

2001-02



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

**Promotion/Retention of Students
In Grades K-8: 2001-02**

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ABSTRACT

At the end of the 2001-02 school year, 90.5% percent of students in grades K-8 were promoted, 3.6% were retained, and 5.9% withdrew from Wake County Public Schools. Of the 48,874 students in grades 3-8, 95% took at least one End-of-Grade (EOG) test. The retention rate was higher among students in grades 3-8 who did not take EOG tests (6.1%) than for students who took EOG tests (2.4%). The rate of retention for male students was consistently higher than that of female students. Students receiving free or reduced lunch, students with Limited English Proficiency status, and students with Special Education status had lower promotion rates and higher retention rates than their counterparts. Kindergarten (8%) and 1st-grade (7%) students had the highest rate of retention. One percent of White students were retained compared to 5% of Black and Hispanic/Latino students.

**Evaluation & Research Department
E&R Report No. 03.08
June 2003
www.wcpss.net/evaluation-research**

**PROMOTION/RETENTION OF STUDENTS IN GRADES K-8:
2001-02**

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PROMOTION/RETENTION OF STUDENTS IN GRADES K-8: 2001-02

SUMMARY

BACKGROUND

The 2001-02 school year was the second year of implementation of the Wake County Board of Education's Promotion and Intervention policy at grades K-8. It was also a baseline year for the State Board of Education's Student Accountability Standards policy requiring students in grades 3, 5, and 8 to demonstrate grade level proficiency on the state End-of-Grade tests in reading and mathematics. Grade-level proficiency is defined as scoring at Achievement Level III or IV. This report provides results of the implementation of the Wake County Public School System (WCPSS) Promotion and Intervention Policy for students in grades K-8 in 2001-02. Although both policies require the use of EOG tests to help determine grade level proficiency, grade-level proficiency is also measured by additional local standards for promotion.

MAJOR FINDINGS

Students followed a variety of paths toward mastery of grade-level content and promotion or retention during the 2001-02 school year. The first year of implementation of the new promotion and intervention policy resulted in a slightly higher rate of retention than in the past and the 2001-02 school year had a 1.5 percentage point decrease in the rate of retention from the prior year. Retention rates for both years were much lower than the estimated doubling of the retention rate based on the pilot of seven schools in 2000-01 (see Estimating the Impact of the New Promotion/Retention Policy E&R Report No. 01.11).

Other overall findings include:

- 90.5% of students in grades K-8 were promoted, 3.6% were retained, and 5.9% withdrew from WCPSS.
- The rate of retention was higher among students in grades 3-8 who did not take EOG tests (6.1%) than for students in grades 3-8 who took the EOG tests (2.4%).
- Students in grades K-2 were retained at a higher rate (5.7%) than students in grades 3-8 (2.6%)
- 4,484 students did not meet the EOG standard for promotion and subsequently had their promotion status considered by a waiver review committee. Of these, 72% were promoted, 16% were retained, and 11% withdrew.

- 90.3 % (41,933) of the 46,417 students in grades 3-8 eventually “passed” or met the EOG standard after retesting. However, 383 of these students were retained because they did not meet other requirements for promotion.

Nearly all (95%) of the 48,874 WCPSS students in grades 3-8 took at least one EOG test. Students not tested included students with disabilities and students identified as Limited English Proficient (LEP). This report focuses on the 95% of students who were tested in order to examine the impact of the implementation of the promotion and intervention policy. There were a number of findings related to grade levels, gender, race, students’ free or reduced-price lunch (FRL) status, students’ participation in Special Education, and students’ LEP status. Among the demographic factors that were related to whether students were promoted:

