 10 ECA; 47.2% (50) students passed (Indiana DOE). In the 2013-2014 school year Manual High School experienced nearly a 20 percent increase in passing rates for the English 10 ECA test (Indiana DOE). Last year's test scores reveal that 60.9% (84) students passed the test (Indiana DOE). This school year's (2014-2015) has not been completed yet. A larger percentage of students taking the English 10 ECA are passing the test now as compared to the years before state school takeover, which implies that academic achievement is increasing at Manual High School.

There has been less of an improvement in the passing rates of the Algebra 1 ECA pre and post takeover. In 2009-2010 24.5% (39) of students passed the Algebra 1 ECA. 33.3% (53) and 34.6% (56) of students passed the test in the 2010-2011 and 2011-2012 school years respectively (Indiana DOE). The year the school was taken over by the state, 2012-2013 there was about a 10% drop in the passing rates of the Algebra 1 ECA with a 23.3% (40 students) passing the test (Indiana DOE). Yet the next year, 2013-2014, there was nearly a 15% increase in the passing rate; 38.3% (54) students passed (Indiana DOE). Overall, the test scores have increased in the past year, although similar to the English 10 ECA passing rates we did see a decrease in the passing rates the first year the school was taken over. This may be attributed to the transition that accompanies the takeover and the drop in enrollment of students.

Interestingly, the Biology 1 ECA test is the test where there was improvement the year the school was taken over, the 2012-2013 school year. In 2009-2010 10.9% (7) of students passed the test (Indiana DOE). In 2010-2011 and 2011-2012 9.4% (13) and 6% (7) of students passed (Indiana DOE). In the 2012-2013 school year, which was the year of the takeover, 19.2% (29) of students passed the test and last year, 2013-2014, 17.5% (30) of students passed (Indiana DOE).

The graduation rates of students at Manual High School has a similar pattern to the one we saw with the ECA testing. There is a relatively low graduation rate in the years before the 2012-2013 takeover, it has dropped or stayed nearly the same the year the school was taken over, and then risen again in the 2013-2014 school year (Indiana DOE). In 2009-2010 the graduation rate at Manual High School was 60.1% with 25.5% of students dropping out (Indiana DOE). In the 2010-2011 and 2011-2012 school years

there was a 71.3% and 68.9% graduation rate respectively (Indiana DOE). In the year of the takeover 2012-2013 61.4% of students graduated (Indian DOE). There was about a 10 percent rise with 70.9% of students graduating in 2014 and 19.1% of students dropping out (Indiana DOE). Since the takeover larger percentages of students have graduated and less students have dropped out, which implies an increase in academic achievement.

Very few students at Manual take the SAT and the ACT, which are nationally administered standardized tests that are meant to help colleges assess applicants. Since the 2012-2013 take over of Manual High School a larger percentage of students have taken the SAT. In the 2009-2010 school year 17.7% (20) of graduates took the SAT, while 93 graduates did not take it (Indiana DOE). This has grown since then with 35.9% (28) of graduates taking the SAT in 2013-2014 while 50 did not take it (Indiana DOE). The average score for those taking the test has decreased in those school years from an 894 average in 2009-2010 to a 777 average in 2013-2014; the Indiana average score for graduates in 2014 was a 991(Indiana DOE). Significantly, less graduates have taken the ACT post takeover than before the takeover occurred. In the 2009-2010 school year 38.1% (43) graduates took the test and in 2013-2014 only one graduate took the test (Indiana DOE). In 2009-2010 there was a 17 average on the test and the 2013-2014 data for Manual is suppressed due to only one student taking the test but the Indiana average is a 21 (Indiana DOE). The discrepancy of more students taking the SAT than the ACT may explained if Charter Schools USA encourages taking the SAT over the ACT, which is unclear.

Attendance rates at Manual High School have dropped since the 2012-2013 takeover of the school. In 2009-2010 the attendance rate was 86.3% school wide (Indiana DOE). In the 2010-2011 and 2011-2012 school years the attendance rates were 89.8% and 89.5% respectively (Indiana DOE). Since the takeover there has been a drop in attendance; the attendance rate was 79.5% in the 2012-2013 school year and 78.9% in the 2013-2014 school year (Indiana DOE). The drop in attendance rates is interesting and may suggest an apathetic attitude about the importance of attending school within the student body.

### **Emmerich Manual High School Interview Findings**

I visited Manual High School in February 2015. I was there to meet with Emily Wood\* (name has been changed to protect privacy), the community and parent liaison and athletic director of the school, interview a teacher, and speak with the Jr. ROTC Director (who is the only faculty that was there prior to the takeover), and attend a few classes. I walked into the school building and checked in fairly easily. I then waited about twenty minutes for Emily Wood to arrive to speak with me and take me to each class. She stayed with me the whole afternoon.

I spoke with Emily Wood first and interviewed her about her position and school pre and post takeover. Since, Emily was not employed by the school pre takeover our discussion about state of the school pre-takeover was based on her perceptions of the school. Ms. Wood's official title was the community and parent liaison, she also functioned as the athletic director and the girls basketball coach. In her community and parent liaison role Emily's job was to set up monthly events for the parents and community to engage with the school, run the Food Pantry, maintain relationships with

business partners such as Rolls Royce that donated to the school, run the Parent Teacher Organization (PTO) ask faith-based organizations for resources for the school, work on marketing and promoting the school as increasing student enrollment. The position of Athletic Director was created for her because as the girls' basketball coach there was no one to coordinate games and the use of the athletic facilities. She took on the role to manage the school's football, volleyball, cross-country and track, basketball, cheerleading, wrestling, baseball and softball, and golf teams. She informed me that they were hoping to bring soccer back this coming fall.

From Emily's perception the school was in a rough spot academically pre-takeover. She discussed the teachers' and students' lack of motivation and drive in improving academics amongst the school. She also mentioned a lack of sound leadership. Emily commented on the current student achievement as seeing definitive improvement, but having "a ways to go still." She commented that the teachers and staff work hard everyday for opportunities to help students bump up their test scores and learn in class. She also discussed all of the initiatives for improving academic achievement that Manual has. Each Manual High School teacher holds "office hours," for student to come and learn about the material and make up work. They do a Saturday Boot Camp in preparation for the ECA tests. There is something titled "lunch bunch" where students learn from one another, meet with a teacher for aid, and catch up on their assignments. Emily credited improved academics to some of these programs. She commented that teachers 'buy-in' to improved ECA scores and commented on the need for hard data to show improvement.

She noted that a big problem at Manual was truancy and that they have begun a new initiative this year entitled Everyday Counts. The goal of Everyday Counts is to have 80% every day. Each teacher is paired with three students that they call if they don't come to school. She said that the outcome was typically students get annoyed and come to school or annoyed and withdrawal from school, which then made it "not their problem" anymore.

After interviewing Emily Wood, I spoke to an ESL teacher who had been teaching at Manual for 3 years. She had attended Franklin University, graduated with a degree in Education and Spanish, and went on to join the Indianapolis Teaching Fellowship, thus ended up at Manual. Ironically, she had done her student teaching at Manual her junior year of college thus had spent at year at Manual before the takeover occurred. When asked about Manual's academic achievement before the takeover she said that Manual had a history of failure and had fallen off the wagon. She didn't think it was necessarily anything that Manual was doing wrong per se but commented that Indianapolis Public School District schools had a failure problem in general. She believed that the problems stemmed from higher up school corporation implementation issues that filtered into Manual. She also thought there was a lack of teacher input and no accountability for teachers. She also states it is very hard to know what all contributed to the school's failure yet is quick to point out that the failure was not due to student incapability, but to not motivation for student or teachers to improve.

When asked about the current student achievement at Manual High School the ESL teacher had great things to say. Firstly, she claims that a new level of motivation has come to the school; the overall atmosphere for learning has improved. She suggests

that as an entire school we should be looking for growth among the students, feedback on the teachers' lesson plans, and an improvement in ECA scores for students. She was quick to point out her feelings that sometimes too much focus is put on student ECA achievement and that they may never hit a point where all of the students are passing, but the focus should be on the overall improvement of students' academic achievement. She feels the push for improved programming such as the honors program and Cambridge honors program has been great for high ability students. She comments on the improvement in test scores, accountability, and growth throughout the school. She is convinced that the school will only continue to grow and show academic improvement.

This teacher considers herself to have a teaching style that lets her students be independent thinkers and learners. This was evidenced when she asked a student to stop and think about what he believed about the situation and the project they were completing. She claims to be flexible with her format and development of the students learning. She emphasizes project-based learning.

In a discussion of discipline problems with her classroom she comments that there are discipline problems at times, but not unlike other high schools in the area. She claims the biggest discipline issues are a lack of attendance, dress code, cell phone usage, and fights. She deals with these by forming relationships with her students, talking to them in order to redirect their behavior without being too harsh, and encouraging the students to rationalize their behavior as well as learn from their mistakes.

I also spoke briefly with a 2<sup>nd</sup> year Teach for America teacher who taught biology at the school. She too emphasized her perception of the school as failing and in need of fixing before she became a teacher there. When discussing the current state of student

achievement she discussed the current emphasis on remedial ECA testing projects such as mentoring programs, office hours, ECA Boot Camp. This teacher also spoke to the increase in student motivation and the increase in ownership for their education from the upper classman although she teaches mostly freshman. She too feels like the school has improved since the takeover with an increase in motivation amongst students and faculty and an increase in ECA test scores. She is encouraged that the academic achievement of Manual students will continue to improve. She characterizes her teaching style as energetic, hands-on, and states that she uses a lot of activity-based learning. She also says there are a lot of discipline problems in classes, but mostly these problems are students talking out, treating each other poorly, a lack of focus, cell phone usage issues, dress code issues, and sometimes fights. As a teacher of mostly freshman she typically gives warnings and changes students' seats. She believes that getting the parents' involved is a good policy and if things escalate out of her control she takes issues to the dean.

