



CENTER FOR EVALUATION  
& EDUCATION POLICY

2006 ANNUAL REPORT

*The Mission of the Center for Evaluation & Education Policy is to:*

*Improve education by providing nonpartisan information, research, and evaluation on education issues to policymakers and other education stakeholders.*

*Encourage rigorous program evaluation across a variety of settings by providing evaluation expertise and services to diverse agencies, organizations, and business.*

*Expand knowledge of effective strategies in evaluation and policy research by developing, modeling, and disseminating innovative approaches to program evaluation and policy research.*

## MESSAGE FROM THE DIRECTOR

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I am pleased to share this first annual update on the Center for Evaluation & Education Policy (CEEP). Formed in January 2004, CEEP has grown considerably in impact and size over the past three years. As a result, we thought the time was right to create this report to thank those who have helped us achieve this success and to share our progress with those who are not as familiar with the Center.

At CEEP, we frequently talk about impact: What positive impact is our work making? How are we positively influencing the lives of children, educators, policymakers? Are we providing enough opportunities for faculty and students to learn more about evaluation and education policy research? Our answers to these questions are usually the same: Yes, we are making a difference, but we can and will do better.

I'm often asked how CEEP makes such an impact with a relatively small staff and a location outside of the normal education policy research hubs of Washington, DC, and New York. The answer is simple: Our people, our quality of work, and strong management.

Our people are exceptional: Talented, hard-working, and excellent team players. All senior research staff have terminal degrees and several years of experience. In turn, these researchers lead teams of junior researchers, support staff, undergraduate and graduate students, and - starting this year - high school interns. By creating a work environment which focuses on professional development and collegiality, we have not had a single departure by a senior researcher since the merger of the centers was completed in summer 2004 - quite an accomplishment for a university-based center.

The quality of our staff makes it easy to produce high quality work. Over the past two years, we have not lost a single client on a continuing project, and a large percentage of our new projects each year result from referrals from past and current clients. We can frequently point to programs that have been improved based on our evaluation work, or legislation or policies that bear the fingerprints of our policy work.

Having quality staff produce quality work is only part of the picture: The staff must be well-managed, and projects must be run responsibly, transparently, and in a fiscally

conservative manner. The Center's leadership team has excelled in these areas, producing a mix of qualified staff, very high quality work, and efficiency (i.e., low cost) that results in impact and value for our clients and their organizations.

Finally, we quickly learned that impact grows exponentially when CEEP collaborates with other groups of talented people. We have benefited from partnering with several such organizations, including Stone Research Services, Synergy Enterprises, the Indiana Youth Institute, IIDC, and dozens of funding agencies and clients, with several new collaborations currently being explored or negotiated. Last but certainly not least, we appreciate the support provided by Indiana University, truly one of the world's top international research universities.

If you are a "Friend of CEEP," as we like to say, please accept our appreciation for your contributions to our success; we look forward to building on our relationships in the future. If you are unfamiliar with CEEP, please accept our invitation to learn more about our thriving Center and consider ways that we can work together to further our shared goals.

Please contact me if I can answer any questions about CEEP and help you in any way.

Sincerely,

A handwritten signature in black ink, appearing to read "J.A. Plucker". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Jonathan A. Plucker, Ph.D.  
Director  
Professor of Educational Psychology  
and Cognitive Science

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## INTRODUCTION

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The Center for Evaluation & Education Policy (CEEP) promotes and supports rigorous, nonpartisan program evaluation and education policy research primarily, but not exclusively, for educational, human services, and non-profit organizations.

The Center is located at Indiana University in Bloomington, Indiana. It is associated with the IU School of Education. CEEP took its present organizational form as the result of a January 2004 merger of the Indiana Center for Evaluation and the Indiana Education Policy Center. It represents over 40 years of research and service to the university and the greater community.

CEEP is an integral partner in the research, teaching, and service missions of the university. The program evaluation and education policy research projects undertaken by the Center have immediate, practical application for decision makers. Project teams are organized to include supervised students in ways that are productive and instructional. Virtually all Center projects are conducted for external clients, or are initiated by CEEP to meet a need in the community.

The Center for Evaluation & Education Policy is a dynamic organization, structured and managed to assure flexibility in its support of needs and pursuit of emerging opportunities in the community.

This report presents the progress and work of the Center for Evaluation & Education Policy since it emerged in early 2004, through June 2006.





### MEANINGFUL PROGRAM EVALUATION

CEEP helps government agencies, educational institutions, community organizations, and private companies understand the effectiveness of their programs. The Center goes beyond just answering the simple question, “Does the program work?” CEEP evaluations are designed and managed to provide frequent and constructive feedback during the course of the program, enabling the program managers to constantly improve program effectiveness.

Evaluation support is provided for local, as well as statewide and nationwide programs. Subjects range from after-school initiatives, to math and science education programs, to teacher recruitment efforts, to community health projects.

CEEP evaluation plans include both quantitative and qualitative methodologies, and frequently use experimental designs. The Center also uses the latest data scanning equipment, interview and site visit technologies, Internet-based data collection, and analysis software.

The Center provides evaluation technical assistance for the U.S. Department of Education’s nationwide Teaching American History Program, and nine Title IX-funded Area Studies Centers, as well as the Department’s Office of Innovation and Improvement. CEEP is also working with the Foellinger Foundation to build evaluation capacity within local non-profit organizations.

### THE FOREFRONT OF EDUCATION POLICY ISSUES

Education issues are the focus of daily national, state, and local debates and news stories. CEEP monitors the issues and provides reliable information on many topics for decision makers and stakeholders. The U.S. Department of Education, state elected and appointed officials, school administrators, parents, the general public, and education researchers are involved together on many of these issues, more so than in the past, and they need information communicated to them in a straightforward fashion.

The Center for Evaluation & Education Policy reviews many issues in-depth each year in a popular series of Education Policy Briefs. Full-day kindergarten, school funding, charter schools, progress on implementation of No Child Left Behind, the student achievement gap, changes in statewide testing, and school nutrition are a few of the issues CEEP studied for the education community. Each brief presents the various sides of a specific issue, what the data reveal about the issue, how the issue is being addressed at the national, state, and local levels, and what is foreseen about the issue in the months or years ahead. Policy briefs also include recommendations for policymakers.

During the academic year, CEEP sponsors a series of Education Policy Chats. Significant policymakers and experts are brought to Bloomington and Indianapolis to discuss current issues. The policy chats offer direct dialogue between faculty, students, staff, and others in the community with key decision makers, education leaders, and policymakers about significant and timely P-16 issues.