- Grade Level. Among all students in grades K-8, kindergarteners had the lowest rate of promotion (86.3%), followed by 1st-grade students (87.9%). Eighth grade has the next lowest promotion rate at 90.3%. Fourth-grade students had the highest rate of promotion (93.3%). When withdrawn students were removed from the analysis, kindergarten and 1st-grade students continued to have the lowest rate of promotion. Within both elementary and middle schools, the rate of promotion increased as the grade level increased with the type of school. Elementary promotion rates ranged from a low of 96.9% in 3rd grade to 99.1% in 5th grade. Middle school rates ranged from 96.3% in 6th grade to 97.7% in 8th grade.
- Race or Ethnicity. Among tested students in grades 3-8, the rate of promotion for Asian students was 94.4%. White students’ rate of promotion was only slightly lower (93.4%), and both ranged from 3.4 to 10.7 percentage points higher than the promotion rate of Black/African American (88.9%), American Indian (83.7%), Hispanic/Latino (88.2%), and Multiracial students (90.0%).
- Gender. Among tested students in grades 3-8, female students’ rate of promotion (92.7%) was slightly higher than male students’ rate (91.2%) and remained higher across all ethnic and family income groups. This pattern was also found among all 3-8 students (tested and not tested).
- Special Education Status and Type of Service. Among students in grades 3-8, 80% of the 8,128 students receiving special education services took at least one EOG test. Overall, special education students’ rate of promotion was slightly lower than the rate for non-special education students (89.9% vs. 92.3%).
- Economic Status. Among students tested in grades 3-8, students receiving FRL had a lower promotion rate than students *not* receiving FRL (86.8% vs. 93.4%). The gender gap between female and male students was greater for FRL students than for students not receiving FRL.
- Limited English Proficiency Results. Students identified as LEP had a much lower promotion rate than students *not* identified as LEP (85.1% vs. 92%). The gender gap between female and male students was greater for LEP students than for non-LEP-status students.

Based on these patterns, it is not surprising that among tested students the lowest rate of promotion was for LEP status males (82.7%) and FRL status males (85.6%).¹ Asian female students had the highest rate of promotion (95.0%). Among tested students who had not met the EOG standard, White female students had a lower rate of promotion than White male students and than Black/African American and Hispanic/Latino male and female students.² White male students who had not met the EOG standard had promotion rates similar to male students of other racial/ethnic groups who had not met the EOG standard.

IMPLICATIONS

In almost every comparison, the rate of promotion for male students was lower than that of female students. The gender difference was particularly pronounced for FRL students, students with LEP status, and students with special education status (not served in a regular class). Students with FRL status, students with LEP status, and students with special education status had lower promotion rates and higher retention rates than their counterparts. Additional strategies to specifically address low-achieving males, students from low-income families, special education students, and students with LEP status need to be developed to increase their performance on the EOG tests and retests, and to address their comparatively low rate of promotion.

EOG-tested students with disabilities receiving resource services had a slightly lower rate of promotion than students with disabilities served wholly in a regular classroom, or those in a self-contained classroom – students who generally are more severely disabled. Although this difference is small, the same pattern occurred in 2001, and thus may need continued monitoring. Although the promotion rate for students with disabilities receiving resource services was slightly lower, they had a much higher rate of meeting the Achievement Level III standard (53.6%) than students in a self-contained classroom (22.4%), a finding consistent with their lower level of need for services. Although this pattern was consistent with last year's findings, the percentage of students meeting the Achievement Level III standard decreased for both groups, and the gap widened. Further study is needed to determine the reason for the discrepancy between promotion rate and percent reaching the Achievement Level III standard for these two groups of students.

While there is improvement in the rate of promotion as grade levels rise within elementary and middle schools, this improvement is not consistent across the entire K-8 span. This is most evident in the fact that 5th-grade students had the highest rate of promotion and 6th-grade students the lowest. This pattern was also found in 2000-01. The school system is trying to address the issue of the drop in performance from 5th grade to 6th grade, based on the EOG and ABCs results. These promotion results underscore the importance of that effort.

The rate of retention was highest among students in grades K-2 (6.0%). This reflects a generally held belief that it is more effective to retain students at early grades than later grades, where physical and social differences can be more significant.

¹ Among groups with an N (sample size) greater than 75.

² Asian, American Indian, and Multiracial were not included in this comparison due to their small sample size.

As schools focus on standards-based achievement and link promotion decisions to student performance on standardized tests (such as the EOG) we must consider the effect of these policies on retention rates. Research has shown that students retained are more likely to drop out of school and that those students retained twice are at much greater risk. This research has found that the link between retention and dropping out of school exists regardless of the grade students are retained (Roderick, 1995). Therefore, there is reason to question the belief that students should be held back at early grades. Given these findings, WCPSS's future research on promotion and retention should consider the impact of retention on student achievement.