I was also supposed to speak to the JR. ROTC Program Director during my visit to Manual High School. He was the only faculty that was employed at Manual before the state takeover of the school. He did not end up being at the school during my visit so I was unable to speak with him when I was there. Emily Wood asked me to email my questions to her and stated that she would pass the along to him and email his answers back to me. I emailed her the questions for him promptly after my visit, the first communication was sent February 25<sup>th</sup>, 2015. She emailed me back February 26<sup>th</sup> saying that she would have him email me back shortly. I emailed her asking if she would check on Sgt. John's\*(name has been changed to protect privacy) progress on the questions and

email them back to me on March 16<sup>th</sup>, 2015. She responded later that day and said she would ask him and get back to me as well as apologized for the delay. I emailed her again April 7<sup>th</sup> because I had still not heard from her or received the questions back; this time I reattached the questions for her convenience. I eventually heard back from her April 14<sup>th</sup>, 2015. She had attached answers from the JROTC officer, Sgt. John.

Sgt. John's role at the school is an Army JROTC Instructor and he teaches students grades 9-12. His responsibilities are to motivate cadets to better citizens. He claimed his responsibilities have changed over time, but failed to elaborate on how things have changed. Sgt. John to agreed that Manual was a failing school prior to the takeover and instructed me to view the data on the Department of Education website. When asked about post-takeover Sgt. John stated that Manual student achievement has improved. He believes there has been growth. He noted that the curriculum has not change but all of the teachers have bought into the process of working together to improve student achievement. He said that all faculty members act as math and English teachers. It is unclear if he said this in reference to math and English being the subjects that are tested on the ECA, but I hypothesize he wanted to emphasize that whole faculty is working towards success on standardized tests. He, similar, to Emily Wood, commented that Manual offers more opportunities for success and support for struggling students such as after school tutoring, lunch and breakfast bunch, Saturday ECA boot camps, and teacher office hours. Sgt. John asserted that he did not experience discipline problems throughout the school and noted that he is trying to instill discipline in his cadets based on the 7 Army Values. He said that he encourages his students to police one another and be accountable for their actions. If inappropriate behavior occurs he said

there appropriate consequences, but failed to discuss what these consequences were. Sgt. John was confident that student behavior, achievement, school leadership, and teaching have all improved since the takeover.

### **Emmerich Manual High School Classroom Observation Findings**

During my visit to Manual High School I observed three classes. I took in each classroom and documented the teachers' teaching style and how the class went using in depth field notes. The first classroom I visited was an ESL course, which was taught by the teacher I interviewed. There were a total of 5 students in this class and 1 student was missing. They had the primary ESL teacher as well as native speaker assisting the course. The students began with a "Do Now" exercise to get their minds ready for work. They were working on the future tense and practiced out loud reading of the sentences. The teacher encouraged participation amongst all of the students and it was clear she had a close relationship with them. Students were encouraging each other in Spanish. One girl was answering by calling out most of the questions posed about what words and concepts meant and the teacher encouraged her to let someone else answer. One girl left the class partway through for a doctors appointment because she was pregnant. After practicing the future tense students were instructed to continue work on their projects where they had to find 5 pictures that depict a career they may interested in and write about it in English. At one point in the class there was a discussion of expectations, which is that they follow directions, treat everyone with respect, and are 100% engaged 100% of the time, and give their best. She taught with a very interactive teacher-learner process

and there was active classroom engagement. Speaking English at all times was not enforced. Overall, she employed project-based learning as seen through the active engagement of students and the focus on their career projects while learning English. She also maintained a relational form of teaching within the classroom.

Next, I attended a freshman geography class with a male teacher. They began the class with a “Do Now” and then proceeded to guided notes on the review of a chapter. He encouraged students to participate, not speak out, not copy each other, but they did not listen. Many students were not working, talking, texting, complaining about schoolwork and their home lives, joking around, and one student slept. A few times he redirected students to keep working, but gave up after awhile. The students who were working were getting individual help from the teacher and he was working hard to engage them. At one point there was a confrontation between students and they were sent to the office. The classroom’s walls were covered with encouraging quotes and values posters. This teacher appeared engaged with the students that wanted to learn and work, but did not make many attempts to engage all of the students. He taught in a rote manner by guiding students through notes. He appeared to be stressed but enjoyed focusing on those who were listening.

The last class I attended was a biology course taught by the 2<sup>nd</sup> year Teach for America teacher that I interviewed. The class began with a “Do Now.” In class they were applying a previously learned lesson about sex-linked diseases. Some students came in without the materials and the teacher helped them. She asked side conversation to end and the students listened. She handed them worksheets with a specific scenario of individuals in which they were going to apply sex-linked disease inheritance to. She

maintained enthusiasm throughout the entire class period and was very encouraging to her students. She interactively engaged with students by asking them to draw punit squares and share their thoughts with the class. Students participated in the classroom and answered the question on the worksheet as a class. They were encouraged by the teacher to raise their hands when they had the answer and reminded to work hard and that they knew the information. Students were responsive and encouraging to another. One student did not understand the material as well and the teacher individually worked with him for a bit. She offered office hours and allowed her students to make up all of their missed material and retake tests. She gave them a lot chances to engage with material. This class was the most engaging one that I attended. The teacher taught with in a very interactive manner and was incredibly encouraging. The material was presented in an understandable yet applicable manner.

### **Thomas Carr Howe High School Background and Demographics**

Thomas Carr Howe High School is a public high school that is about four miles from east of downtown Indianapolis. Thomas Carr Howe High School from now on known as Howe High School was taken over by the state in 2012 due to consistent years academic failure. The state gave control of the school to Charter Schools USA, a Florida based education management company, which is the same company that manages Manual High School on the southside of Indianapolis. Howe High School serves students from grades 7-12. Data about Howe High School was collected from the 2009-2010 school year to the 2013-2014 school year from the Indiana Department of Education Website. The complete takeover occurred at the beginning of the 2012-2013 school year. The data offers three years of academic achievement data prior to the

takeover, and two years of data post takeover (including the year the school was taken over by Charter Schools USA).

In the 2009-2010 school year Howe High School students were about 40% white, 40% black and about 10% Hispanic and came from low-income families, which is judged on the percentage of students that receive free and reduced lunch (Indiana DOE). In the 2009-2010 school year 79% of students received free lunch, while 7.3% of students received reduced lunch (Indiana DOE). There were 1,131 students enrolled at Howe High School in the 2009-2010 school year (Indiana DOE). In the 2010-2011 and 2011-2012 school years 73.9% and 79.7% of students received free or reduced lunch respectively (Indiana DOE). 42.9% of students were white, 39.9% black, and 11.3% Hispanic in the 2010-2011 school year (Indiana DOE). 38.1% of students were white, 41.2% black, and 13.9% Hispanic in the 2011-2012 school year (Indiana DOE). Total student enrollment was 1,283 students in the 2010-2011 school year and 1,028 students in the 2011-2012 school year (Indiana DOE).

The first year that Charter Schools USA took control of Howe High School (2012-2013) enrollment in Howe High School dropped drastically to 609 students as opposed to 1,028 students the previous year (Indiana DOE). This is likely an effect of the shift in school control from Indianapolis Public Schools to Charter Schools USA (Manual High School also saw a drastic decrease in enrollment). The school's demographics changed a little bit, with a small increase in Hispanic and Multiracial students; the Hispanic rose to just over 15% of the student body from 13.9% the year before and the Multiracial population jumped to 9.2% of students from 5.4%. 37.9% of students were white and 37.9% of students were black. Fewer students were enrolled in

the free and reduced lunch program (31.5%) as compared to the year before [79.7%] (Indiana DOE). In the 2013-2014 school year enrollment rose 34 students from the previous year to be 643 students. The school was 33.7% white, 50.9% black, about a 13% increase from previous year, and 6.2% Hispanic, nearly a 10% decrease. 93.2% of students were enrolled in the free and reduced lunch program, a very large increase from the year before [31.5 %] (Indiana DOE).

There have been a few demographic shifts in the years since the takeover. Currently in the 2014-2015 school year Howe is 33.3% white, 50.7% black, 7.9% Hispanic, and 8.1% Multiracial. There has been a decrease in white students, an increase in black students, a decrease in Hispanic students, and an increase in Multiracial students since the 2009-2010 school year. Enrollment is 633 students, which is still significantly below the 1, 131 students enrolled in the 2009-2010 school year (Indiana DOE). This may be attributed to Howe's state report card not improving since the state takeover as well as control of the school staying with Charter Schools USA. Now that the demographics of the student population of Howe High School have been discussed we now will discuss the academic standing of Howe High School from the years 2009-2010 to 2013-2014 (Indiana DOE).

### **Thomas Carr Howe High School State Academic Data Findings**

As discussed previously, the letter grade system academic state report card system was introduced to Indianapolis Public Schools in the 2009-2010 school year, as a byproduct of No Child Left Behind (NCLB) standards. In the 2009-2010 school year Howe High School received an F on the state academic report card, which placed them on Academic Probation under NCLB standards (Indiana DOE). Howe High School has

continued to receive F's on the state report in the subsequent years since the takeover (Indiana DOE). Again, the Academic Report Card is determined using End of Course Assessment (ECA) tests as discussed previously. As already mentioned, ECA tests are taken for English 10, Algebra 1, and Biology 1 in the state of Indiana (Indiana DOE). A student must pass the English 10 and Algebra 1 test to graduate from high school as discussed previously (Indiana DOE). The Biology 1 test is administered to meet the NCLB requirement for providing high school assessment in science, but is not required to graduate (Indiana DOE). A student's score on the Biology 1 ECA test is still noted on their transcript (Indiana DOE). As previously mentioned, ECA tests are taken when a student completes the course and re-administered if a student does not pass (Indiana DOE).

Persistent failure on the English 10 ECA test led in part to the state takeover of Howe High School in the 2012-2013. In 2009-2010 29.4% (48) of students passed the English 10 ECA, 43.9% (82) students passed in 2010-2011, and in 2011-2012 49.7% (67) students passed the English 10 ECA (Indiana DOE). The first year of the takeover there was a small increase in the percentage of students passing the English 10 ECA; 50.9% (49) students passed (Indiana DOE). In the 2013-2014 school year Howe High School experienced a small decrease increase in passing rates for the English 10 ECA test (Indiana DOE). Last year's test scores reveal that 45.1% (37) students passed the test (Indiana DOE). This school year's (2014-2015) has not been completed yet. A smaller percentage of students taking the English 10 ECA are passing the test now as compared to the 2011-2012 year before state school takeover and 2012-2013 the first year of the takeover, which makes it hard to gauge the shift or if any notable shift as occurred at all

at Howe High School in regards to academic achievement. For the most part, things have stayed similar to what they were before the takeover.

