

High School Retention 2011–12 with Additional Information on LEP Students



Accountability Department

Contacts: Ed Harris

Background

- ▶ High school students represented over three fourths of retained students in 2011–12.
- ▶ At the high school level, being retained means repeating the courses failed rather than the entire grade.
- ▶ Credit requirements vary by school calendar, date of entry to high school, course of study, and school program.

Prior Research

- ▶ Research on in-grade retention indicates that retention does not typically increase student performance (Bowman, 2005).
- ▶ Prior research has found that each time a student is retained it dramatically increases their likelihood of dropping out of high school (Leckrone & Griffith, 2006).

Study Questions

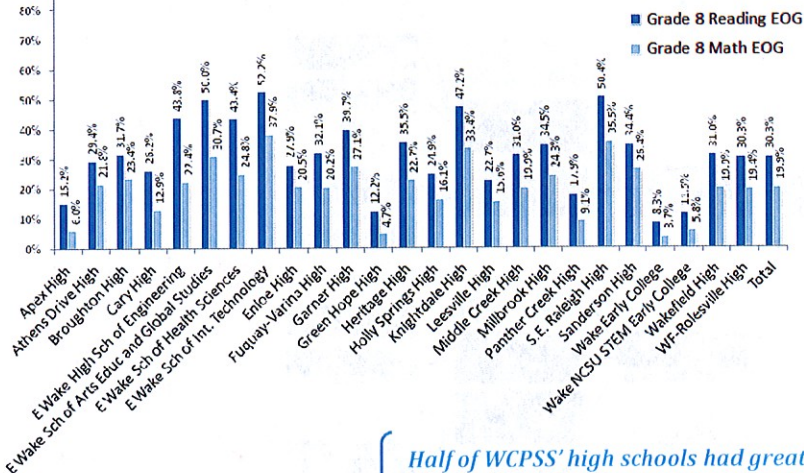
- ▶ What were the demographic characteristics of high school students retained in 2011–12?
- ▶ Which promotion standards did high school students fail to meet in 2011–12?
- ▶ What was the availability of, and participation in, supports for academically weak students?

How Much Do Retention Rates Vary by Grade and Subgroup?