Center representatives also share their insights on education issues during invited presentations to the State Board of Education, the Indiana Education Roundtable, and a variety of state and federal legislative committees. CEEP staff participate in an annual conference of local and network media writers and producers to discuss the education policy topics they will be covering in the coming months.

## CONSCIENTIOUSLY NONPARTISAN

Although CEEP staff are closely involved in the evaluation of programs and the study of policy issues, they are always aware of the emotionally charged and often contentious atmosphere surrounding these programs and issues. Staff understand the importance of being technically accurate and complete, and allow the data to be shown as fully as possible. All of this is done without bias on the part of CEEP staff, regardless of personal opinions and beliefs. All reports undergo an exhaustive internal review process, and external reviewers are frequently sought to ensure that each product is non-partisan and of high quality.

CEEP's annual public opinion survey provides an example of the extraordinary steps staff take to assure their work stays above question. Late each summer, CEEP staff circulate draft lists of questions to a range of education stakeholders, including state policymakers in both parties, both advocates for and critics of public schools, and policy researchers from around the state. CEEP works with a highly regarded marketing and polling firm to ensure the poll results are reliable and accurate. The poll is financed completely by CEEP, with no outside support (and, therefore, no potential for outside influence). The result is a set of questions and corresponding responses that are widely respected. Policymakers of both parties, who hold diverse attitudes about public education, have used various results from the survey as evidence of what the public believes about education and schools in Indiana.

The Center for Evaluation & Education Policy is committed to providing rigorous analyses that may not tell everyone what they want to hear, but tell people what they need to know.

## FOUR HALLMARK CEEP PROJECTS

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CEEP averages over 40 externally-funded and 15-20 self-funded projects each year. In this year's report, we focus on four representative projects or sets of projects: The Annual Public Opinion Survey, Technical Assistance to U.S. Department of Education Grantees, The Equity Project, and the High School Survey of Student Engagement. All four have had a considerable impact on state and national educational issues, and all have great potential for continued growth and impact. Future annual reports will highlight other projects.

### I. WHAT THE PEOPLE THINK:

#### THE ANNUAL CEEP SURVEY OF PUBLIC OPINION

To gauge the level of public awareness, understanding, and support for a number of K-12 education issues, the Center for Evaluation & Education Policy began an annual Public Opinion Survey on Education in Indiana in 2003. The format and structure of the 2003 survey provided a research methodology that facilitated replication and allows for longitudinal comparison of results. The survey provides meaningful information to policymakers and educators concerning public perceptions about their programs and initiatives. With each passing year, state policymakers have become more involved in the selection of questions for the survey, and survey results are used more often to influence a range of educational programs and legislation.

The results of the 2003 and 2004 surveys generally reflected trends of positive attitudes and perceptions for Indiana citizens concerning K-12 education. In 2005, the survey provided the opportunity to see if these trends would continue, or whether changes in the education policy climate had led to less favorable views about public education.

The 2005 survey examined public perceptions on the following issues: Overall evaluations of Indiana public schools, school funding and taxation, early childhood education, high school drop-out prevention, testing and accountability, school choice, teacher quality and compensation, the No Child Left Behind Act and Indiana's PL 221, and the achievement gap.

In general, Hoosiers have positive attitudes about their public schools, although they see room for improvement. For example, in 2005 over 60% of those interviewed said that their local schools were good or excellent, and nearly 70% felt that public school teachers were good or excellent. At the same time, many residents were not positive about the direction schools were heading and favored expansion of ongoing and proposed reform efforts.

The poll results point to specific concerns that policymakers can address in their efforts to improve public education. For example, although resident's familiarity with the No Child Left Behind Act increased from 62% in 2003 to 76% in 2005, familiarity with the Indiana accountability system, PL 221, has remained very low. This suggests that effort should be focused on raising the profile of PL 221, which tends to fall into the large shadow of NCLB. Regarding the hotly debated idea of providing universal access to full-day kindergarten, poll results provide evidence of a significant shift in public approval for FDK: Support for full-day kindergarten, if taxes had to increase to pay for it, increased from 46% in 2003 to 61% in 2005.

Reports of the 2003-2005 surveys are on the CEEP Web site: <http://ceep.indiana.edu>. Each year's report is sent to state elected officials and the leadership of the Indiana Department of Education and Commission for Higher Education. CEEP researchers present and discuss the annual survey with the State Board of Education and Indiana Education Roundtable.

## II. TECHNICAL ASSISTANCE TO U.S. DEPARTMENT OF EDUCATION PROGRAMS AND GRANTEEES

As individuals and organizations increasingly come to understand the value of program evaluation, many of them find that they do not have the necessary knowledge to design and implement an evaluation of their activities. In order to address this need, CEEP provides a great deal of technical assistance to organizations that are interested in evaluating their programs.

Our work with evaluation capacity-building has involved a wide range of groups, from local community foundations to small non-profit organizations to specific schools and educational programs. However, the majority of our recent work in this area has been provided to grantees of the U.S. Department of Education (U.S. ED).

U.S. ED has increasingly recognized the importance of evaluation to the success of its programs and grantees, as well as to providing the Department with the types of data needed to inform program and policy decisions. However, many grantees and even their external evaluators do not have the background, technical expertise, and experience needed to conduct valid and effective evaluations.

Beginning in 2004, the Center for Evaluation & Education Policy began providing evaluation technical assistance and consultation needed by both grantees and U.S. ED program officers to ensure the quality and rigor of grantees' evaluations. The role of CEEP in both the depth of involvement and the breadth of programs has increased over time, resulting in CEEP working collaboratively with Synergy Enterprises, Incorporated (SEI, an 8(a) small and disadvantaged minority-owned and woman-owned business) to provide evaluation technical assistance to several different U.S. ED programs during the past year.

CEEP's most extensive work has been with the Teaching American History (TAH) program. For the past two years, CEEP and SEI staff have been working closely with the TAH program to increase the program's capacity and quality of evaluation designs, specifically focusing on those grantees with experimental design evaluations. Specific areas of technical assistance include:

- individualized reviews and recommendations to grantees for strengthening evaluation designs,
- teleconferences and/or individualized consultation via phone or e-mail with grantees to resolve methodological issues,
- training and education provided at the national TAH directors' meetings,
- teleconferences and educational forums on "hot topics" to increase grantee's internal evaluation capacity, and
- an evaluation technical assistance Web site to provide relevant resources and information.