There has been slight improvement in the passing rates of the Algebra 1 ECA pre and post takeover. In 2009-2010 34.6% (64) of students passed the Algebra 1 ECA. 32.7% (53) and 40.9% (67) of students passed the test in the 2010-2011 and 2011-2012 school years respectively (Indiana DOE). The year the school was taken over by the state, 2012-2013 there was large drop (33.2%) drop in the passing rates of the Algebra 1 ECA with only 7.7% (10 students) passing the test (Indiana DOE). Yet the next year, 2013-2014, there was nearly a 32 % increase in the passing rate; 39.4% (54) students passed (Indiana DOE). This is similar to the dip in scores during the first year of the takeover and a rise the second year that we saw at Manual High School. Again, this may be attributed to the transition that accompanies the takeover and the drop in enrollment of students.

The passing rates of Biology 1 ECA test scores are very up and down in the years before and after the takeover. In 2009-2010 6.9% (9) of students passed the test (Indiana DOE). In 2010-2011 and 2011-2012, 18.9% (27) and 21.2% (21) of students passed (Indiana DOE). In the 2012-2013 school year, which was the year of the takeover, only 2.9% (4) of students passed the test. Last year scores rose to 19.1% (13) of students passing the Biology 1 ECA test (Indiana DOE).

The graduation rates of students at Howe High School have dropped since the takeover (Indiana DOE). In 2009-2010 the graduation rate at Manual High School was 78% with 6.5% of students dropping out (Indiana DOE). In the 2010-2011 and 2011-2012 school years there was a 65.9% and 66.4% graduation rate respectively (Indiana

DOE). In the year of the takeover 2012-2013 68.9% of students graduated (Indian DOE), risen approximately 2% from the previous year. There was about a 7% decrease with 61% of students graduating in 2014 and 28.6% of students dropping out (Indiana DOE). The dropout rates have risen drastically since 2009 when the dropout rate was 6.5%. Since the takeover fewer percentages of students are graduation and more students are dropping out, which implies a lack of academic improvement within the school.

Very few students at Howe take the SAT and the ACT, (similar to Manual) which are nationally administered standardized tests that are meant to help colleges assess applicants. Since the 2012-2013 take over of Manual High School a larger percentage of students have taken the SAT. In the 2009-2010 school year 14.6% (14) of graduates took the SAT, while 82 graduates did not take it (Indiana DOE). This has grown since then with 34% (16) of graduates taking the SAT in 2013-2014 while 31 did not take it (Indiana DOE). The average score for those taking the test has decreased in those school years from an 852 average in 2009-2010 to a 774 average in 2013-2014; the Indiana average score for graduates in 2014 was a 991(Indiana DOE). Significantly, less graduates have taken the ACT post takeover than before the takeover occurred. In the 2009-2010 school year 45.8% (44) graduates took the test and in 2013-2014 no graduates took the test (Indiana DOE). In 2009-2010 there was a 17 average on the test. The discrepancy of more students taking the SAT than the ACT may explained if Charter Schools USA encourages taking the SAT over the ACT, which is unclear. We did see a similar trend at Manual High School with the number of students taking the ACT, which may offer more evidence that Charter Schools USA does not encourage taking the ACT.

Attendance rates at Howe High School are lower post takeover than before the takeover. In the 2009-2010 and 2010-2011 school years the attendance rates were 93.5% and 94.8% respectively (Indiana DOE). In the 2011-2012 school year the attendance rate remained nearly the same at 94.2% (Indiana DOE). The first year of the takeover there was a drastic drop in the attendance rate. The attendance rate was 77.2% in the 2012-2013 school year (Indiana DOE). This drop is similar to the pattern of test scores dropping the first year of the takeover and then improving the second year. In the 2013-2014 school year the attendance rate was 81.8% (Indiana DOE). The lower attendance rate post takeover may reveal an apathetic attitude to schooling from the students as a whole. There was also a lower attendance rate post takeover at Manual High School.

### **Thomas Carr Howe High School Interview and Classroom Observation Findings**

I visited Howe High School in April 2015. During my visit, I spoke with Matthew Smith\*(name has been changed to protect privacy), the community liaison, one teacher, and observed two classes. Upon my arrival and easy check-in in the office, Matthew Smith was ready to take me to courses and speak with me. First, I observed an economics course and interviewed the teacher, then I spoke with Matthew Smith more in depth, and finally I observed another course.

When I first arrived at Howe High School I attended an economics course. The teacher was a young African American woman, but there was a guest speaker in the class today. He would be there for a few days teaching financial, literacy to seniors in this economics class. He was a fraternity brother of Matthew Smith, worked for a financial management company and was a graduate student in finance. When I entered he was

teaching the students about interest and investment, encouraging them to make investments in order to make money as opposed to losing it. He illustrated the concept of interest and investments by showing a video about purchasing a fancy car; a tactic that seemed to resonate with the students. He continued to teach students about the concept of budgeting, using credit as consumer, and power paying debt. He engaged the students' by asking what they would be buying and what they spent their money on. For the most part, students were responsive. Some students mentioned food and clothing whether others commented that they were helping their parents with the bills. He discussed the differences between necessary and luxury expenses by asking the class for examples. The speaker addressed the positives of credit and using it in a safe and smart way. He taught the difference between a credit score and credit report. He encouraged students that if they could not afford something at the moment they should not put it on a credit card. He explained how credit card companies made money. He employed real life examples that were relevant to the students' lives, for example, the discussion of living in an apartment or attending college next year, perhaps buying a car. At the end of the lesson he reiterated the takeaway of investment and making worthy investments; he commented on how this is what was going to get them and their families out of poverty. He reminded students that he was like them and had 'gotten out,' if you will, by investing in a positive way and attending college. Students responded well to his discussion and seemed encouraged by what he was teaching.

Throughout the lesson some students were talking, sleeping or texting. In situations like this the teacher simply had to look at a student and they would quit talking. She gently woke up students and they respected her. At one point when a student was

texting she simply walked up to him, put her hand out, and the student quietly gave her his phone. She had clear control of her students, was energetic as she encouraged student participation with the guest speaker, and had respect of her students. She was not afraid to discipline students, but also laughed with them when a funny part of the conversation arose. Students did not fight with one another, but teased in a positive way unlike other classes I have observed. The classroom environment appeared to be one of mutual respect and positive. There were encouraging quotes and posters on the walls. There was a word wall as well as an 80% or above success wall. A general agenda, an essential question, and SWBAT, an acronym for the phrase “students will be able to...” that indicates the overall goal of the lesson, were on the board as well as weekly homework.

After observing the course, I spoke with the teacher. She was a young African American woman who had recently graduated from University of Indianapolis in 2013. Her degree was not in teaching and she was currently enrolled in Applied Sociology Masters Program at the University of Indianapolis. Upon her graduation she received a substitute teaching position at Howe High School and then was offered a full-time position, which she began this school year. She teaches government and economics. When asked about what she knew about Howe High School in general and about their academic achievement before the takeover she responded that she knew nothing about Howe before she began substitute teaching there. She had nothing to say about academic achievement pre-takeover, which may be expected because she is so young. The government and economics teacher believed that academic achievement was improving at Howe High School. She mentioned that the curriculum was focused a lot on helping with testing and that each teacher helped with ECA as well as ISTEP+ preparation

regardless of his or her subject area. Her biggest criticisms of the school were that there was a lack of motivation among students, there were attendance issues, and many of the students came to high school years behind already, which are arguably some of the greatest issues in American public education.

The government and economics teacher characterized her teaching style as pretty liberal. She commented that she used a lot of different techniques in her teaching such as using the book, technology, and projects. She emphasized that she worked hard to relate what she was teaching to her students' lives and current situations in order to keep them interested and allow them to connect to classwork. When asked about discipline problems she claimed that generally her students respected her. The biggest problems in her opinion were students sleeping in class, using their phones, and side chatter.

Typically, if a student was sleeping she moved their chair to the hallway and told the student that they could sleep out there, but would not sleep in her class. She mentioned that she did not do this today because of the guest speaker. She said if students were talking she simply gave them the 'look' and they stopped. They also handed her their phones pretty easily and picked them up at the end of the day. Each of these things appeared to be true from watching interact with her students' during the guest speaker lessons.

After my classroom observation and speaking with this teacher I got to speak with Matthew Smith, the official community liaison for Howe High School. Matthew is a very interesting, energetic, and intelligent guy and has a lot to offer to the conversation about takeover schools in Indianapolis, Indiana. He attended Arlington High School from 2006-2010 a school that is currently under takeover in Indianapolis and a school

that is analyzed in this study. He attended Indiana University on a full-ride scholarship from 2010-2014. He interned with IU Health for May through July of 2014 with a healthy living program that worked with obese youth and their families. From August-November he worked with the mayor of Indianapolis in the Education Department and oversaw many of the charter schools in the office. In November of 2014 he was hired as the community liaison for Howe High School therefore has been employed by Howe High School for about six months. As the community liaison he helps substitute teach, works lunch duty, works on college readiness programming for students, acts as a counselor at times, and is responsible for community resources to the school and students' families such as programming and financial resources. Much of his position is similar to Emily Wood's at Manual, which makes sense because Charter School USA is in charge of both schools. Mr. Smith also mentioned that there is a large homeless population at Howe High School and that he organized holiday programming and a party for these displaced youth in December.