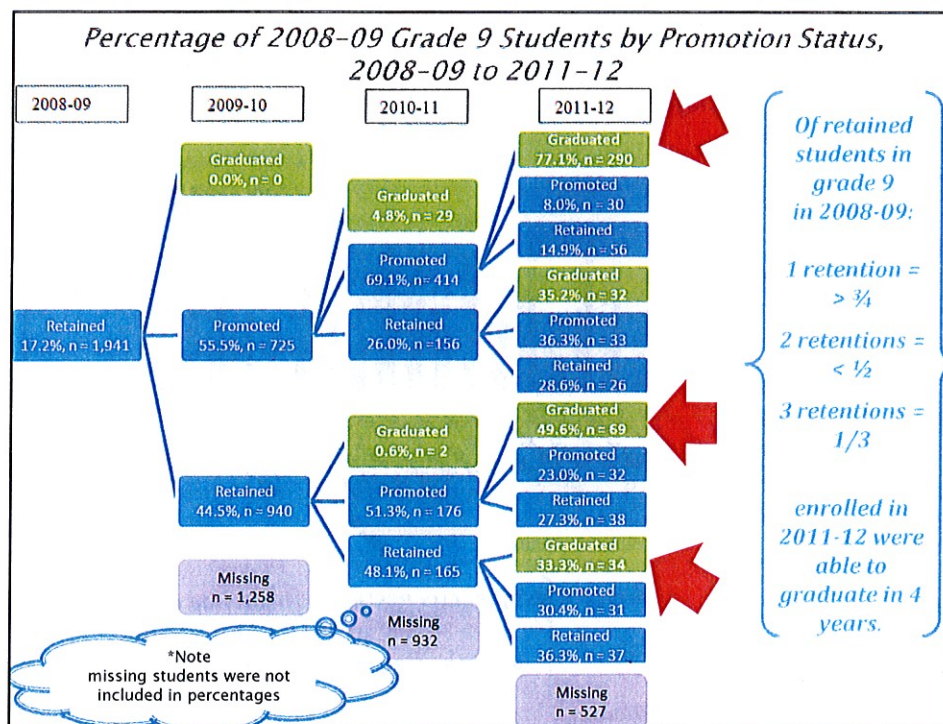
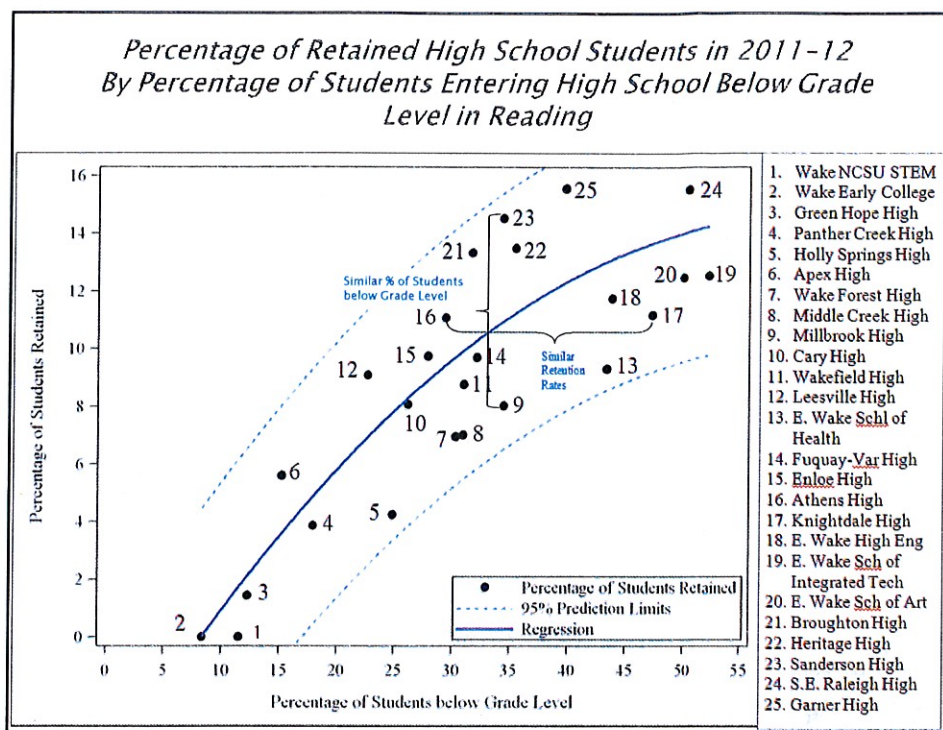
	Grade 9		Grade 10		Grade 11		Grade 12		High School	
	%	#	%	#	%	#	%	#	%	#
American Indian	26.2%	16	18.5%	10	11.4%	4	2.6%	1	16.5%	31
Asian	6.1%	43	1.9%	12	2.9%	16	2.4%	13	3.5%	84
African Am/Black	23.0%	771	17.3%	463	13.4%	307	7.8%	190	16.1%	1,731
Hispanic/Latino	26.5%	427	18.9%	251	13.0%	140	6.0%	62	17.5%	880
Multiracial	12.2%	63	10.6%	53	8.4%	34	4.1%	15	9.2%	165
Pacific Islander	22.2%	4	18.2%	2	0.0%	0	8.3%	1	14.9%	7
White	5.2%	289	4.4%	230	4.2%	215	2.4%	119	4.1%	853
LEP	38.9%	299	26.2%	92	23.2%	58	11.5%	26	29.8%	475
SWD	30.1%	566	20.5%	294	16.9%	194	13.6%	137	21.6%	1,191
All	13.7%	1,627	9.8%	1,031	7.5%	718	4.4%	418	9.1%	3,794

Nearly 40% of LEP students and
30% of students with disabilities (SWD)
were retained in grade 9.

Percentage of Students Entering High School Below Grade Level in Reading and Mathematics by School, 2011-12



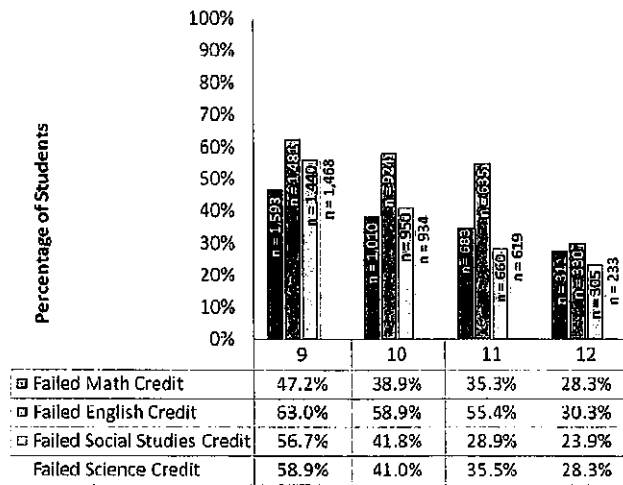
Half of WCPSS' high schools had greater
than 30% of students entering below
grade level in reading and greater than
20% below grade in mathematics.



Which promotion standards did HS students fail to meet in 2011-12?

Percentage of Retained High School Students By Subject Failed in 2011-12

Of retained students in grade 9:
Nearly two thirds failed English I.
More than half failed science and social studies.
Nearly half failed mathematics.