PROMOTION/RETENTION OF STUDENTS IN GRADES K-8: 2001-02

The 2001-02 school year was the second year of implementation of the Wake County Board of Education's Promotion and Intervention Policy at grades K-8. The policy requires students to demonstrate proficiency in grade-level competencies in English/language arts and mathematics to be promoted. The goal of this policy is to ensure that all students master basic skills before advancing to the next grade level. It was also a baseline year for the State Board of Education (SBE) Student Accountability Standards policy requiring students in grades 3, 5, and 8 to demonstrate grade level proficiency on the state End-of-Grade (EOG) tests in reading and mathematics.

As with the SBE policy, a key component of the implementation of the WCPSS Promotion and Intervention Policy is the use of standardized assessments as *one* of the ways to determine grade-level competency. Since multiple-choice tests are not used in grades K-2, student progress in grades K-2 is regularly assessed based on guidelines developed by WCPSS instructional services staff. In grades 3-5, the EOG reading and math, in combination with course grades, are used to assess grade-level competency in English/language arts and mathematics. In grades 6-8, in addition to EOG scores, students are required to earn a passing course grade in English/language arts, mathematics, either social studies or science, and a minimum of 50% of remaining courses taken.

Further information on the other key components of the WCPSS Promotion and Intervention Policy can be found in our report *Promotion/Retention of Students in Grades K-8 2000-01* (Report No. 02.08).

The WCPSS policy recognizes the statutory authority of the principal to make all final promotion decisions. Additional details regarding the Promotion and Intervention policy can be found on the WCPSS web site (<http://www.wcpss.net/promotion-intervention>) and in Board Policy 5530.

The promotion/retention results for all WCPSS students in grades K-8 enrolled in June 2002 are included in this report. The main focus of this report, however, is the promotion/retention status of students in grades 3-8 who participated in the EOG reading and mathematics testing. In addition to this report, detailed evaluations have been completed on two major programs implemented to assist students in meeting the promotion and intervention policy standards: the *Accelerated Learning Program Grades 3-8 Evaluation 2001-02* (see E&R report number 02.34) and *Voyager Summer Academy 2002 Results* (see E&R report number 03.02).

RESULTS

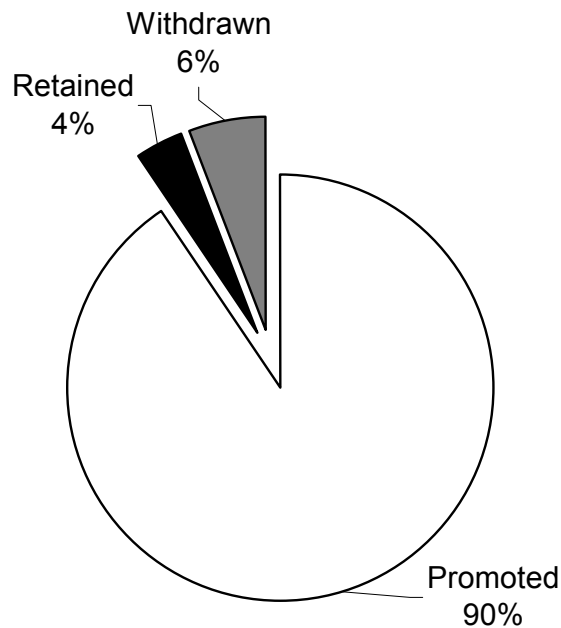
OVERALL RESULTS

For the 73,974 students in grades K-8 at the end of the 2001-02 year, there were three possible outcomes for a student as a result of implementing the promotion and intervention policy: A student could be promoted to the next grade, retained, or withdrawn from enrollment in WCPSS.

Each student's final status was determined by comparing the student's grade level in June 2002 with the student's grade level in October 2002. This length of time was necessary to allow for retesting, Summer Academy intervention, waiver committee reviews, and for students to return to school following a grade-level placement decision that may have been based upon other circumstances.

As shown in Figure 1, 90.5% of students in grades K-8 were promoted, 3.6% were retained, and 5.9% had withdrawn as of October 2002.