When Matthew Smith and I were discussing student achievement pre-takeover we discussed it from his perspective as a student at Arlington High School. Thus this discussion is focused on what academic achievement was like from the perspective of a student who attended a takeover school before the takeover. He gave me some insight about his opinion of when Arlington High School started to go down hill. Arlington High School used to be a university school where there were specific tracks such as a business school, trade schools, an art school, and the college prep track. It was switched to 2007 to a more traditional public high school. He stated that when this occurred the school was degraded and became more focused on discipline as opposed to achievement. The

same year the principal, whom he described as the 'glue' to the school, retired. He believed these transitions played a role in the continued academic failings of Arlington. After the principal's retirement there was a lack of sound leadership at Arlington High School and they went through 8 different principals in his time there. Smith pointed out that the faculty and student body felt like a family and was very invested in school spirit, yet the importance wasn't placed on academics. He attributed some of this to years of conditioning for student and faculty to view Arlington as a not academically successful place and the view that students were incapable. He argued that the education was not the main focus of the school and it was not the structural culture at Arlington High School. There were not many opportunities for continued academic success; the school only offered 2 AP courses, but students were not prepared to take and pass the tests. He referenced a sexist guidance counselor that did not share college scholarship opportunities with male students or push male students to attend college. He credited his personal tenacity and individual drive as him finding out about scholarships and achieving academic success. There was not much support from the faculty for academic achievement. Matthew was the only male in his graduating class of 170 students to attend and graduate from a four-year university. The only other male student dropped out of Ball State his sophomore year. According to Smith, the culture of Arlington High School was not focused on academics during his time there pre-takeover. When asked more specifically about Howe High School pre-takeover he mentioned similar reasons for failure but pointed to structural and systematic failure as leading to student failure as opposed to the incapability of students. He mentioned the tendency for these schools to

be ‘drop-out factories’ as opposed to schools that prepared students for the real world whether it is a job or college.

Although he has not worked at Howe High School for very long he was able to briefly comment on shifts in student achievement at Howe High School since the takeover. He argued that achievement is correlated to involvement in the school and that increased involvement has help achievement improve. He said that some students have shown great improvement since the takeover and the T9 Hype Program, an online schooling program for behind students as helping student achievement. Matthew discussed that students are growing to grasp the importance of education and investing in it as well as college, but that some students still don’t understand the importance of education. He noted that there was a growth in programming since the takeover. He identified socio-structural issues as the root of many of these problems. Howe High School uses predominately use a Restorative Justice model for discipline and he said that there has been success with this program when teachers and administrators apply it correctly. When necessary, students receive detentions and suspensions.

After speaking with Matthew Smith, I attended the T9 Hype class, which he helps out with. T9 Hype is a program designed from students that are behind in school and have trouble succeeding in traditional classroom environments. The program is intended to serve students who will be entering the 9<sup>th</sup> grade the following year and to prepare them for high school, but students of all ages participate in the program due to being held back and behind on credits. This program is fully online-learning where students learn at their own pace. It takes place in the school building but can be accessed from anywhere online; some students will do it at the library outside of school hours. Students in this

program use different forms of learning such as games to understand the material. Students stay in the same classroom with the same group of kids all day and have 15-minute breaks a few times a day. They also spend an hour in the gym each day playing sports to burn off steam. There is a chess program that visits weekly for students to play chess and learn about life through playing chess. Teacher's who teach this program keep students on task and help when the students need it. They encourage students to keep working, but are flexible. All male students were in this classroom. At one point Matthew pulled aside a student in the class that was not enrolled in T9, but was make up some credits in order to play sports and told him that he didn't need to be there. He discussed the importance of freshman year in future academic success. He encouraged the boy, who he called the best 'ball player in the city,' that he would need to and could keep his grades up if he wanted to play college ball. He discussed that the students' GPA could be the difference for him playing basketball at IUPUI or Kentucky. He was very encouraging about the matter and the student appeared to be listening to him. It was interesting to observe this program at work and it appeared to benefitting the students involved.

### **Arlington High School Background and Demographics**

Arlington High School is a public high school in Indianapolis, Indiana that sits about nine miles northeast of downtown Indianapolis. Arlington High School serves students in grades 7-12. After years of consistent failure, Arlington High School was taken over by the state in 2012-2013 school year. Control of the school was given to Tindley Accelerated School (then EdPower) as discussed previously in the paper. As of 2015 Tindley will officially end their contract with Indianapolis Public Schools and

control of Arlington High School will be returned to Indianapolis Public School district with restrictions, but making it the first state takeover school to come out of state takeover or be reconstituted to its original school district as described earlier in the paper. Tindley Accelerated School's main reason for ending their contract are financial issues coupled with their inability to control Arlington and three other schools that they run in the Meadows district of Indianapolis (these schools are not takeover schools). Data about Arlington High School was collected from the 2009-2010 school year to the 2013-2014 school year from the Indiana Department of Education Website. The complete takeover occurred at the beginning of the 2012-2013 school year. The data offers three years of academic achievement data prior to the takeover, and two years of data post takeover (including the year the school was taken over by Tindley Accelerated Schools [then EdPower]).

Arlington High School students are predominately black and come from low income families. In the 2009-2010 school year Arlington High School students were 90.5% black, 3.6% white and 3% Hispanic (Indiana DOE). In the 2009-2010 school year 75.6% of students received free lunch, while 6.6% of students received reduced lunch (Indiana DOE). There were 1,063 students in enrolled at Howe High School in the 2010-2011 school year [enrollment data from the 2009-2010 school year was unavailable] (Indiana DOE). In the 2010-2011 and 2011-2012 school years 84.6 % and 67.9% of students received free or reduced lunch respectively (Indiana DOE). 90.1% of students were black, 2.8% white, and 3.9% Hispanic in the 2010-2011 school year (Indian DOE). 81% of students were black, 12.1% white and 3.3% Hispanic in the 2011-2012 school

year (Indiana DOE). In the 2011-2012 school year total student enrollment was 1,224 students (Indiana DOE).

The first year that Tindley Accelerated Schools took control of Arlington High School (2012-2013) enrollment in Arlington High School dropped drastically to 511 students as opposed to 1,224 students the previous year (Indiana DOE). This is a likely an effect of the shift in school control from Indianapolis Public Schools to Tindley Accelerated Schools (Manual and Howe High Schools also saw a drastic decrease in enrollment). The school's demographics barely shifted, although the enrollment of black students increased from the previous year, while the percentage of white students decreased; 92.2% of students were black, 2.5% of students were white, 2.3% of students were Hispanic. Significantly more students were enrolled in the free and reduced lunch program with 86.7% of students being enrolled (Indiana DOE). In the 2013-2014 school year enrollment dropped again to be 488 students.

There have been a few demographic shifts in the years since the takeover. Currently in the 2014-2015 school year Arlington is 88.6% black, 3.8% white, 4.4% Hispanic, and 3.2% Multiracial. This almost mirrors the racial demographics of the 2009-2010 school year. Enrollment has dropped again with 317 students enrolled, which is still significantly below the 1,063 students enrolled in the 2009-2010 school year (Indiana DOE). Now that the demographics of the student population of Arlington School have been discussed we now will discuss the academic standing of Howe High School from the years 2009-2010 to 2013-2014 (Indiana DOE).

### **Arlington High School State Data Academic Findings**

As stated above, the letter grade system academic state report card system was introduced to Indianapolis Public Schools in the 2009-2010 school year, as a byproduct of No Child Left Behind (NCLB) standards. In the 2009-2010 school year Arlington High School received an F on the state academic report card, which placed them on Academic Probation under NCLB standards (Indiana DOE). Arlington High School has continued to receive F's on the state report in the subsequent years since the takeover (Indiana DOE). Again, the Academic Report Card is determined using End of Course Assessment (ECA) tests as discussed previously. A student must pass the English 10 and Algebra 1 test to graduate from high school as discussed previously (Indiana DOE). As previously mentioned, ECA tests are taken when a student completes the course and re-administered if a student does not pass (Indiana DOE).

A large portion of Arlington High School students have persistently failed the English 10 ECA test, which has led in part to the state takeover of Arlington High School in the 2012-2013 school year. In 2009-2010 27.6% (32) of students passed the English 10 ECA, 32.8% (60) students passed in 2010-2011, and in 2011-2012 43.7% (55) students passed the English 10 ECA (Indiana DOE). The first year of the takeover there was a small increase in the percentage of students passing the English 10 ECA; 49.3% (46) students passed (Indiana DOE). In the 2013-2014 school year Arlington High School experienced a small decrease from the year before in passing rates for the English 10 ECA test (Indiana DOE). Last year's test scores reveal that 45.1% (37) students passed the test (Indiana DOE). This school year's (2014-2015) has not yet been completed. A larger percentage of students taking English 10 ECA are passing the test now as compared to before the takeover. The highest passing rate occurred the 1<sup>st</sup> year

of the takeover. The increase in students passing the test at at Arlington High School suggests increased academic achievement at Arlington.

There has been improvement in the passing rates of the Algebra 1 ECA pre and post takeover. In 2009-2010 9.7% (17) of students passed the Algebra 1 ECA. 17.6% (39) and 16.8% (26) of students passed the test in the 2010-2011 and 2011-2012 school years respectively (Indiana DOE). The year the school was taken over by the state, 2012-2013 there was improvement in passing rate with 23.9% (22) of the students passing the test (Indiana DOE). The next year, 2013-2014, there was another small increase in the passing rate; 31.9%(23) students passed (Indiana DOE). The increase in passing test scores of the Algebra 1 ECA test has been steady and suggests academic improvement at Arlington High School, which may be attributed to the state takeover.

The passing rates of Biology 1 ECA test scores do not seem to have a trend at Arlington High School. In 2009-2010 7.7% (8) of students passed the test (Indiana DOE). In 2010-2011 and 2011-2012, 8.5% (9) and 13.3% (8) of students passed (Indiana DOE). In the 2012-2013 school year, which was the year of the takeover, 11.1% (6) of students passed the test. Last year this dropped significantly and no student passed the Biology 1 ECA test (Indiana DOE). Since the leadership was the same in 2012-2013 as it was in 2013-2014 it is unclear if the takeover can be attributed to the falling of test scores.

The graduation rates of students at Arlington High School have dropped since the takeover (Indiana DOE). In 2009-2010 the graduation rate was 66.7% with 12.5% of students dropping out (Indiana DOE). In the 2010-2011 and 2011-2012 school years there was a 74.7% and 55% graduation rate respectively (Indiana DOE). In the year of

the takeover 2012-2013, only 32.7% of students graduated (Indian DOE), dropping over 20% from the year before. 14.6% of these students dropped out and 25.8% remained in school. 43.5% of students graduated in 2014 and 30.4% of students dropped out (Indiana DOE). The dropout rates have risen since 2009 when the dropout rate was 12.5%. Since the takeover fewer percentages of students are graduating and more students are dropping out. This implies a lack of academic improvement at Arlington High School.