As part of this work, CEEP and SEI have developed rubrics for analyzing strengths and weaknesses of evaluation designs; created on-line technical assistance logs; and developed web-based resources available to grantees. In addition, this past year the TAH contract was modified to include not only those grantees with experimental and quasi-experimental design evaluations, but all TAH grantees.

In addition, CEEP is providing evaluation technical assistance to a broad spectrum of Office of Innovation and Improvement (OII) grantees in four primary areas: (1) refinement of evaluation designs; (2) collection of evaluation data; (3) analysis of evaluations; and (4) individualized training for grantees, their evaluators, and U.S. ED staff. This technical assistance has expanded to include several other U.S. ED OII programs, including School Leadership, Transition to Teaching, Parent Involvement and Resource Centers, and Charter Schools.

As part of the evaluation technical assistance, CEEP also provides consultation and guidance to various ED program staff related to the collection and analysis of evaluation data, effective and efficient performance measurement systems, and the use of scientifically based evaluation designs.

### III. THE EQUITY PROJECT

The Equity Project, under the direction of Prof. Russ Skiba, is a consortium of projects dedicated to providing high-quality data to educational decision makers in order to better understand and address issues regarding educational equity and bridge the gap between research and practice. The Equity Project's mission is to provide evidence-based information specific to issues of school discipline, school violence, special education, and equality of educational opportunity for all students. Specifically, the Equity Project (a) provides data on these issues, (b) focuses on understanding the causes and conditions that create inequities, and (c) provides support and technical assistance to educational agencies seeking to create equitable school systems. The Equity Project supports educators and educational institutions in developing and maintaining safe, effective, and equitable learning opportunities for all students.

#### THE WORK OF THE EQUITY PROJECT IS GUIDED BY THE FOLLOWING PRINCIPLES:

- Disproportionately is a complex issue that will not respond to simplistic solutions. Although the fact of disproportionality has been well-documented, its causes and the paths to improvement are by no means fully understood. It is important, therefore, to refrain from assigning blame, but instead to work together to understand the data and its implications.
- Data indicating disparity must be taken seriously. Data that reveal continuing disparities for certain groups are remarkably consistent and deserve serious consideration. Examining local, state, and national data is an important first step in the process of understanding and remediating inequity.
- Creating equitable school systems is a long-term process requiring long-term commitment. Problems of disproportionality and inequity in our nation and our schools were created over a long period of time and will not be resolved quickly. Thus a long-term institutional commitment is required that includes attention to difficult topics like race, and the ongoing integration of cultural competence as a key component in policy and practice.

The Equity Project staff have published many reports and papers over the past two years, all of which are available on the CEEP Web site: <http://ceep.indiana.edu/equity>. Popular reports include:

- *Moving Towards Equity: Addressing Disproportionality in Special Education in Indiana*
- *Context of Minority Disproportionality: Local Perspectives on Special Education Referral*
- *Disproportionality and Discipline Among Indiana's Students With Disabilities: A Status Report*
- *Minority Overrepresentation in Indiana's Special Education Programs: A Status Report*
- *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment*



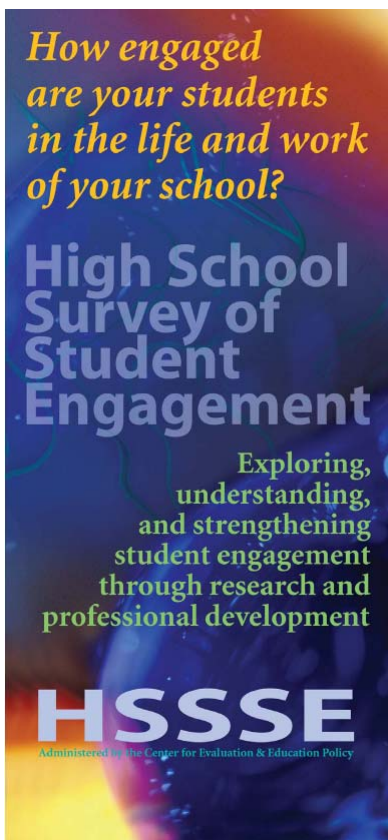
#### IV. STUDENT ENGAGEMENT

Student engagement in the life and work of a school is central to student success academically and within the school community. In the current climate of accountability and with schools driven by the No Child Left Behind federal legislation, the educational focus across the country is sharply on student performance on standardized tests. While these performance measures provide one view of students and schools, they do not help identify causes and conditions that lead to success or failure.

The Center for Evaluation & Education Policy sponsors the High School Survey of Student Engagement (HSSSE). The survey investigates the attitudes, perceptions, and beliefs that students have about their work, the school learning environment, and their interaction with the school community. The data from the survey help schools explore the causes and conditions that lead to student success or failure, engagement or “dis-engagement,” persistence or dropping out. HSSSE data are important in guiding both immediate action on school improvement initiatives and long-term planning of larger reforms, providing insight into ways of reaching every student, raising achievement, and strengthening teaching and learning.

In 2006, over 100,000 students were surveyed in 115 schools throughout the United States. CEEP staff provided a unique report of the data for each school. Professional development sessions were conducted for 23 schools, meeting with administrators and teachers to assist their interpretation of survey results and to plan how they would address the findings.

The issue of student engagement is relatively understudied. CEEP will invest additional resources to help build the body of research work on engagement. Schools expect more information on this topic will help immediately with several concerns, including students dropping out of school.



As awareness of the survey has spread among high school administrators and teachers, a strong interest has been noticed among those working with middle school students. The Center will expand the research and support for student engagement to include middle schools in the coming year.

In 2006, the Minnesota Department of Education asked CEEP to assist with a special project on student engagement in 13 targeted schools. The HSSSE survey was administered to students in these schools, and was followed by a related professional development session for school administrators. The Minnesota DoE is urging all high schools in the state to participate in the survey in 2007.

After reopening their schools in 2006, the Jefferson Parish School System in Louisiana registered their high schools to participate in the survey as they sought to better understand the new dynamics among their students. The disruption of Hurricane Katrina in their community included large shifts in where students were able to go to school after they returned.

Information about HSSSE and results of the survey are available through the CEEP Web site at: <http://ceep.indiana.edu>.