Figure 1
Promotion Retention Status for Students in Grades K-8



The rate of promotion was higher for students who were tested with EOG tests in reading and/or mathematics (91.9%) than students not tested with the EOG tests (88.1%). Correspondingly, EOG tested students had a lower rate of retention than students not tested with EOG tests. The 5% (2,457) of students in grades 3-8 who did not take an EOG test were not tested for a variety of reasons. Some students were excluded from EOG testing because they had limited English proficiency and had been in WCPSS for less than two years. Some students with disabilities participated in alternative assessments provided by the state when the student's Individual Education Plan (IEP) indicated the EOG tests were inappropriate. Finally, a few students were absent from testing and could not be rescheduled for makeup testing. For detailed information on students not tested, see E&R Report No. 02.03 *Progress Toward the 95% Goal: 2001*.

The rate of retention was highest among students in grades K-2 (6.0%). The K-2 students may have been retained more often because of the generally held belief that it is more effective to retain students at early grades than later grades, where physical and social differences can be more significant.

Figure 2
Promotion/Retention Status for Students in Grades K-8

	All Students		EOG Tested Students ¹		Not EOG Tested Students					
					Total Not Tested		K-2 Students		Gr. 3-8 Students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Promoted	66,952	90.5	42,674	91.9	24,278	88.1	22,180	88.4	2,098	85.4
Retained	2,688	3.6	1,117	2.4	1,571	5.7	1,422	5.7	149	6.1
Withdrawn	4,334	5.9	2,626	5.7	1,708	6.2	1,498	6.0	210	8.5
Total	73,974	100.0	46,417	100.0	27,557	100.0	25,100	100.0	2,457	100.0

¹ Students in grades 3-8 who took the EOG test in at least one subject.

Note: Percentages may not sum to 100 due to rounding.

Although grades K-2 had higher retention rates, examination of grade levels demonstrates that kindergarten (7.2%) and grade 1 (6.2%) had higher retention rates, while grade 2 (3.5%) is similar to the retention rates at grades 3-8. Among students not taking the EOG, students in grades 3 (7.2%), 5 (6.3%), and 8 (12.3%) had elevated retention rates. The SBE Student Accountability policy at grades 3, 5, and 8 requires students to demonstrate grade-level proficiency on the EOGs. Thus, it is not surprising these grades saw elevated retention rates for students not taking the EOG tests, since the primary reasons for not taking the EOG include a lack of English proficiency or disabilities requiring an individualized education plan.

Among all students (tested and not tested) in grades 3-8, the retention rate varied from 1.2% to 3.6% and the peaks at grades 3, 5, and 8 disappeared (see figure 3). This suggests that students who are not tested have a higher risk of being retained at these grades. Among all students in grades 3-8 female students had a higher rate of promotion across all racial groups. Among all students in 3-8 Asian students had the highest promotion rates (93.1) followed closely by White students (92.8) (see figure 4).

Figure 3
Promotion/Retention Status for Students in Grades K-8 by Grade

Grade	Promoted/ Retained Status	All Students		EOG-Tested Students		Not EOG-Tested Students	
		Number	Percent	Number	Percent	Number	Percent
K	Promoted	7,258	86.3	--	--	7,258	86.3
	Retained	605	7.2	--	--	605	7.2
	Withdrawn	548	6.5	--	--	548	6.5
1	Promoted	7,393	87.9	--	--	7,393	87.9
	Retained	524	6.2	--	--	524	6.2
	Withdrawn	493	5.9	--	--	493	5.9
2	Promoted	7,529	90.9	--	--	7,529	90.9
	Retained	293	3.5	--	--	293	3.5
	Withdrawn	457	5.5	--	--	457	5.5
3	Promoted	7,523	91.0	7,170	91.3	353	84.7
	Retained	262	3.2	232	3.0	30	7.2
	Withdrawn	483	5.8	449	5.7	34	8.2
4	Promoted	7,554	93.3	7,182	93.6	372	89.0
	Retained	145	1.8	132	1.7	13	3.1
	Withdrawn	395	4.9	362	4.7	33	7.9
5	Promoted	7,554	91.7	7,173	92.3	381	83.0
	Retained	95	1.2	66	0.9	29	6.3
	Withdrawn	586	7.1	537	6.9	49	10.7
6	Promoted	7,665	91.4	7,272	91.6	393	88.1
	Retained	301	3.6	282	3.6	19	4.3
	Withdrawn	421	5.0	387	4.9	34	7.6
7	Promoted	7,470	91.8	7,130	92.0	340	88.8
	Retained	260	3.2	243	3.1	17	4.4
	Withdrawn	404	5.0	378	4.9	26	6.8
8	Promoted	7,006	90.3	6,747	90.9	259	77.5
	Retained	203	2.6	162	2.2	41	12.3
	Withdrawn	547	7.1	513	6.9	34	10.2
Total	Promoted	66,952	90.5	42,674	91.9	24,278	88.1
	Retained	2,688	3.6	1,117	2.4	1,571	5.7
	Withdrawn	4,334	5.9	2,626	5.7	1,708	6.2
Total		73,974	100	46,417	100	27,557	100