Interestingly, the number of students taking the SAT has been on the rise since the takeover. The number of students taking the ACT was increasing, but decreased last year. In the 2009-2010 school year 10.6% (18) of graduates took the SAT, while 152 graduates did not take it (Indiana DOE). This has grown since then with 55% (11) of graduates taking the SAT in 2013-2014, while 9 did not take it (Indiana DOE). The average score for those taking the test has increased in those school years from a 756 average in 2009-2010 to an 803 average in 2013-2014 (Indiana DOE). The number of graduates taking the ACT increased the year of the takeover and decreased drastically last year. In the 2009-2010 school year 45.6% (71) graduates took the test, in 2012-2013 47.1% (8) graduates took it and in 2013-2014 no graduates took the test (Indiana DOE). In 2009-2010 there was a 16 average on the test. The discrepancy of more students taking the SAT than the ACT is unclear, but Tindley may not encourage graduates to take the ACT test.

Attendance at Arlington High School has risen since the state takeover of the school in the 2012-2013 school year. In the 2009-2010, 2010-2011, 2011-2012 school years the attendance rates were 88.7%, 90.1%, and 87.6%, which are relatively high attendance rates. The year of the takeover (2012-2013) the attendance rate was 88.2%.

In the 2013-2014 school year the attendance rate at risen again to 92.5%. Arlington High School has the highest attendance rate of any of the state takeover schools studied and it has also been the only school to improve in attendance rates post state takeover.

## **DISCUSSION OF FINDINGS**

The goal of this research was to answer how academic achievement shifted in three Indianapolis state takeover schools since the school was taken-over. Three main questions were asked. The first question asked how test scores were affected by state takeover. The second question addressed how graduation rates were affected by state takeover. The third question was interested in how teaching was affected by takeover. The findings on each of these questions will be discussed now.

Shifts in the scores revealed an impact from state school takeover, working under the assumption that the takeover influenced a school's test scores as opposed to solely a third party source. Test scores were measured by the ECA passing rates of students and the number of graduates taking the SAT/ACT standardized tests from the 2009-2010 through 2013-2014 school years. State Report Card data was collected as well. Each school visited had a few differences numerically in their test scores, but some themes emerged.

Manual, Howe, and Arlington High School's English 10 ECA scores ultimately improved from 2009-2010 and 2013-2014 despite a few dips in the years in between. No school saw steady growth. Manual, Howe, and Arlington High School's Algebra 1 ECA scores ultimately improved as well, but also had ups and downs in the scores between 2009-2010 and 2013-2014 school years; there was not continuous improvement. Howe and Manual High School's passing rates for the Biology 1 ECA improved, but

Arlington's passing rates significantly decreased. There still was not stable improvement from year to year. In all three schools there was an increase in graduates who took the SAT post takeover, but again it was not steady growth. In all three schools the percentage of graduates taking the ACT significantly decreased, which implies that the schools encouraged taking the SAT, but not the ACT for whatever reason; the SAT may have been the school leaderships' test of choice. Arlington High School and Howe High School did not improve a letter grade in on the State Report Card post takeover both still remain F schools. Manual High School improved a letter grade from an F to a D in the 2013-2014 school year on the State Report Card.

Previous research suggests that state takeover of schools is essentially a mixed bag; it is difficult to tell if state takeover is successful in improving students academic achievement (Ziebarth 2002). This is in alignment with the trends at Manual, Howe, and Arlington High Schools. ECA passing rates in most subjects have grown each of the schools, but there has been a large drop in enrollment so total success is hard to gauge. The growth of SAT testing of graduates suggests an improvement in the schools programming, which aligns with previous research (Ziebarth 2002). While, test scores may be on the rise Howe and Arlington High Schools have improved on the state report card. This may be attributed to the incredibly difficult standards of student achievement under NCLB as cited by Karp. There were not long transition periods during the shift in leadership for state takeover of the schools nor was there collaboration between pre takeover leadership and post takeover leadership, which may result in less success (Wong and Shen 2002).

The second question of my research asked how graduation rates shifted post takeover. In Arlington and Howe High School graduation rates have decreased and dropout rates have increased since the takeover. In Manual High School graduation rates have increased and the dropout rate has slightly decreased post takeover. This is in alignment with Arlington and Howe High Schools still receiving F's on their report cards and Manual High School receiving a D. Enrollment, graduation, dropout rates, and attendance may offer insight into the state report card differences although test scores shifts have been similar among the schools. This again is in alignment with previous research that suggests that takeover success in schools is unclear (Elliott 2013). Overall, for the most part, each school has shown improvement on individual testing scores, but not significant growth on State Report Card letter grades. This may suggest highly unrealistic standards of the No Child Left Behind Act.

My visits to Manual and Howe High Schools offered insight to teacher's and faculty's perspectives of academic achievement at the schools pre and post takeover and class observation allowed me to see teaching in action. Themes emerged from these visits. Most teachers and faculty perceived academic achievement to be low and the schools to be failing pre takeover. For the most part, the cause of the struggles were attributed to a lack of motivation from students and faculty, the naming of a failing school as affecting this motivation, and the culture of the school, and a lack of good leadership. No teacher or faculty member attributed low academic achievement to students' incapability to learn and succeed. This is encouraging, but also interesting because the system's structure such as school funding does not imply that we believe the

students attending these schools can and should succeed. The bar is set low in these schools.

All of the teachers and faculty members believed that the takeover had been good for the school. They cited an improvement in academic achievement, although many believed there was a long road of improvement ahead of them. Teachers and faculty alike concluded that behavior, student programming and leadership had improved. This was especially telling coming from Sgt. John, who was the only interviewee who worked at the school pre and post takeover. My interview with Matthew Smith, whom was a student at Arlington High School and employed by Howe High School offered unique insight. He discussed the culture of Arlington High School as not being academically focused; there was not a push to succeed. He commented on the naming of the school as failing as contributing to a lack of motivation amongst student and faculty alike. He cited poor leadership as a cause for continued failure. His story about a defunct guidance counselor and the necessity for individual drive speaks to these issues as well. As an employee of Howe High School, he cites the growth in academic achievement and the shift in leadership as incredibly positive things. He comments on the increased programming and working to develop a new school culture surrounding academic success as important. Overall, the belief that leadership and academic improvements (although they may not be seen through numerical data) typically improves with school takeover is in concordance with previous research.

Classroom observation at Manual and Howe High Schools offered insight into the academic culture of the schools as well as achievement. The majority of classrooms I observed had interactive and engaged teaching styles. Many of the teachers focused on

project – based learning and tried to connect the material with the students’ current lives. The one exception to this was the geography teacher I observed at Manual High School whose class seemed dry and unfocused. Each teacher had a strict discipline protocol and maintained a level of respect within the classroom. The problems at all of these schools were the same: sleeping in class, talking over the teacher, and disinterest. The teacher’s responses to these issues were different, but the more successful discipline procedures seemed to include correction and redirection as opposed to school-sanctioned punishment. As a researcher, I was impressed with the soundness of teaching that I saw at Manual and Howe High Schools. Each teacher appeared to be teaching in a productive manner and catering to the students’ needs. It appears that the influx of new, relatively young, hardworking and energetic teachers has had a positive impact among student achievement at each of these schools. The disciplined nature of these schools also contributes to continued achievement. The increase in student programming such as office hours and study groups appears to have supplemented this achievement and pushed it forward. Overall, from the researchers perspective, teaching styles appear to be positive at these schools; most classrooms appear to have an environment conducive to learning.

Attendance rates at Manual High School and Howe High School have dropped since the takeover occurred in the 2012-2013 school year. The attendance rate at Arlington High School as improved since the takeover. It is difficult to judge why attendance has improved at Arlington and not improved at the other two high schools. The lower rates at Manual and Howe High School may suggest an apathetic attitude from a student and parent perspective of being at school. It may also reflect the necessity of

some students to work or take care of their families during the school day. I suspect that some of the attendance rates can be attributed to the class of many of the students. It is also important to note that Manual High School has implemented a new program with the goal of having 80% attendance everyday. This reflects that the administration and faculty are working hard to improve student attendance.

It is important to note that Arlington High School is “coming out” of takeover in the fall of 2015 and being reinstated as an Indianapolis Public School. The contract was severed by the outside education management (Tindley) rather than the state. Financial reasons for cited for the end of the contract. Arlington High School as progressed similarly to Howe and Manual High Schools, which remain in takeover, but have not improved a letter grade; they remain with an F letter grade on the State Report Card. It appears that Arlington High School is coming out of takeover indeed for financial reasons not because the state deems them ready academically. Yet, the state Department of Education must believe that Indianapolis Public Schools can manage the school again because they are not switching Arlington to a charter company or outside educational management such as Charter Schools USA. As discussed previously, Arlington High School will be categorized as transformation zone school, which means Indianapolis Public Schools will control day-to-day management, but will be overseen by the state. The state will oversee the academic improvement transformation plan. It will be interesting to see the success of this method of ‘transformation zone’ schools as opposed to full takeover.

It is also important to remember that Manual and Howe High Schools remain in state takeover. In reality, it is too early to actually judge the effects of state takeover on

academic achievement. It will important to pay attention to the shifts within schools as takeover continues.

## **CONCLUSION**

At the onset of this research the goal was to investigate the shifts in academic achievement in three Indianapolis state takeover schools: Manual High School, Howe High School, and Arlington High School. This was researched through measurements of academic achievement statistics from the Indiana Department of Education as well as through interviews with teachers and faculty as schools and classroom observation. Research revealed that these schools have seen improvement on some levels of academic achievement, but not all. Although, state data especially Report Card data does not always suggest it; speaking with teachers and looking more deeply into other forms of numerical data academics are improving within these schools. It is difficult to judge academic achievement as a whole and too early to make a well-informed classification of success as many, including the State Department of Education, are apt to do. It is important that continued research occurs on these schools in order to gauge progression of academic achievement.

Limitations of this research include a few main categories. The time limitation placed on the research did not allow for as in depth research as the researcher would have liked. Ideally, more time would be spent in each school and Arlington would have been visited. Coupled with a lack of time there was a lack of resources that allowed the research to speak with teachers that were at each school pre and post takeover. It would have been beneficial to track down teachers that had been at each school before the takeover and interview them. Having an administrative and student perception of

achievement would have also added to the research. Another limitation of the research is the lack of time that has passed since the takeover. If each school had spent more time in state takeover a better judgment of shifts in academic achievement may have been made.