## CEEP PROJECTS

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The Center's evaluation and research projects demonstrate the wide variety of opportunities to make meaningful contributions to important programs and policies. Over the past year, CEEP staff have worked with educators, public health professionals, and other clients in all 50 states, with major statewide projects in eight states. An increasing number of projects are being conducted at the national level, including several projects for the U.S. Department of Education and National Science Foundation. CEEP's major, externally funded projects during the past two years include:

### FEDERAL AND NATIONAL PROJECTS

- Evaluation of Short and Long Term Impacts of Full-Day Kindergarten Programs for the US Department of Education
- Evaluation Technical Assistance for the Office of Innovation and Improvement for the US Department of Education
- Evaluation Technical Support for the Teaching American History Program for the US Department of Education
- Afterschool Randomized Controlled Trials: The Voyager Passport Program in Kentucky 21st Century Community Learning Centers, funded by the US Department of Education through the Southwest Educational Development Laboratory's National Partnership for Quality Afterschool Learning
- Evaluation Technical Assistance for nine Title IX-funded Area Studies Centers at Indiana University for the US Department of Education
- An Interpretive Analysis of the Mathematics Results within the National Assessment of Educational Progress (NAEP) for the National Science Foundation
- A Study of TERC's K-5 Investigations Mathematics Curriculum for the National Science Foundation
- Evaluation of Amgen Scholars: An Undergraduate Summer Research Program in Science and Biotechnology for the AMGEN Foundation
- Evaluation of Education Resource Centers in Simon Property malls across the U.S. for the Simon Youth Foundation

### INDIANA PROJECTS

- Technical Assistance Pilot Program: Building Evaluation Capacity in Local Non-Profit Organizations for the Foellinger Foundation
- Evaluation of the Compassion Capital Fund (CCF) Demonstration for the Indiana Youth Institute
- Evaluation support for the Indiana Network for Higher Education Ministries
- Evaluation of the Indiana Reading First Program for the Indiana Department of Education
- School Corporation Central Office Consolidation Study for the State of Indiana
- Evaluation of the IndyAfterSchool 21st Century Community Learning Center Program for the Urban Mission YMCA of Greater Indianapolis
- Evaluation of the 21st Century Community Learning Center Program for the Indianapolis Public Schools
- Study of Minority Disproportionality for the Indiana Department of Education
- Evaluation Technical Assistance for the Indiana Drug Court
- Evaluation of Project Peace for the Indiana Department of Education
- Evaluation of CAPE Initiative in Montgomery County

## INDIANA PROJECTS

Continued data collection from Brown County's CAPE Initiative  
Special Education Delivery System Study for the Indiana Department of Education  
Evaluation of Indiana Charter Schools for the Indiana Department of Education  
Evaluation of the Indiana Cancer Consortium's development of Indiana's Cancer Plan, funded by the American Cancer Society  
Decreasing the Burden of Cervical Cancer in African American and Latina Women in Indiana: Researching Evidence-Based Interventions for the Indiana Cancer Consortium  
Extending Indiana's Capacity for School Finance Analysis for the State of Indiana  
Indiana Department of Education's Middle Level Curriculum Task Force Report  
Evaluation of the Indianapolis Public Schools Literacy Initiative  
Evaluation of the Advancing Academic Excellence Program administered by the American Student Achievement Institute and funded by the Lumina Foundation  
Administration of the Learn More Indiana Career & College Survey for all 9th and 11th grade students in the state for the Indiana Commission for Higher Education  
Evaluation of College Mentors for Kids Program  
The CEEP Public Opinion Survey on Education in Indiana has become an annual pro bono project offered to the state's policy makers and citizens.

## PROJECTS IN OTHER STATES

Evaluation of a minority fellowship program for arts and culture for the Chicago Community Trust Fund  
Evaluation of the Kentucky 21st Century Community Learning Centers Program for the Kentucky Department of Education  
Evaluation of the Transition to Teaching Program for the Kentucky Department of Education  
Evaluation of the Help Me Grow Program for the Ohio Department of Education  
Evaluation of the Ohio Leadership Forum for the Ohio Department of Education  
Evaluation of the Expanding the Pool of Qualified Teachers Program for the Ohio Department of Education  
Study of the Identification of Students Who Are Limited English Proficient as Gifted for the Ohio Department of Education  
Analysis of Data for the Evaluation of the Cleveland Scholarship (Voucher) Program for the Ohio Department of Education  
Study of Georgia Charter Schools for the Georgia Department of Education  
Evaluation of Project TAKE (HIV/AIDS) for the Georgia Department of Community Health



## CEEP PUBLICATIONS

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The most visible and tangible result from the Center's work is the publication of CEEP Education Policy Briefs and special reports each year. The briefs cover a variety of current topics and are widely disseminated, read, and referenced. Most of the following briefs and special reports were published during the past two years. These publications can be found on the CEEP Web site: <http://ceep.indiana.edu>.

All policy briefs and special reports are distributed free of charge, and anyone interested in receiving copies is added to the electronic distribution list. Topics are chosen based on three factors: education policy issues anticipated to become "hot topics," requests from policymakers for information on specific topics, and the need to call certain topics to policymakers attention. In FY07, we anticipate publishing over 15 policy briefs and special reports.

### EDUCATION POLICY BRIEFS

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Vol.1 No.1	Analysis of Indiana's Efforts to Improve Student Literacy, 1997-2002
Vol.1 No.2	The Four-Day School Week
Vol.1 No.3	ISTEPing in the Right Direction? An Analysis of Fall versus Spring Testing
Vol.1 No.4	Highly Qualified Teachers in Indiana
Vol.1 No.5	Bullying in Schools: What Is It and What Can Be Done About It?
Vol.1 No.6	Title IX and Women's Athletic Opportunities in Indiana Colleges and Universities
Vol.2 No.1	Zero Tolerance: The Assumptions and the Facts
Vol.2 No.2	Unplanned Outcomes: Suspensions and Expulsions in Indiana
Vol.2 No.3	Discipline is Always Teaching: Effective Alternatives to Zero Tolerance in Indiana Schools
Vol.2 No.4	Children Left Behind: Series Summary and Recommendations
Vol.2 No.5	Charter Revocations: Legal Considerations Concerning Procedure
Vol.2 No.6	Redesigning High Schools to Prepare Students for the Future
Vol.3 No.1	Child Obesity in Indiana: A Growing Public Policy Concern
Vol.3 No.2	Demystifying School Funding in Indiana
Vol.3 No.3	ISTEPing in the Right Direction? An Analysis of Fall versus Spring Testing - 2005 Update
Vol.3 No.4	Short-Lived Gains or Enduring Benefits? The Long-Term Impact of Full-Day Kindergarten
Vol.3 No.5	Rewarding Teachers for Students' Performance: Improving Teaching through Alternative Teacher Compensation Programs
Vol.3 No.6	No Child Left Behind Spring 2005 Implementation Update
Vol.3 No.7	Homeschooling in Indiana: A Closer Look
Vol.4 No.1	Are Indiana's Public Schools in Need of Education Deregulation?
Vol.4 No.2	Enriching the High School Curriculum Through Postsecondary Credit-Based Transition Programs
Vol.4 No.3	Cyber Charter Schools in Indiana: Policy Implications of the Current Statutory Language
Vol.4 No.4	Educational Technology in Indiana: Is it Worth the Investment?
Vol.4 No.5	Examining College Remediation Trends in Indiana
Vol.4 No.6	Redesigning High Schools to Prepare Students for the Future: 2006 Update
Vol.4 No.7	Closing the Achievement Gap Series, Part I: Is Indiana Ready for State-Sponsored Prekindergarten Programs?