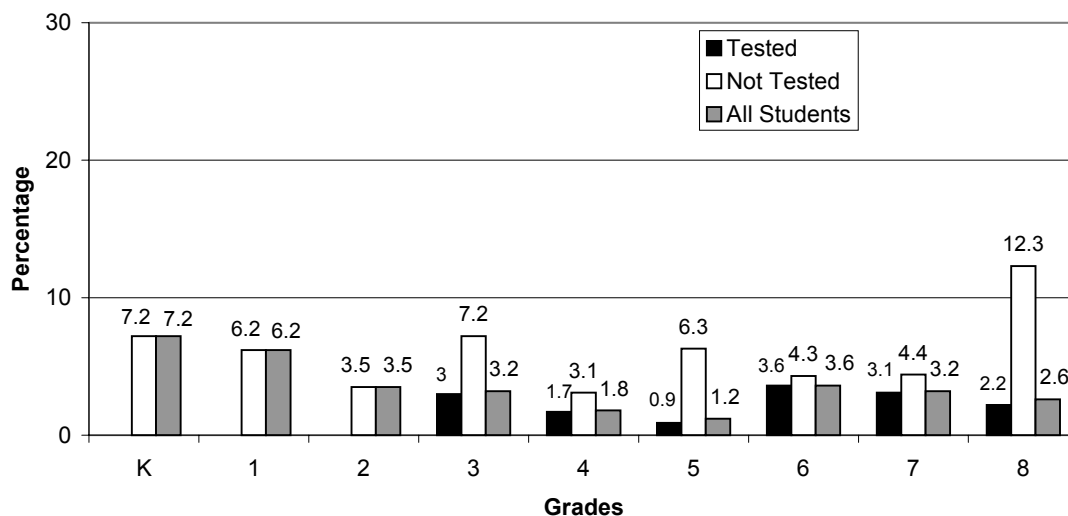
Students in grades 3-8 who *took* the EOG test in at least one subject (reading or math).

Note: Percentages may not sum to 100 due to rounding.

Figure 4
Promotion/Retention Status Students in Grades 3-8
by Ethnic and Gender Group

		Total	Promoted		Retained		Withdrawn	
		Number	Number	Percent	Number	Percent	Number	Percent
Asian	All	3,053	2,843	93.1%	33	1.1%	177	5.8%
	Female	1,456	1,362	93.5%	13	0.9%	81	5.6%
	Male	1,597	1,481	92.7%	20	1.3%	96	6.0%
Black/African American	All	19,807	17,257	87.1%	1,298	6.6%	1,252	6.3%
	Female	9,776	8,683	88.8%	514	5.3%	579	5.9%
	Male	10,031	8,574	85.5%	784	7.8%	673	6.7%
American Indian	All	204	179	87.7%	12	5.9%	13	6.4%
	Female	111	98	88.3%	5	4.5%	8	7.2%
	Male	93	81	87.1%	7	7.5%	5	5.4%
Hispanic/Latino	All	4,875	4,043	82.9%	487	10.0%	345	7.1%
	Female	2,378	2,004	84.3%	197	8.3%	177	7.4%
	Male	2,497	2,039	81.7%	290	11.6%	168	6.7%
White	All	44,135	40,943	92.8%	785	1.8%	2,407	5.5%
	Female	21,471	20,033	93.3%	283	1.3%	1,155	5.4%
	Male	22,664	20,910	92.3%	502	2.2%	1,252	5.5%
Multiracial	All	1,900	1,687	88.8%	73	3.8%	140	7.4%
	Female	921	827	89.8%	25	2.7%	69	7.5%
	Male	979	860	87.8%	48	4.9%	71	7.3%
Total	All	73,974	66,952	90.5%	2,688	3.6%	4,334	5.9%
	Female	36,113	33,007	91.4%	1,037	2.9%	2,069	5.7%
	Male	37,861	33,945	89.7%	1,651	4.4%	2,265	6.0%