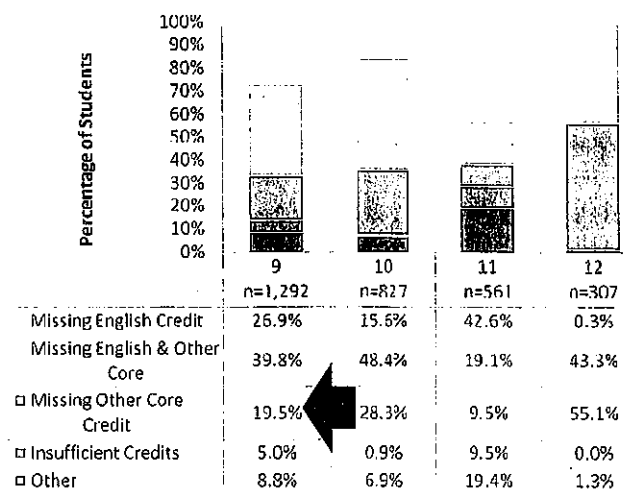


Which promotion standards did HS students fail to meet in 2011-12?

Percentage of Retained High School Students By Credit Requirement Missed in 2011-12

The English requirement is the biggest stumbling block to promotion for our students.

1 in 5 retained students in grade 9 passed English I, but were missing credit in math, science and/or social studies.

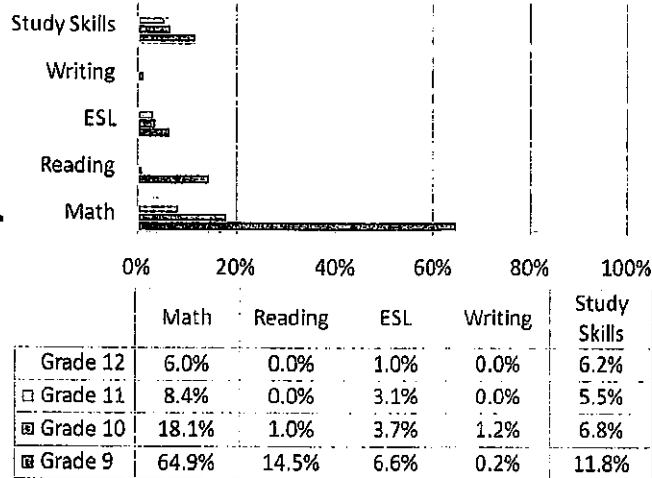


What was the availability of, and participation in, "bridging courses" for academically weak students?

Percentage of Retained Students Scoring Below Grade Prior to High School In Support Course by Subject Area and Grade

While two-thirds of ninth-grade students who entered high school below grade take a math support course,

fewer than 15% enrolled in a reading support course and even fewer in other support courses.



Centrally and High School Level Program Supports

- ▶ 10 programs that offered academically weak high school students support were supported by WCPSS' Central Services staff
- ▶ the central and high school program inventories revealed a small number of programs devoted to high school students performing below grade level

Take Aways...

- LEP and SWD students are over represented among retained students.
- A large percentage of students enter high school performing below grade level and these students are more likely to be retained in high school.
- Each time a student is retain it dramatically decreases their chances of graduating.
- English is the largest, but not only, stumbling block.
 - Nearly 2/3rds of retained 9th graders failed English I
 - Greater than 50% failed science and social students
 - Nearly 50% failed math

Take Aways...

- Only a small percentage of students are enrolled in "Bridging Courses" (with the exception of math).
- The central and high school program inventories revealed a small number of programs devoted to high school students performing below grade level.
- Nearly 50% of retained 9th graders did not have a PEP within EASi, this percentage decreased as grade level increased. (How else is individual interventions tracked?)

Limited English Proficient Students:

Graduation Status of 2008-09 High School Cohort

Contact: Nancy Baenen
Data and Accountability
Contractor: Amy Huebeler

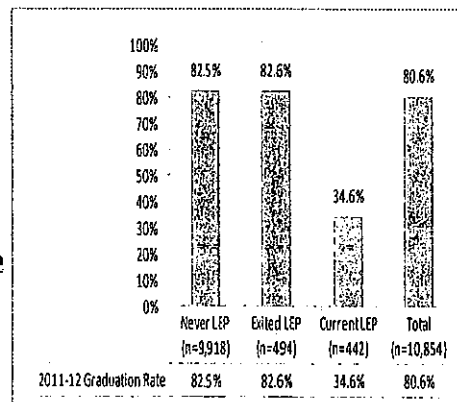


Data and Accountability Department

Graduation for Exited LEP Students

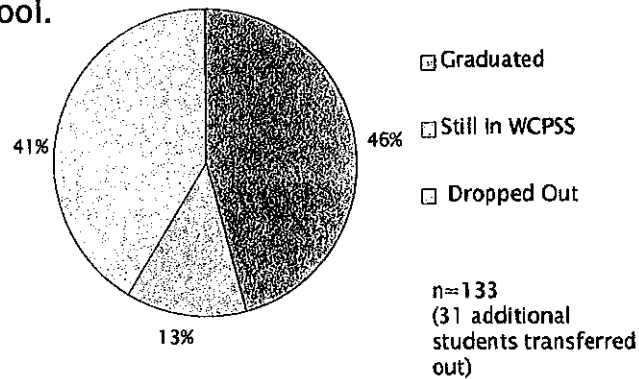
- WCPSS has great success with LEP students who enter our schools at various points and are able to exit LEP status. Their graduation rates are as high (over 82%) as for students who were never LEP.

2011-12 Four-Year Graduation Rate



Graduation Status for LEP Students Entering WCPSS at Grade 9

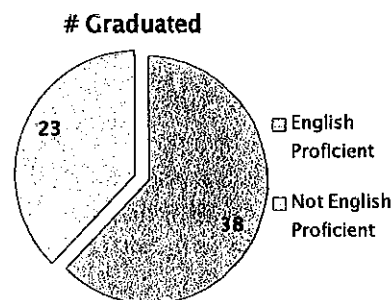
From the 2008–09 new LEP high school student cohort, as of March 2013, 46% graduated, but nearly as many (41%) dropped out. 13% remained in school.



Some LEP cohort students graduated without exiting LEP status

- Graduated (46%)
- Achieved English proficiency (exited LEP) (29%)

Thus, 23 of the 61 graduates were still considered LEP when they graduated.



N = 61 of 133 in cohort

Number of Retentions for LEP 2008–09 Newcomer Cohort

Current Status	Number Students	Percent	
		0	1 to 4
Graduated	61	55.7%	44.3%
Dropped Out	55	12.7%	87.3%
Still WCPSS	17	5.9%	94.1%
Transferred	31	38.7%	61.3%
Total	164	32.9%	67.1%

- ✓ Two thirds of this cohort were retained one or more times.
- ✓ 44% of graduates were retained at least once and caught up.
- ✓ 87% of dropouts were retained at least once.
- ✓ *One of four students were retained multiple times.* Multiple retentions related to lower graduation rates.

LEP Newcomer Cohort: Credits Earned in Gateway Courses

Course	Passed by End of Yr 1	Passed by End of Yr 2	Passed by End of Yr 4
English I	79 (48%)	115 (70%)	124 (76%)
Algebra I	52 (32%)	86 (52%)	102 (62%)

N= 164

- ✓ Pass rates were higher in English I than in Algebra I overall for this LEP cohort.
- ✓ Less than half of this cohort was able to pass English I or Algebra I by the end of their first year in high school.
- ✓ Pass rates increased to 70% in English I and 52% in Algebra I by the end of their second year.

Student Characteristics Promoting Graduation

Based on staff interviews:

- Previous formal schooling and strong educational background
- Literacy in the native language
- Student motivation to learn/graduate
- Use of English outside of school
- Support outside of school from family and/or community organization
- Family values and supports education

Supports available to this LEP cohort and utilized

- General supports available to all students
- ESL school day support (all LEP students)
- ESL after-school, summer, and ESL Academy efforts at selected schools or regional locations.

From the 2008-09 cohort, 36% of those with the most limited English proficiency and 20% of ESL students overall participated. Thus, supports are not reaching all who qualify.

Recommendations from the two studies

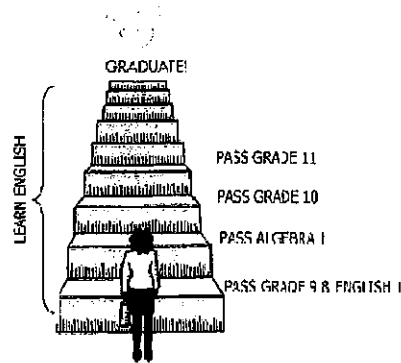
- ▶ Identify and utilize early indicators to determine students in need of extra support.
- ▶ Identify barriers to student learning and available high school supports for struggling students.
- ▶ Review availability and usage of middle and high school supports for struggling students.

Recommendations

- ▶ Monitor interventions to assess fidelity of implementation as well as successful student outcomes.
- ▶ Examine why some schools retain more than others with similar incoming populations. Share ideas across schools as appropriate.
- ▶ Improve staff collaboration across school levels

What can we use as early warning indicators?

- Prior school experiences
- Retention
- Failure to pass English I
- Failure to pass Algebra I
- LEP initial and annual English proficiency scores (updated annually)



Discussion Questions

- ❑ What implications do these results have for WCPSS policy and practice?