Future research should involve a variety of things. It would be constructive to speak with students that attended the school pre and post takeover. This would offer extended perspective of student's perception of their own achievement and shifts in the academic culture within the school. It may be productive to interview administration and track down teachers that were employed in each school before the takeover. More time should be spent in each school thus allowing for more a complete understanding of teaching style and practices amongst teachers. This would also allow for more insight to student responses to teaching. These questions should be readdressed when more time as passed since the initial state takeover. This will allow for clearer judgment on shifts in academic achievement among students. Overall, the research suggests state takeover has been a factor in some areas of improvement within the school; for example, ECA test scores have improved. The research also suggests the need to investigate how the State Department of Education classifies and measures academic improvement through the State Report Card and the requirements under No Child Left Behind. It is important to reassess the realistic-ness of a school's ability to meet NCLB standards in the timeline they are provided. As a community we must also realize that transformation and improvement does not occur as quickly as we may like it to. Time will tell if state takeover is truly effective at improving the academic achievement of students. Currently, the focus should be on how the State Department of Education is supporting schools and students in the takeover process.

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## **Appendix:**

### Interview Questions

Emmerich Manual High School

Thomas Carr Howe High School

### Classroom Field Notes

Emmerich Manual High School

Thomas Carr Howe High School

### Academic Indiana Department of Education Data

Arlington High School

Emmerich Manual High School

Thomas Carr Howe High School

Attendance Data for Arlington, Manual, and Howe High Schools

Celia Klug  
Education Seminar  
Interview Questions

Matt Tuiley - Manual HS  
Book

Emmerich Manual High School

**Interview with teacher**

Can you tell me about your career path? How many years of teaching prior and where?  
3rd year here; Franklin Spanish-Indy Teaching Fellows, always knew Spanish, Franklin known for education, ESL primarily, Cambridge Spanish I, Cambridge Spanish II - honors, pilot process for college

Butler - psych / chem - TFA; HS, corps 2013

How much do you know or what are your perceptions of the student achievement of Manual students before your employment? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Student-taught jr. year of college, French, history of failure; fell off wagon - not necessarily what they were doing, IPS in general; broad - higher up - corporate creation, implementation, lack of teacher input - no accountability for teachers - no Spanish background, but teaching (student teachers), very hard to know etc.

How would you describe the current student achievement of your school? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

emphasis on remedial ECA things, increase in student motivation, teach mostly freshmen, increase in ownership in upper-class

wasn't that students weren't capable, no motivation to move up; no motivation for students or teachers, needed motivation for improvement, sometimes too much focus on student achievement, looking for growth, may never hit pass scores, instructional leadership team for different areas, evaluations, feedback on lesson plans, ECA, NWA data, often feedback, RETESTERS for ECA - student-teacher-mentor, know passing

Do you feel like things have improved academically throughout the school? Test scores? Emphasis on teaching and learning? Growth?

push for programming - Cambridge, honors program, high ability pushing, continued growth, improvement test scores, accountability, growth

How would you characterize your teaching style/methods?

let students be independent - thinkers/learners,  
flexibility w/ format, development, project-based learning  
esp. w/ spanish energetic, hands-on, a lot of activity-based learning

Do you experience any discipline problems in classes? How do you deal with them?  
How do you teach self-discipline? What are consequences for inappropriate behavior?

relationships w/ students - talk to redirect w/o too harsh, do have issues, "calling out" as least, but rework to teach lesson later, rationalization

yes lots of discipline - teach freshman, warnings & seat changes, parent involvement is best, escalate goes to Dean

**Interview with Katie Fisher**

Can you tell me a bit about your position at the school? What are your responsibilities?

community & parent liaison; monthly events for parents/community; set up resources for families - Food Pantry, community partner meetings - need-based, maintenance relationships - Rolls Royce - computers/organization, run PTO, faith-based orgs for help, marketing, promotional, enrollment → Girls Basketball coach, created position

How much do you know or what are your perceptions of the student achievement of Manual students before your employment? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Athletic Directors football, CC, volleyball, cheer, B-ball, wrestling, soccer to come, golf, track

How would you describe the current the student achievement of Manual students before your employment? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

teachers & staff work hard for opportunities to adjust but bump test scores & class - office hours, Saturday Boot Camp, lunch bunch - seen great improvement; Everyday Counts Initiative - 80% attendance; 3 students they call - lots of truancy, annoyed come, annoyed withdrawal; half-day program - individual seniors;

baseball/soccer, coordinate use of facilities

Do you feel that things have improved academically since the state takeover of the school? Test scores? Emphasis on teaching and learning? Growth?

BUTEN Teacher dugby - definite improvement taught @  
County school before, New Palestine At schools (12 years) overall  
growth, (8) amazing kids, freshman → senior (respectable, got  
together),

Do you experience any discipline problems throughout school? How do you deal with them? How do you teach self-discipline? What are consequences for inappropriate behavior?

improvements, statistics month to month - decreased,  
truancy, tardy, fights, cell phones, disrespect -  
PD day down went over stats, etc

ECA, WA, hard data - teacher's buy-in, investment,  
**Interview with Jr. ROTC Officer** environment completely different - had phones prior,  
less gang issues, still in rebuilding, more unsafe  
Can you tell me a bit about your position at the school? What are your responsibilities?  
Has it changed over time?

Please describe the student achievement of Manual students pre-takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Please describe the student achievement of Manual students post- takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Can you tell me a bit about your position at the school? What are your responsibilities? Has it changed over time?

I am an Army JROTC Instructor and I teach kids 9-12. My responsibilities are to Motivate my cadets to be better citizens and yes it has changed overtime!

Please describe the student achievement of Manual students pre-takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth? All that is available on the DOE website about grades of the school and so on. I will say we were a failing school prior to the take over!

Please describe the student achievement of Manual students post- takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

**Manual student achievement post take over has improved. The curriculum has not necessarily changed but all the teachers have bought into the process ie we are all math and English teachers. We offer more opportunities to be successful now, ie after school tutoring, lunch and breakfast bunch, Saturday boot camps and teacher office hours just to name a few!**

Do you feel that things have improved academically since the state takeover of the school? Test scores? Emphasis on teaching and learning? Growth? Yes things has improved academically since the state take over. There has always been an emphasis on teaching and learning in the building and yes there has been growth.

Do you notice a difference in the academic performance of students? Yes

Do you experience any discipline problems throughout school? How do you deal with them? How do you teach self-discipline? What are consequences for inappropriate behavior? No I do not experience discipline problems throughout the school and part of what I am trying to instill in cadets is self discipline by teaching them to live by the 7 Army Values and policing of each other and being accountable for their actions and deeds! The consequences are appropriate for inappropriate behaving students

Do you notice a behavioral difference in students post takeover vs. pre takeover? Yes!

Do you feel the overall leadership of the school as changed? If so, positively vs. negatively? Changes? Positive change

Do you feel teaching styles or quality has shifted since the takeover? If so, positively vs. negatively? Changes? Yes in a very positive way!

Celia Klug  
Education Seminar  
Interview Questions

Thomas Carr Howe High School

**Interview with teacher**

Can you tell me about your career path? How many years of teaching prior and where?

graduated undergrad, substitute, asked to teaching,  
grad school University of Indianapolis- applied sociology

How much do you know or what are your perceptions of the student achievement of ~~Manual~~ students before your employment? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Nothing before

How would you describe the current student achievement of your school? ? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth?

Improving for most part, attendance issue  
behind before HS, lack of motivation,  
curriculum as test - focused, a lot  
of social studies help w/ testing ~  
middle school ISTEP prep - ECA, IFC test prep, adv

Do you feel like things have improved academically throughout the school? Test scores?

✚raptor

✚raptor

✚raptor

✚raptor



**VISITOR**

04-15-2015 12:29 PM

**Celia Klug**

How would you characterize your teaching style/methods?

liberal, lots of diff., book, technology,  
lab tops, related to life for interested-  
current situation

Do you experience any discipline problems in classes? How do you deal with them?  
How do you teach self-discipline? What are consequences for inappropriate behavior?

discipline, sleeping in class - chair hallway  
don't sleep in class, overtalking →  
teacher look, take phones - general respect

**Interview with teacher**

Can you tell me about your career path? How many years of teaching prior and where?

How much do you know or what are your perceptions of the student achievement of  
Manual students before your employment? Nature of curriculum- i.e. what is taught?  
Emphasis on learning and teaching? Test scores? Growth?

How would you describe the current student achievement of your school? ? Nature of  
curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores?  
Growth?

Do you feel like things have improved academically throughout the school? Test scores? Emphasis on teaching and learning? Growth?

How would you characterize your teaching style/methods?

Do you experience any discipline problems in classes? How do you deal with them? How do you teach self-discipline? What are consequences for inappropriate behavior?

### Interview with Brandon Washington

TQ Hype - can't be in class, online, behavior, misunderstood, untraditional learning style, mixture of

Heve - racism, pushes out graduates, eliminate social economic differences

Can you tell me a bit about your position at the school? What are your responsibilities? Has it changed over time? Arlington 2006-2010, JV 2010-2014, internet health & get on board, healthy living, public health, healthy & yummy - May-July, August-Nov. - mayor of the over charter schools; Nov - now - Howe - community liaison substitute, lunch, college readiness, counselor, TQ Hype recor students, daunting job; in charge of communicating resources to

Please describe the student achievement of ~~Manual~~ students pre-takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth? Arlington as ~~university~~ school - business, college, trades, arts => switch in 2007 - school was degraded, more focused on discipline, principal retired, sepn - senior 8 principal, principal @ Arlington now AP @ Howe; lack of leadership - 2 AP courses yet unprepared; family feel within faculty; school spirit, tradition, culture wasn't related to education - wasn't main focus - years of conditioning - many students doing well - only male @ big name

Please describe the student achievement of ~~Manual~~ students post-takeover? Nature of curriculum- i.e. what is taught? Emphasis on learning and teaching? Test scores? Growth? involvement & achievement correlation, achievement flat-lined, some students improved TQ Hype, chess program, motivation increased, students growing to

Do you feel that things have improved academically since the state takeover of the school? Test scores? Emphasis on teaching and learning? Growth?