Figure 5
Retention Rates for Students in Grades K-8 by Grade



EOG TESTED STUDENTS

Students in grades 3-8 who took the EOG reading and/or mathematics tests and scored at Achievement Level III or IV were eligible for promotion, depending on whether or not they met other requirements. Students who scored at Achievement Level I or II on one or both EOG tests were given the opportunity to retest prior to the end of the school year. (Students were retested only on the test on which they scored a Level I or II.) If students scored at Achievement Level III or IV on the retest, they were eligible to be promoted. If students scored at Achievement Level I or II on the retest, they were given the opportunity to attend Summer Academy. Following Summer Academy, students were again given the opportunity to retest. Finally, students scoring at Achievement Level I or II on the retest given after Summer Academy could have a committee review their progress and make a recommendation regarding promotion or retention to the principal. While students who did not score at Achievement Level III or IV on the EOG tests would have ideally followed the path of retest–Summer Academy–retest–review committee, in reality students took a number of different paths to reach a final promotion/retention status. These diverse paths to promotion and retention are illustrated in Attachments 1-5 at the end of this report.

As shown in Attachment 1, of the 48,874 students in grades 3-8, 95% (46,417) took at least one EOG test. Of these students, 84% were eligible for promotion based on meeting the Achievement Level III or IV standard on all EOG tests taken after the initial EOG test administration (see Attachment 2). Ninety-four percent of students who were eligible for promotion based on the initial EOG test administration were actually promoted and only 1% was retained, while 5% withdrew or transferred out of the district.

The remainder of Attachment 2 and Attachments 3-5 show the diverse paths through which students who took at least one EOG test reached their final status of being promoted, retained, or withdrawn. Of the 7,214 students in grades 3-8 who scored at Achievement Level I or II in reading and/or math on the *initial* EOG test administration, 5,822 (80.7%) were promoted, 832 (11.5%) were retained, and 560 (7.8%) withdrew by the beginning of the 2002-03 school year.

After initial EOG testing, retesting, Summer Academy, and review committee opportunities, 91.0% of promoted students in grades 3-8 had met the Achievement Level III or IV requirement as well as other requirements (see Figure 6).

Another 1% – 2 % of students in grades 3-8 were promoted based on substantial progress in Summer Academy, their IEP goals, class performance, their being retained previously or were over-age for the grade level, or had unique circumstances not described by one of the other categories (see figure 6). Students in grades K-2 are not required to take the EOG tests. Among K-2 students, classroom performance (36.7%) was the most common reason for promotion followed by academic reasons (14.5%)

Figure 6
Reasons for Promotion for K-2 and EOG-Tested Students in Grades 3-8
After All Retests and Summer Academy

Promotion Reason	Grades K-2		Grades 3-8	
	Number	Percent	Number	Percent
Met achievement Level III standard and other requirements*	N/A	N/A	38,027	91.0
Substantial progress in summer academy	13	2.0	520	1.2
IEP goals met or substantially met	29	4.5	706	1.7
Classroom performance	237	36.7	1031	2.5
Student previously retained/over-age for grade	76	11.8	565	1.4
Limited English Proficiency	65	10.1	125	0.3
Unusual personal circumstance (including medical)	24	3.7	123	0.3
Other	54	8.4	476	1.1
Reason not given	148	22.9	194	0.5
Total Promoted	646	100	41,767	100

Note: Figure 6 presents the primary reason for promotion reported by staff, students may have also scored at grade level.