## EDUCATION POLICY BRIEFS

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Vol.4 No.8	Closing the Achievement Gap Series, Part II: Response to Intervention (RTI)-Basic Elements, Practical Applications, and Policy Recommendations
Vol.4 No.9	Local Equity Action Development (LEAD)
Vol.4 No.10	Discipline, Disability, and Race: Disproportionality in Indiana Schools
Vol.4 No.11	Closing the Achievement Gap Series, Part III: What is the Impact of NCLB on the Inclusion of Students with Disabilities?
Vol.4 No.12	Emerging Trends in Teacher Recruitment and Retention in the No Child Left Behind Era

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## SPECIAL REPORTS

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Charter Schools in Indiana: Overview, Funding, and Federal Expenditures

University Sponsorship of Charter Schools in Indiana

2006 Trend Analysis of Indiana K-8 Library Services Since the School Library Printed Materials Grant

Is the Achievement Gap in Indiana Narrowing?

Indiana's Early Literacy Intervention Grant Program 1997 - 2004

Is the Indiana Early Literacy Intervention Grant Program Working?

2003 Public Opinion Survey on Education in Indiana

2004 Public Opinion Survey on Education in Indiana

2005 Public Opinion Survey on Education in Indiana

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## CEEP EDUCATION POLICY CHATS

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The objective of the Education Policy Chats is to offer direct dialogue between faculty, students, staff, and others in the community with key decision makers, education leaders, and policy-makers about significant and timely P-16 issues. The Center brings prominent guests to the community for these face-to-face dialogues.

Since inaugurating the chat series in 2004, speakers have included:

**Frederick Hess, Ph.D.**

Resident Scholar and Director  
of Education Policy Studies  
American Enterprise Institute

**John Ellis, Ph.D.**

Executive Director  
Indiana Association of Public  
School Superintendents

**Robert Marra**

Associate Superintendent  
Indiana Department of Education

**Claude Steele, Ph.D.**

Lucy Stern Professor of Psychology  
Stanford University

**David Shane**

Senior Advisor for Education  
& Employment  
Indiana Governor's Office

**Scott Minier**

Legislative Liaison & Policy Analyst  
Indiana Department of Education

**Rhonda Meyer, Ph.D.**

Director of Research  
Alliance for School Choice

**Stan Jones**

Commissioner  
Indiana Commission for  
Higher Education

**Suellen Reed, Ph.D.**

Indiana Superintendent  
of Public Instruction

**Teresa Lubbers**

Chair of the Education and  
Career Development Committee  
Indiana State Senate



*A state legislator, school principal, and district superintendent discuss student dropouts with those attending a CEEP Education Policy Chat*

**Thomas Toch**

Co-Founder and Co-Director  
Education Sector

**Kristine Cohn**

Regional Secretary  
Representative of the  
US Secretary of Education

**Robert Behning**

Chair of the Education Committee  
Indiana House of Representatives

**Carol D'Amico, Ph.D.**

Executive Vice President  
Ivy Tech Community College

Panel Discussion of Indiana Charter Schools

**Molly Chamberlin**, Indiana Department of Education

**Dr. Larry Gabbert**, Ball State's Office of Charter Schools

**David Harris**, Office of the Mayor of Indianapolis

**Kevin Teasley**, Greater Educational Opportunities Foundation

Panel Discussion of Student Dropout Causes and Solutions

**Dr. Tom Edington**, Superintendent of Richland-Bean  
Blossom Community School Corporation

**Luke Messer**, State Representative for District 57

**Tom Zobel**, Principal of Shelbyville High School

Panel Discussion of K-12 Education Legislative Topics

State Representative **Robert Behning**

State Senator **Teresa Lubbers**

State Representative **Peggy Welch**

### ACADEMIC PROFESSIONALISM

The Center for Evaluation & Education Policy is a dynamic part of its academic environment. The Center has over 60 researchers and support staff, with most senior personnel holding a doctoral degree and additional advanced training.

During the past two years, ten CEEP faculty and research staff taught courses in evaluation, research methods, academic assessment and intervention, minority mental health issues, response to intervention, school psychology, school law, education and social issues, diversity, human intelligence, and evaluation in public health.

CEEP staff also published over 100 articles, chapters, and books during this timeframe, with 15 invited presentations at academic and professional conferences. During the past two years, staff presented at and participated in the following conferences (this list is not exhaustive):

- 21st Century Community Learning Centers Summer Institute
- American Education Finance Association
- American Educational Research Association (AERA)
- American Evaluation Association
- American Psychological Association (APA)
- Canadian Evaluation Society
- Education Commission of the States (ECS)
- Educational Programs of Students with Emotional Disabilities
- Hamilton Fish Institute Conference on Persistently Safe Schools
- Hawaii International Conference on Education
- Indiana Association of School Psychologists
- Indiana Commission on the Social Status of Black Males
- Indiana Council for Administrators of Special Education
- Indiana Council for Exceptional Children
- Indiana Department of Education/Indiana Youth Services Bureau Conference
- Indiana Division of Educational Options Conference
- Indiana High School Summit
- Indiana Student Achievement Institute's Conference on Learning
- Indiana Urban Schools Association
- Indiana Youth Institute's Kids Count in Indiana Conference
- Indianapolis Urban League Education Conference
- Institute for Education Sciences Research Conference
- IAPSS/IASB Fall Conference
- Louisiana Leads Education Conference
- Midwest Conference on the Scholarship of Teaching and Learning
- National After-School Association Conference
- National Association for Gifted Children Annual Convention
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Latino Psychological Association Inaugural
- National Science Foundation's Evaluator's Institute
- NCCREST Conference on Disproportionality
- Notre Dame Conference on Culture and Diversity
- Texas Elementary Principals and Supervisors Association
- University Council for Educational Administrators
- Urban Collaborative
- Wisconsin Summer Institute

CEEP personnel delivered talks and professional development sessions at Beijing Normal University, Purdue University, Marion County Commission on Youth, and several Indiana schools. They also presented at five conferences sponsored by the U.S. Department of Education, and a meeting of the Minnesota Lighthouse Schools for the Minnesota Department of Education.