Do you notice a difference in the academic performance of students?

-growth in programming

Do you experience any discipline problems throughout school? How do you deal with them? How do you teach self-discipline? What are consequences for inappropriate behavior?

- Restorative Justice discipline approach  
- black males suspended @ alarming rates - still suspensions through Restorative Justice, mediator not only discipline team, peer resolution; example of girls, → restorative justice techniques = paper as negative priority

Do you notice a behavioral difference in students post takeover vs. pre takeover?

Do you feel the overall leadership of the school as changed? If so, positively vs. negatively? Changes?

Do you feel teaching styles or quality has shifted since the takeover? If so, positively vs. negatively? Changes?

Emmerich Manual

half-day option

ESL

- DO NOW
- WILL
- 4 students - missing 1 - total 5
- primary teacher and assistant(?) native spanish speaker
- working on words in parentheses
- exercise with word "will" - read sentences
- future tense
- not enforcing speaking English
- side chatter
- clear close relationship w/ teacher
- "Will become"
- encouragement in Spanish from student to student
- one girl answering most questions, calling out when not asked
- encourage all to participate
- Expectations: follow directions, treat all w/respect, 100% engaged - 100% of time, give my best everyday
- girl who answers question gets to leave - why? - pregnant left for appt.
- 5 pics to represent career; project
- have in class computers to use
- negative consequences sheet
- interactive teacher- learner process
- active- classroom engagement
- lots of JRS. & sophomores. ESL - one girl pregnant left for appt
- sophomore & freshman Spanish

Geography - Freshman - Carroll

- DO NOW -
- Chapter 17 - guided notes
- Chapter 17 section 1 review
- Vocab content if not complete
- relatable, encouraging quotes on walls
- Respect posters
- Scoreboard of test schools
- students joking - one asked for help

- large classrooms
- 20 students present
- some students working
- others talking
- "work together - not copy"
- some texting
- complaining about home
- took phone - didn't give back for bathroom trip - can't go laster list
- 10

- redirected by teacher to continue working, appear to have a positive relationship
- kid claimed "white trash" label - teacher said "Live in dumpster? Not white - caucasian"
- fighting when girl returned - boy followed
- angry - not talking to teacher; yelled at b/c she's walking back to class - fighting w/ another teacher - won't tell last name - egged on by boys in class - childish for following
- ~~teacher~~ sent to office
- one girl yelled, said she was "woken up" because of fighting - cursed - sent to office
- hall monitor?
- teacher engaged w/ students
- asked for help
- can't take book home; this work, graded, have to do it
- "HS - not walking down yellow brick road together"
- disappointed in student's lack of work
- reminds me a lot of Fountain Square Academy
- walked around & personally guided through questions
- one claimed to see teacher & get hugging & kisses - trying to stress out
- have notes w/ put in folder, put in folder so JJ can't steal yours
- quiz Friday
- also baseball coach
- pretty racially diverse
- called out for being racist & unfair w/ student was talking

## Algebra 2

- mostly juniors
- lots of piercings & tattoos
- respect posters
- short cuts
- scoreboard charts
- consequences: verbal warning, change seat, parent phone call, referral, removal
- keep notes in classroom
- one student has blanket
- JR. ROTC program student
- respectable posters

- social worker meets with pregnant girls - prepare for baby - healthy moms; but no childcare
- fight to keep JROTC after takeover
- CORE 40, Honors, Cambridge
- JROTC, welding program, FACTS Family, ~~computer~~ sciences, CHCIR, drawing, photography, ceramics, agriculture - food science, talking computer class

### Biology - freshman

- |        |  |  |
|--------|--|--|
| Do Now | <ul style="list-style-type: none"> <li>- come w/o materials</li> <li>- side convo should end</li> <li>- sex-linked <sup>trait</sup> disorders, disorder, 2 sex chromosomes called</li> <li>- look in notebook</li> <li>- every sheet of paper written on</li> <li>- enthusiastic, involved teaching</li> <li>- incentive jars</li> <li>- bio/science facts</li> <li>- asked specific students the answer</li> <li>- filling it in after if did not know</li> <li>- encouragement, excellent, great job, etc.</li> <li>- classwork passed out</li> <li>- kid dancing</li> <li>- super exciting &amp; enthusiastic</li> <li>- some small side chatter</li> <li>- unit squares</li> <li>- very interactive classroom</li> <li>- "fantastic" discovered</li> <li>- students are interactive</li> <li>- answered questions checked work of students</li> <li>- appear to be engaged</li> <li>- encouraged to raise hand</li> <li>- conceptual questions done in pairs</li> <li>- one kid left for early dismissal</li> <li>- ask questions to answer questions</li> <li>- caught student about to throw</li> <li>- <del>in between</del> - students very responsive, encouraging each other</li> <li>- give girl another paper</li> </ul> | <ul style="list-style-type: none"> <li>- came to help student</li> <li>- observed students individually</li> <li>- they understood</li> <li>- respected students helping each other</li> <li>- progressive reports weekly - all their classes</li> <li>- tradition - evident rhymans</li> <li>- encouraged further learning</li> <li>- office hours to make-up grade teacher-to-teacher</li> <li>- can make up &amp; retake; a lot of chances</li> </ul> |
|--------|--|--|

## T9 Hype Program

"TOP Ten Winners, Losers  
for School Funding in Indiana"

- online learning
- nontraditional students
- students use diff. forms of learning
- all males
- half black/half white
- some working, some talking
- Washington - talked to and told they didn't need to be there; asked about 1.9 GPA, told him he needed to improve - 8th grader now
- base of freshman year, importance of freshman year; best basketball in city, but need a GPA to succeed - difference between IUPUI & KY
- one student sleeping
- angry @ score first to tube
- cursing
- teacher not leading them in anyway - unsure if there should be direction
- encouraged one to wake up - others let sleep
- teacher dismissing mens basketball
- student has keyboard in hand
- teacher finally went to talk to sleeping student; returned to work → returned to sleep
- told to get back to work → computers shut down b/c they unplugged - teacher told he'd have to move
- middle teachers
- boys goofing off
- asked for help with w/ English application question
- type - online, do as plan, in classroom all day, break for sports

0000000000

- Ms. Willet - young, energetic, BA, engaging, clearly has control of class, respect of students
- guest speaker on economics in econ. by gov. class
  - discussing about interest; investment; make money off of invests - saving
  - fraternity brother from Alpha Kappa Psi
  - financial literacy
    - budgeting
    - credit as a consumer
    - power pay debt
  - engaging, discussed what they'd be buying
  - teacher takes phone from student - hand it over willingly
  - predominately ~~black~~ black students - 2 white males in JROTC uniforms
  - 1 JROTC black male in JROTC uniform - all students in school uniform
  - perks of credit cards must use wisely
  - maximize assets than ~~debt~~ minimize debt
  - teacher consistently waking up students/asking them to take up
  - classroom ~~thoughts~~ lots of posters on walls;
    - govt. quotes, presidents; word wall; 80% or ~~↑~~ maps
    - essential question, objectives SWBAT, agenda, homework, grades, inspirational posters
    - classroom procedures, debate team,
  - necessity vs. luxury expenses
  - what do you spend \$ on? college, girlfriend, eating out, shoes
  - positive classroom environment, laughing w/ one another, not fighting
  - income as spiking up as seniors → trade, college, skill, Army
  - credit report vs. credit score lesson - very interactive, engaging
  - if you can't afford it on own - don't put it on credit card
  - impart ant payment learning - good real life examples
  - explains how credit companies make money
  - all students have nice shoes
  - discussed how we can get students out of ~~poor~~ parity - speaker was like them;

Arlington HS

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>ISTEP+</b>				<b>take over</b>		
English/Language Arts Only	27.3%, 111 students	26.1%, 86 students	25.2%, 82 students	31.6%, 56 students	45.2%, 56	
Science Only	0%, 36 students failed	0%, 14 students failed				
Math Only	31.3%, 128	31.8%, 72 students	32.6%, 107	41.7%, 75 students	56.3%, 72 students	
Social Studies Only	15.1%, 30 students	11.2%, 17 students	12.4%, 19	12.2%, 10 students	12.3%, 8 students	
<b>ECA SCORE TRENDS</b>						
ECA English 10 Only	27.6%, 32 students	32.8%, 60 students	43.7%, 55 students	49.3%, 36 students	46.9%, 23 students	
ECA Algebra 1 Only	9.7%, 17	17.6%, 39	16.8%, 26 students	23.5%, 22	31.9%, 23 students	
ECA Biology 1 Only	7.7%, 8 students	8.5%, 9 students	13.3%, 8 students	11.1%, 6	0%, 15 students failed	
<b>Enrollment by Grade</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
7		143	189	114	77	52
8		154	217	108	77	47
9		168	236	95	92	90
10		245	258	83	82	60
11		167	186	67	60	40
12		169	138	44	60	28
Total		1,063	1,224	511	448	317
<b>Ethnicity</b>						
White	3.6%, 50	2.8%, 30	12.1%, 148	2.5%, 13	2%, 9	3.8%, 12
Black	90.5%, 1,262	90.9%, 966	81.5%, 963	92.2%, 471	92%, 412	88.6%, 281
Hispanic	3.0%, 42	3.9%, 31	3.3%, 40	2.3%, 12	2.7%, 12	4.4%, 14
Multiracial	2.7%, 38	2.2%, 23	3.3%, 40	2.7%, 14	2.5%, 11	3.2%, 12
American Indian			2 students			
Asian or Pacific Islander		1 student		1 student	4 students	
<b>Paid, Free, Reduced Lunch</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Paid	17.8%, 248	15.4%, 164	32.1%, 393	13.3%, 68	3.1%, 14	
Free	75.6%, 1,055	78.4%, 833	63.2%, 774	80.4%, 411	93.5%, 419	100%, 317
Reduced	6.6%, 92	6.2%, 66	4.7%, 57	6.3%, 32	3.3%, 15	
<b>Attendance</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
7	92%	91.80%	89.40%	92.80%	93.30%	
8	89.40%	92.10%	88.60%	88.80%	92.20%	
9	88.20%	90.70%	85.90%	85.70%	92.60%	
10	86.00%	88.40%	88.30%	88.30%	91.70%	
11	87.20%	88.20%	84.80%	84.80%	91.00%	
12	89.80%	90.10%	84.30%	84.30%	94.30%	
Total	88.70%	90.10%	88.20%	88.20%	92.50%	
<b>Graduation Rate</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Graduates	66.7%, 170	74.7%, 168	55%, 83	32.7%, 17	43.5%, 20	
Dropouts	12.5%, 32	9.3%, 21	14.6%, 22	32.7%, 17	30.4%, 14	
Students Still in School	19.1%, 45	15.1%, 34	25.8%, 39	32.7%, 17	26.1%, 12	
Special Education Certificates	2%, 5	2 students	4.6%, 7	1 student		
<b>SAT</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
10.6% (18) took, 89.4% (152) did not take 756 avg.	747 avg.	782 avg.	suppressed	803 avg.		
15.5%, 26 took, 142 did not take						
20.5%, 17 took, 66 did not take						
35.6%, 6 took, 11 did not take						
55%, 11 took, 9 did not take						
<b>ACT</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
46.5%, 79 took, 91 did not take	16 avg.	15 avg.	16 avg.	suppressed		
41.7%, 70 took, 98 did not take						
30.1%, 25 took, 58 did not take						
47.1%, 8 took, 9 did not take						
100% 20 did not take						
<b>AP test takers and AP test passers</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
24.1%, 41 students took-129 did not take 0 passed	0 passed	0 passed	data suppressed	n/a		
42 took, 126 did not						
12 took, 71 did not						
1 took, 16 did not						
0 took						
<b>State Report Card</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
academic probation	F	not assessed	F	F		
<b>NCLB</b>						
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
English/Language Arts Only				46.6%, 48 passed, 46 did not pass		
Math Only						