As shown in figure 7, the main reason for retention in grades 3-8 cited by school staff was failure to meet local standards independent of their performance on the EOG tests (45.6%). The next most frequently cited reason for retention was students not meeting the Achievement Level III or IV standard on the EOG tests (20.4%), followed by academic performance (17.2%). As with grades 3-8, K-2 students' failure to meet local standards was reported as the most common reason for student retention (72.5%).

Figure 7
Reasons for Retention for K-2 and EOG-Tested Students in Grades 3-8
After All Retests and Summer Academy

Retention Reason	Grades K-2		Grades 3-8	
	Number	Percent	Number	Percent
Did not meet achievement Level III standard	N/A	N/A	197	20.4
Failure to meet local standards	666	72.5	441	45.6
Attendance	5	0.5	8	0.8
Academic	133	14.5	166	17.2
Poor test performance	0	0.0	37	3.8
Parent/Principal decision to retain	46	5.0	40	4.1
Medical	1	0.1	2	0.2
Discipline	0	0.0	0	0.0
Other	2	0.2	4	0.4
Reason not given	66	7.2	72	7.4
Total Retained	919	100	967	100

Note: Figure 7 presents the primary reason for retention provided by staff, students may have also scored at Level I or II.

Grade Level Results

Compared to 2000-01, 2001-02 school year rates reveal a slight increase in the rate of promotion and a decrease in the rate of retention at each grade level 3-8.

There were small differences in the rates of promotion, retention, and withdrawals when comparing grade levels to each other and compared to the overall rates for grades 3-8 combined (see Figure 8). The 2001-02 school year results reveal that within grades 3-5, 3rd grade had the highest rate of retention (3.0%). Third graders also had the lowest rate at the elementary level of meeting the Achievement Level III or IV standard on all EOG tests taken after all retests (right side of Figure 9): 88.6% for 3rd graders, compared to 91.7% for 4th graders, and 93.4% for 5th graders.

Students in middle school (grades 6-8) had the same pattern of performance on the EOG tests as elementary students, with some similarities and differences in retention rates.

- Students in the lowest grade level in middle school did not perform as well on the EOG tests as students in the two higher grade levels. Third and 6th graders had the lowest rate of meeting the Achievement Level III or IV standard on all EOG tests taken after all retests, at 88.6% and 87.4% respectively. Fifth and 8th graders, on the other hand, had the highest pass rates, at 93.4% and 91.1% respectively.

- Also like elementary school students, the lowest grade level (6th) had the highest rate of retention (3.6%) and the highest grade level (8th) had the lowest retention rate (2.2%). Unlike elementary school students, however, students at the highest middle school grade level (8th grade) had the lowest rate of promotion (90.9%), followed by 6th graders (91.6%), and 7th graders (92.0%).
- Due to a higher percentage of withdrawn students (6.9%), 8th-grade students had both the lowest rate of retention *and* the lowest rate of promotion among middle school students. When withdrawn students are excluded from the calculations, 8th-grade students have the highest rate of promotion and the lowest rate of retention among middle school students (see Figures 10 and 11).
- The withdrawal rate for grades 5 and 8 (6.9%) was higher than at other grades. One possible explanation is that parents are more likely to decide to switch schools when students are in grades 5 and 8 when promoted students would be entering a new school (middle or high school). Parents may view the new school as an opportunity for a different promotion decision.

The patterns of promotion and retention at both the elementary and middle school levels in the 2001-02 school year were similar to those in the 2000-01 school year.

Figure 8
Promotion/Retention Status for EOG-Tested Students in Grades 3-8 by Grade
2000-01 and 2001-02

Grade	2000-01						2001-02					
	Promoted		Retained		Withdrawn		Promoted		Retained		Withdrawn	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
3	6,589	89.4	346	4.7	437	5.9	7,170	91.3	232	3.0	449	5.7
4	6,759	92.0	226	3.1	361	4.9	7,182	93.5	132	1.7	362	4.7
5	6,609	92.2	91	1.3	470	6.6	7,173	92.3	66	0.9	537	6.9
6	6,471	90.6	364	5.1	309	4.3	7,272	91.6	282	3.6	387	4.9
7	6,337	90.4	345	4.9	328	4.7	7,130	92.0	243	3.1	378	4.9
8	5,932	89.2	220	3.3	500	7.5	6,747	90.9	162	2.2	513	6.9
Total	38,697	90.6	1,592	3.7	2,405	5.6	42,674	91.9	1,117	2.4	2,626	5.6