To help other researchers, CEEP publications are indexed in the U.S. Department of Education's ERIC (Education Resources Information Center) System, and with LexisNexis, the premiere publisher of research collections.

At CEEP, faculty, staff, and students learn and grow together and individually through their association within the Center. Professional development and continuing education are expected of all associates and staff. This enhances the intellectual capacity and skills applied to the Center's projects. All CEEP projects must surpass the highest standards of academic peer review.

## TEACHING UNIVERSITY STUDENTS

Along with its position as a world-class research institution, Indiana University has a mission to teach. Graduate and undergraduate students carefully selected to join the CEEP staff have extraordinary opportunities to learn practical research skills, interact with academics and professionals at the top of their fields, and to know the work they are doing is important to decision makers in Indiana and elsewhere. CEEP has had 31 graduate and 9 undergraduate research assistants during the past two years.

## MENTORING YOUNGER STUDENTS

In its outreach commitment to the greater community, the Center for Evaluation & Education Policy has created internships for motivated high school students. In the coming year, through a unique agreement with the local Big Brothers Big Sisters, the Center will offer a number of middle school students a summer volunteer experience that introduces them to an office work environment, demonstrates the value of pursuing a college degree, exposes them to the excitement of research and technology, and lets them see the issues and debates that are impacting what happens in their classrooms.

CEEP's mentoring approach towards its student staff members strengthens the work done for clients and positively impacts the intellectual capital and productivity of the university and community.

## **MEDIA AWARENESS**

The Center is also a highly visible example of the tangible benefits Indiana University offers the greater community. Since CEEP appeared in 2004, it has initiated the majority of the IU School of Education's press coverage in Indiana, and is beginning to garner national press attention. The Center's work is frequently cited by the top 12 newspapers and television stations around Indiana, and Center work has also been covered in Education Week, Education Daily, The Boston Globe, the Web site of the Education Commission of the States, and local media in other parts of the country. For example, the Virginian-Pilot newspaper in Hampton Roads, Virginia, cited CEEP's studies in an article about the full-day kindergarten program in Virginia Beach schools.

Center staff frequently respond to calls from journalists preparing stories on education issues. Working with the IU Office for Media Relations, CEEP has held annual briefings for network and local media writers to discuss current and upcoming education topics they may soon need to cover.

## **CALLS FOR ASSISTANCE**

As the Center's work has become known, calls for assistance have become more common. Several of the Center's major clients, including the AMGEN Foundation, the Chicago Community Trust Fund, and the Simon Youth Foundation, were referred to CEEP for evaluation. In addition, state and national policymakers increasingly contact CEEP with requests for nonpartisan analyses of education policy issues.

Part of CEEP's pro bono work in the community includes responding to requests for presentations and workshops. Center staff were asked to prepare a significant presentation on redesigning high schools for a joint study effort by the National Conference of State Legislatures and the National Governors' Association. Presentations were also requested by the League of Women Voters, Marion County Commission on Youth, and the Indiana Association of Colleges of Teacher Education.

The Center is also increasing its assistance to other units within Indiana University. For example, CEEP supported work of several teams pursuing Title VI-funded Area Studies Centers at IU (nine of which received funding) and assisted with major grant proposals submitted by faculty in the Biology and Chemistry Departments, the School of Law, the School of Education, and cross-disciplinary proposals involving multiple IU units. CEEP also assisted IU staff as they conducted their self-study for the university's upcoming accreditation.

## **EXPANDING GLOBAL INFLUENCE**

The Center's influence is starting to spread globally. CEEP is exploring collaboration possibilities on projects in China and Africa. A visiting Korean scholar and a new Chinese graduate assistant are based within the Center. The Center's support of IU's international area studies centers and IU's accreditation preparation, focusing on international connections, have increased awareness of CEEP among those working in the international community. In addition, Center staff regularly assist visiting scholars on the Bloomington campus by compiling and sharing information about American education policies.

### STAFF & ASSOCIATES

As part of Indiana University, CEEP provides an environment and structure through which considerable intellectual resources are supported and focused upon the needs of the greater community. Community decision makers count on receiving reliable information they need to achieve their objectives. In CEEP's environment, faculty, staff, and students learn and grow together and individually through their association. Professional development and continuing education are expected of all associates and staff. This enhances the intellectual capacity and skills applied to the Center's projects.

CEEP's organizational structure for staff is virtually horizontal. The Center's leadership team communicates with staff to promote streamlined decision making, quick communication and consideration of ideas, shared responsibility and accountability, and transparent project and financial management. Staff participate in Center committees to help continually improve CEEP's professional development, marketing, technology, and workplace life activities.

**Jonathan Plucker, Ph.D.**

Director  
IU Professor of Educational  
Psychology & Cognitive Science

**Patricia Muller, Ph.D.**

Senior Research Scientist  
Associate Director for  
Program Evaluation

**Terry Spradlin**

Associate Director for Policy Research  
Senior Research Associate

**Jeff De Witt**

Assistant Director for Marketing  
& Facilities

**Leigh Kupersmith**

Publications Coordinator

**Martha McGillivray**

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**Deb Englert**

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Senior Research Associate

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Senior Research Associate

**Amy Kemp, Ph.D.**

Research Associate

**Robert Michael, Ph.D.**

Research Scientist

**Marcey Moss, Ph.D.**

Senior Research Associate

**Russell Skiba, Ph.D.**

Project Director  
IU Professor in Counseling and  
Educational Psychology

**Shana Ritter**

Research Associate

**Choong-Guen Chung**

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**Karega Rausch, ABD**

Research Associate

**Ada Simmons, Ed.D.**

Associate Director for Research and  
Development, at the Center for  
Research and P-16 Collaboration, IU

