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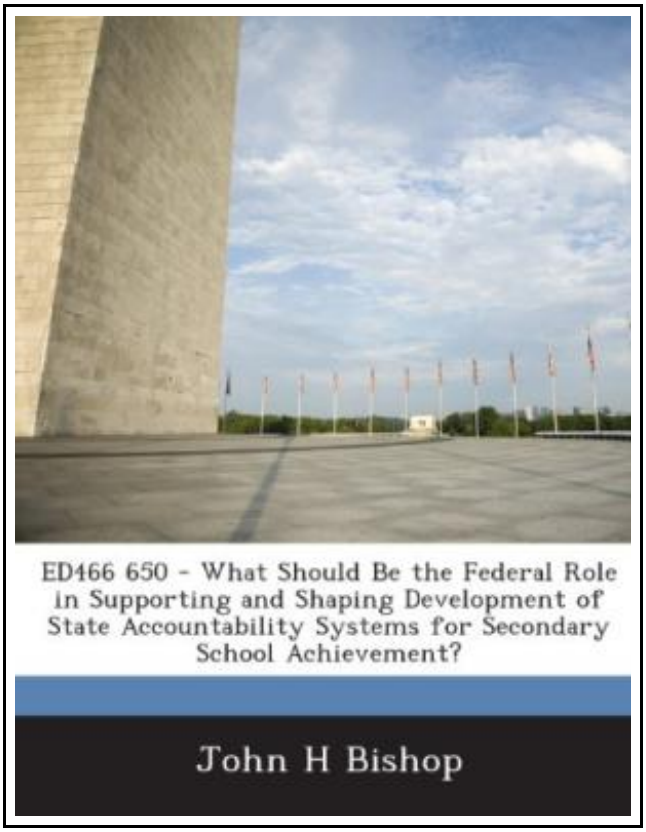

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Bibliogov, United States, 2013. Paperback. Book Condition: New. 246 x 189 mm. Language: English . Brand New Book ***** Print on Demand *****.This paper explores the federal role in the development of state accountability systems for secondary school achievement. The first section of the paper examines seven suggested proximate causes for the poor performance of U.S. secondary school students. This section concludes that the causes for the relatively poor performance of U.S. secondary school students are the poor quality of teachers, the academic standards set by teachers and administrators, and the culture of secondary schools. The second section of the paper proposes an institutional mechanism for raising standards and improving student engagement and motivation: curriculum-based external exit examinations (CBEEES). Studies of the impact of CBEEES have found that they improve teaching and increase learning. Section 3 describes the strategies that state governments in the U.S. have devised to reform secondary education. Section 4 summarizes research on the effects of these strategies. This research suggests that CBEEES are the most effective of the strategies being tried, although stakes for schools are also effective. High school graduation tests do not appear to have big effects on test scores when other standards- based reforms are controlled. They do, however, have big effects on employer perceptions of the competence of recent high school graduates and on the wages and earnings of these graduates. (Contains 3 tables, 24 endnotes, and 17 references.) (Author/SLD).

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