Educator Performance Data

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Emmerich Manual HS

ECA SCORE TRENDS

	2009-10	2010-11	2011-12	2012-2013	2013-14	2014-15
ECA English 10 Only	36.6%, 54 students	28.9%, 58 students	49.3%, 72 students	47.2%, 50 students	60.9%, 84 students	60.3%, 369
ECA Algebra 1 Only	24.5%, 39 students	33.3%, 53 students	34.6%, 56 students	23.3%, 40 students	38.3%, 54 students	18.8%, 115
ECA Biology 1 Only	10.9%, 7 students	9.4%, 13 students	6.0%, 7 students	19.2%, 29 students	17.5%, 30 students	14.2%, 87

Takkaeren

Enrollment By Grade

	2009-10	2010-11	2011-2012	2012-13	2013-14	2014-15
9	9	163	162	125	176	169
10	10	275	226	108	145	186
11	11	160	172	113	110	147
12	12	186	160	120	124	110
Total		784	720	466	466	612

Ethnicity

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
White	63.1%, 604 students	62.8%, 492 students	60.7%, 437	63.9%, 298	59.6%, 331	60.3%, 369
Black	25.3%, 242 students	22.8%, 179 students	19.2%, 138	15.9%, 74	19.8%, 110	18.8%, 115
Hispanic	7.9%, 76 students	11.4%, 84 students	14.9%, 107	14.2%, 66	15.3%, 85	14.2%, 87
Multiracial	3.1%, 30 students	2.8%, 22 students	4.4%, 32	5.6%, 26	4.9%, 27	6.4%, 39
American Indian	3 students	2 students	5 students	2 students	2 students	2 students
Asian or Pacific Islander			1 student			

Paid, Free and Reduced Lunch

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Paid	27.1%, 259	14.9%, 117	17.8%, 128	48.1%, 224	9.2%, 51	71.9%, 440
Free	64.8%, 620	77.2%, 605	74.4%, 536	48.1%, 224	86.8%, 482	25.2%, 154
Reduced	8.2%, 78	7.9%, 62	7.8%, 56	3.9%, 18	4.0%, 22	2.9%, 18

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Attendance

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 9	87.70%	87.70%	90.50%	89.30%	81.30%	79.60%
Grade 10	84.40%	84.40%	87.80%	88.40%	79.20%	80.00%
Grade 11	87.20%	87.20%	90.80%	89.70%	80.10%	77.20%
Grade 12	85.90%	85.90%	90.90%	90.70%	77.00%	76.80%
Total	86.30%	86.30%	89.80%	89.50%	79.50%	78.60%

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Graduation Rate

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Graduates	60.1%, 113	71.3%, 129	68.9%, 126	61.4%, 81	70.9%, 78	70.9%, 78
Dropouts	25.5%, 48	13.8%, 25	26.4%, 45	31.1%, 41	19.1%, 21	19.1%, 21
Students still in school	13.8%, 26	14.9%, 27	6.6%, 12	7.6%, 10	9.1%, 10	9.1%, 10
Special education certificates		1				1

✓4

SAT

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
17.7%, 20 took- 93 did not take	894 average	913 average	822 average	823 average	777 average	777 average
11.6%, 15 took- 114 did not take						
14.3%, 18 students took- 108 did not take						
38.3%, 31 students took- 50 did not take						
35.9%, 28 students took- 50 did not take						

✓5

ACT

	2009-10	2010-11	2011-12	2012-13	2013-14
38.1%, 43 took- 70 did not take	17 average	16 average	16 average	18 average	supressed Indiana avg 21
46.5%, 60 took- 69 did not take					
41.3%, 52 took- 74 did not take					
32.1%, 26 took- 55 did not take					
1 took- 77 did not take					

6

AP test takers and AP test passers

	2009-10	2010-11	2011-12	2012-13	2013-14
42 took, 71 did not	2 passed	3 passed	2 passed	4 passed	3 passed
49 took, 80 did not					
39 took, 87 did not					
29 took, 52 did not take					
15 took, 63 did not take					

1 ✓

State Report Card

	2009-10	2010-11	2011-12	2012-13	2013-14
Academic Probation-F	F	F	F	F	D

Educator Performance Results

2012-13	2013-14
38 effective	40 highly effective
4 improvement necessary	8 effective
5 not evaluated	4 improvement necessary
	2 not evaluated

93  
120  
113

**Thomas Carr Howe HS**

ECA SCORE TRENDS	2009-10	2010-11	2011-12	2012-13	2013-14
ECA English 10 Only	29.4%, 48 Students	43.9%, 82	49.7%, 67	50.9%, 49	45.1%, 37
ECA Alegbra 1 Only	34.6%, 64	32.7%, 53	40.9%, 67	7.7%, 10	39.4%, 50
ECA Biology 1 Only	6.9%, 9	18.9%, 27	21.2%, 21	2.9%, 4	19.1%, 13

*takeover*

Enrollment By Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9		249	157	109	135	127
10		298	219	99	114	114
11		144	157	72	82	88
12		94	130	66	86	99
Total		1,131	1,283	1,028	609	643

Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
White	42%, 475	42.9%, 550	38.1%, 392	37.6%, 229	33.7%, 217	33.3%, 211
Black	41.2%, 466	39.9%, 512	41.2%, 433	37.9%, 231	50.9%, 327	50.7%, 321
Hispanic	10.5%, 119	11.3%, 145	13.9%, 143	15.1%, 92	6.2%, 40	7.9%, 50
Multiracial	5.8%, 66	5.8%, 68	5.4%, 56	9.2%, 56	9%, 58	8.1%, 51
American Indian	3 students	6 students		2	1	
Asian or Pacific Islander			1	2		1

Paid, Free, Reduced Lunch	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Paid	13.8%, 156	26.1%, 335	20.3%, 209	68.5%, 417	6.8%, 44	40.6%, 257
Free	79%, 893	68.4%, 877	71.5%, 735	25.9%, 158	89.3%, 574	55.9%, 354
Reduced	7.3%, 82	5.5%, 71	8.2%, 84	5.6%, 34	3.9%, 25	3.5%, 22

Attendance	2009-10	2010-11	2011-12	2012-13	2013-14
9	94.10%	94.60%	93.60%	76.70%	79.10%
10	91.80%	94.40%	92.70%	80.40%	82.00%
11	93.60%	95%	94.30%	75.10%	81.50%
12	92.40%	93.90%	95.30%	74.40%	73.60%
Total	93.50%	94.80%	94.20%	77.20%	81.80%

Graduation Rate	2009-10	2010-11	2011-12	2012-13	2013-14
Graduates	78%, 96	65.9%, 81	66.4%, 89	68.9%, 62	61%, 47
Dropouts	6.5%, 8	10.6%, 13	17.3%, 23	23.3%, 21	28.6%, 22
Students Still in school	13%, 16	21.1%, 26	15.7%, 21	6.7%, 6	9.1%, 7
special Education Certificates	2.4%, 3	2.4%, 3		1	1 GED, 1

SAT	2009-10	2010-11	2011-12	2012-13	2013-14
14.6%, 14 took - 82 did not take	852 avg	816 avg	850 avg	767 avg	774 avg
24.7%, 20 took-61 did not take					
22.5%, 20 took, 69 did not take					
40.3%, 25 took- 37 did not take					
34%, 16 took- 31 did not take					

ACT	2009-10	2010-11	2011-12	2012-13	2013-14
45.8%, 44 took- 52 did not take	17 avg	17 avg	16 avg	16 avg	
50.6%, 41 took- 40 did not take					
55.1%, 49 took- 40 did not take					
37.1%, 23 took- 39 did not take					
100% did not take, 47					

AP test takers and AP test passers	2009-10	2010-11	2011-12	2012-13	2013-14
13 took- 83 did not	1 passed	0 passed	1 passed	1 passed	data suppressed
26 took- 55 did not					
31 took- 58 did not					
17 took- 45 did not					
8 took- 39 did not					

State Report Card	2009-10	2010-11	2011-12	2012-13	2013-14
academic probabtion	F	F	F	F	F

**Educator Performance Results**

**Arlington Community High School Attendance**

2009-2010: 88.7%  
2010-2011- 90.1%  
2011-2012- 87.6%  
2012-2013- 88.2%  
2013-2014- 92.5%

**Thomas Carr Howe High School**

2009-2010: 93.5%  
2010-2011: 94.8%  
2011-2012: 94.2%  
2012-2013: 77.2%  
2013-2014: 81.8%

**Emmerich Manual High School**

2009-2010: 86.3%  
2010-2011: 89.8%  
2011-2012: 89.5%  
2012-2013: 79.5%  
2013-2014: 78.9%