**Ethan Yazzie-Mintz, Ed.D.**

Research Associate

### ASSOCIATED FACULTY



**Catherine A. Brown, Ph.D.;** NAEP  
Project co-director, Associate Dean for  
Research and Development, IU School  
of Education, and Professor of Mathe-  
matics Education



**Suzanne Eckes, Ph.D.**  
Assistant Professor in Educational  
Leadership & Policy Studies

*(continued on page 18)*



## ASSOCIATED FACULTY (CONT.)

**Paul Kehle, Ph.D.;** TERC Project co-director, former IU Research Associate, now Associate Professor at Hobart and William Smith Colleges in New York



**Peter Kloosterman, Ph.D.;** NAEP Project co-director, Executive Associate Dean, IU School of Education, Professor of Mathematics Education



**Robert Kunzman, Ph.D.**  
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**Diana Lambdin, Ph.D.;** TERC Project co-director, NAEP Project co-author, Associate Dean for Teacher Education, IU School of Education, and Professor of Mathematics Education

**Young-Man Lee, Ph.D.**  
Visiting International Scholar  
Chinju National University of Education, South Korea



**Frank Lester, Ph.D.;** NAEP Project co-director, Professor of Mathematics Education and of Cognitive Science

**Rebecca Martinez, Ph.D.**  
Assistant Professor in Counseling & Educational Psychology/School Psychology

**Jeff Nowak, Ph.D.**  
Assistant Professor in Educational Studies, Indiana University-Purdue University, Fort Wayne

**Chao-Ying Joanne Peng, Ph.D.**  
Professor of Inquiry Methodology & Adjunct Professor of Statistics

**Russell Skiba, Ph.D.**  
Project Director, The Equity Project; IU Professor in Counseling and Educational Psychology

**Robert Toutkoushian, Ph.D.**  
Associate Professor in Educational Leadership & Policy Studies

## PROJECT ASSOCIATES

**Nathan Burroughs**  
**Laura Makarchuk**  
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**Molly Rosendall**  
**Kelly Wilson**

## GRADUATE RESEARCH ASSISTANTS

**Daniel Abbot**  
**Jennifer Albano**  
**Kate Bodack**  
**Timberly Carter**  
**Rosanne Chien**  
**Lynn V. Clark**  
**Jenell Creager**  
**Jason Cuadrado**  
**Kathy Essex**  
**Rachel Fender**  
**Ashley Gibb**  
**Gloria Graham**  
**Jeffrey Hanson**  
**Jocelyn Holden**  
**Shaun Johnson**  
**Myoungwhon Jung**  
**Ayfer Kapusuz;** also charter school teacher in Cleveland  
**YoungOk Kim**  
**Poloko Lecha**  
**Erin Macey**

*(continued on page 19)*



## GRADUATE RESEARCH ASSISTANTS (CONT.)

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Matt Makel  
Tony Minich  
Shelby P. Morge  
Christine Oster  
Becky Perez  
Kelly Prendergast  
Meihua Qian  
Annie Ruddy  
Zachary Rutledge  
Eric Spoonmore  
Paula Stickles  
Nathan Walton  
Jason Zapf

## UNDERGRADUATE RESEARCH ASSISTANTS

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Ashley Lewis  
Kylie Stanley

## FORMER STAFF

Heather George; Student, Capital Law School  
Andrew Kloosterman; Mathematics student at Washington University, St. Louis

Lindsey Magaro; Student, IU Law School  
Kelly Rapp, ABD; Finishing Doctoral Studies  
Russell Ravert, Ph.D.; Assistant Professor, University of Missouri

## FORMER VISITING SCHOLAR

Ibrahim Budak

## FORMER GRADUATE RESEARCH ASSISTANTS

Sarah Benton  
Molly Chamberlin; Director, Division of Educational Options, Indiana Department of Education  
Jacob Feldman; now high school math teacher in Minnesota  
John Houser; Indiana Institute for Disability & Community  
Rose Jackson  
Ann Kearns; National Collegiate Athletic Association  
Kelly McCormick, Ph.D.; now Assistant Professor at University of Southern Maine.  
Vincent Palozzi  
Anne Trotter; School Psychologist Intern, Winnetka, Illinois.

Crystal Walcott, Ph.D.; now visiting professor at Indiana University-Purdue University, Indianapolis.  
Kathryn Wolf

## FORMER UNDERGRADUATE RESEARCH ASSISTANTS

Brittany Bell  
Matt Bradford; Teacher, Houston, TX  
Kyle Cline; Research Asst., Ivy Tech & MPA Student, IU, Indianapolis  
Ryan Kirk  
Sarah McNabb; Teacher, Indianapolis  
Kevin Weaver  
Rose Wongsarnpigoon  
Khadija Zaman

## FORMER MIDDLE SCHOOL INTERN

Jacob Broomsa



*CEEP works with state officials to understand the impacts of changing school funding.  
Dr. Rob Toutkoushian met with Indiana Governor Joe Kernan and  
State Superintendent of Public Instruction Suellen Reed*

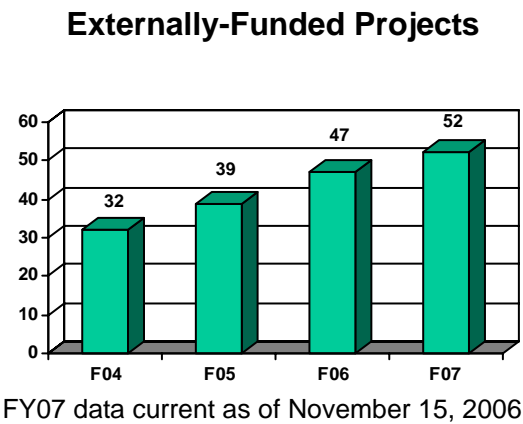


CEEP FACTS & FIGURES

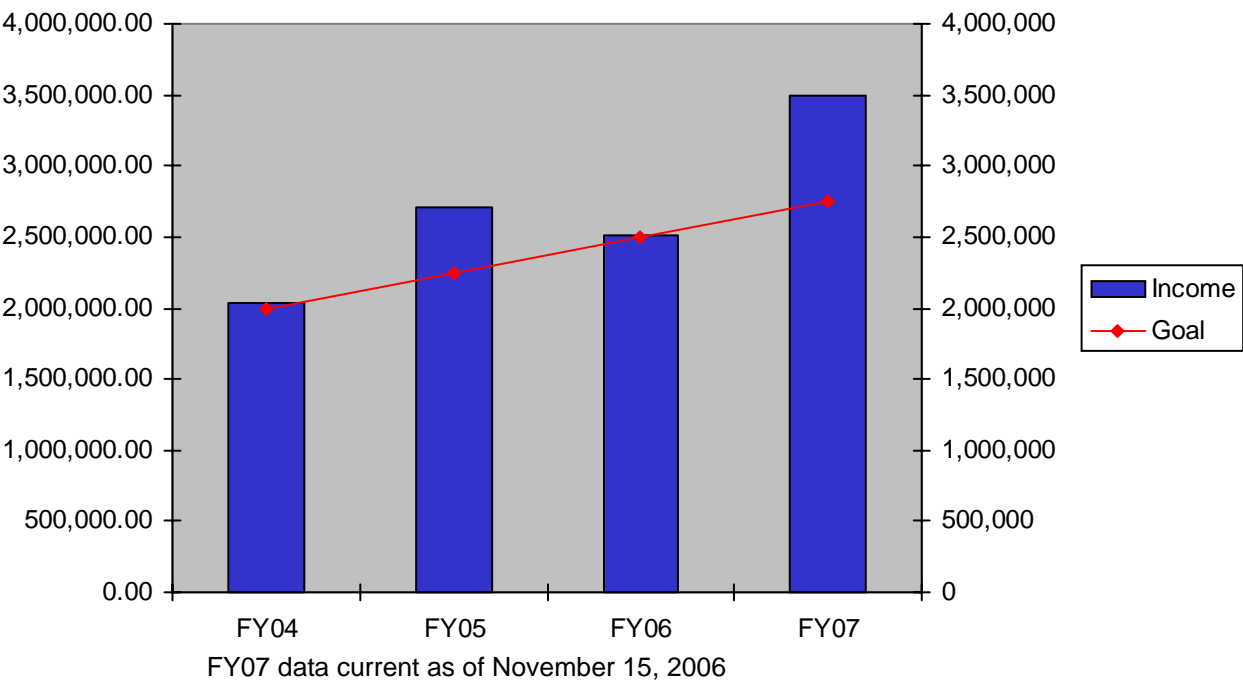
The number of externally-funded projects managed by the Center for Evaluation & Education Policy has increased by more than 20% in each of the Center’s first two years. As this report is being prepared, five months into the third year, the trend is continuing, as the number of projects is up 11%, less than halfway through the year.

Income from external projects has exceeded the Center’s goals and expectations. The portion of income from indirect funds, which supports the research mission of the School of Education and the University, has risen from 5% to nearly 10%. This contribution to the School and University strengthens the institution’s overall ability to best serve its community.

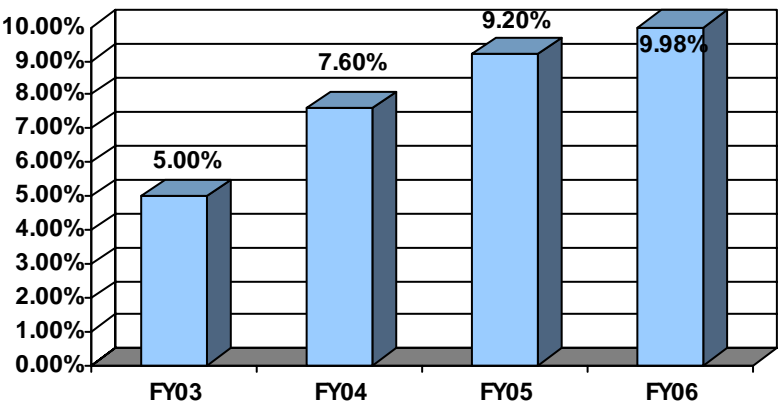
Along with the Center’s project growth, research staff has increased to more than 50. However, efficient operations have kept the general management staff and expenditures virtually flat during this time. This efficiency allows CEEP’s staff and financial resources to be focused on the work for clients and the community.



External Income



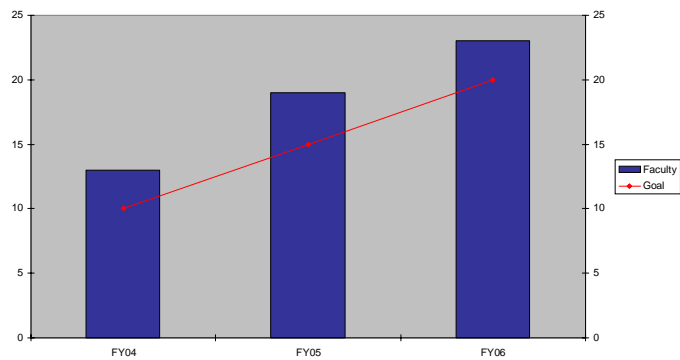
Indirect Rate



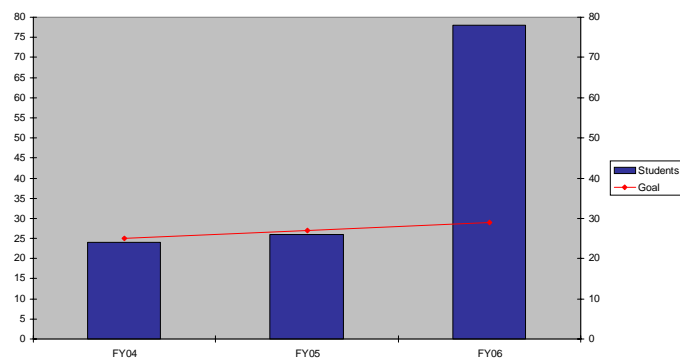
FY03 is before the Center was formed and represents the combined indirect rate for the two centers that were merged to form CEEP.

The Center seeks to increase opportunities each year for IU faculty and students to be involved in its work. CEEP is generally successful in meeting or surpassing these goals. Faculty find their individual work is enhanced as part of the greater body of academic research and service encompassed within CEEP. Recognized experts in a variety of fields have discovered how CEEP helps them pursue their individual academic interests for a greater impact upon the common good. The Center helps provide context, visibility, and an environment for sharing ideas between and among faculty and students.

Faculty

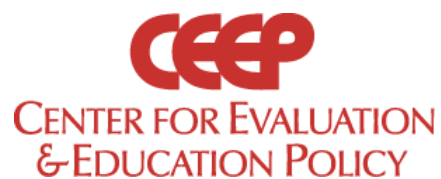


Students



## CEEP CONTACT INFORMATION

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