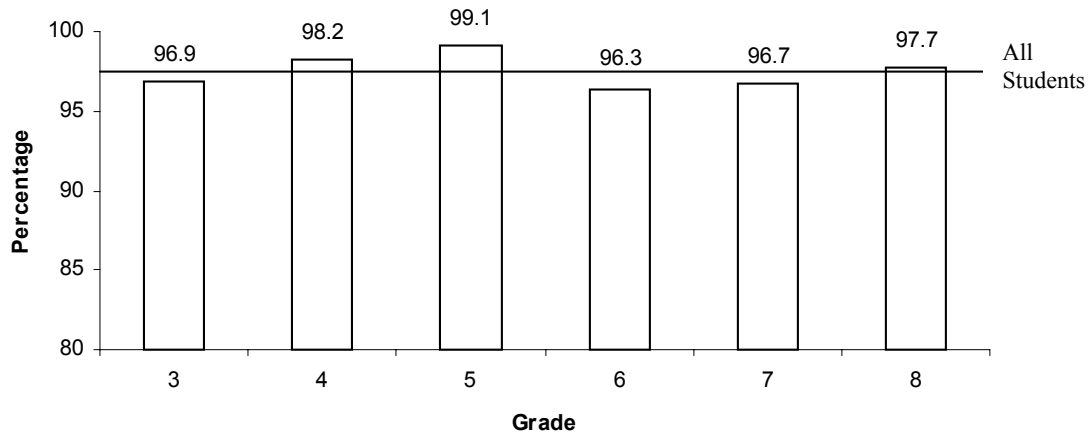
Figure 9
Meeting Achievement Level III or IV Standard After All Retests and
2000-01 and 2001-02

Grade	2000-01					2001-02				
	Total	Met Achievement Level III Standard		Did Not Meet Achievement Level III Standard		Total	Met Achievement Level III Standard		Did Not Meet Achievement Level III Standard	
	Number	Number	%	Number	%	Number	Number	%	Number	%
3	7,372	6,675	90.5	697	9.5	7,851	6,953	88.6	898	11.4
4	7,346	6,755	92.0	591	8.0	7,676	7,037	91.7	639	8.3
5	7,170	6,818	95.1	352	4.9	7,776	7,259	93.4	517	6.7
6	7,144	6,285	88.0	859	12.0	7,941	6,942	87.4	999	12.6
7	7,010	6,407	91.4	603	8.6	7,751	6,982	90.1	769	9.9
8	6,652	6,284	94.5	368	5.5	7,422	6,760	91.1	662	8.9
Total	42,694	39,224	91.9	3,470	8.1	46,417	41,933	90.3	4,484	9.7

Figure 10
Promotion/Retention Status for EOG-Tested Students in Grades 3-8 by Grade
Excluding Withdrawn Students

Grade	2000-01					2001-02				
	Total	Promoted		Retained		Total	Promoted		Retained	
	Number	Number	%	Number	%	Percent	Number	%	Number	%
3	6,935	6,589	95.0	346	5.0	7,402	7,170	96.9	232	3.1
4	6,985	6,759	96.8	226	3.2	7,314	7,182	98.2	132	1.8
5	6,700	6,609	98.6	91	1.4	7,239	7,173	99.1	66	0.9
6	6,835	6,471	94.7	364	5.3	7,554	7,272	96.3	282	3.7
7	6,682	6,337	94.8	345	5.2	7,373	7,130	96.7	243	3.3
8	6,152	5,932	96.4	220	3.6	6,909	6,747	97.7	162	2.3
Total	40,289	38,697	96.0	1,592	4.0	43,791	42,674	97.5	1,117	2.6

Figure 11
Percentage of EOG-Tested Students Promoted in Grades 3-8 by Grade
Excluding Withdrawn Students



Ethnic and Gender Results

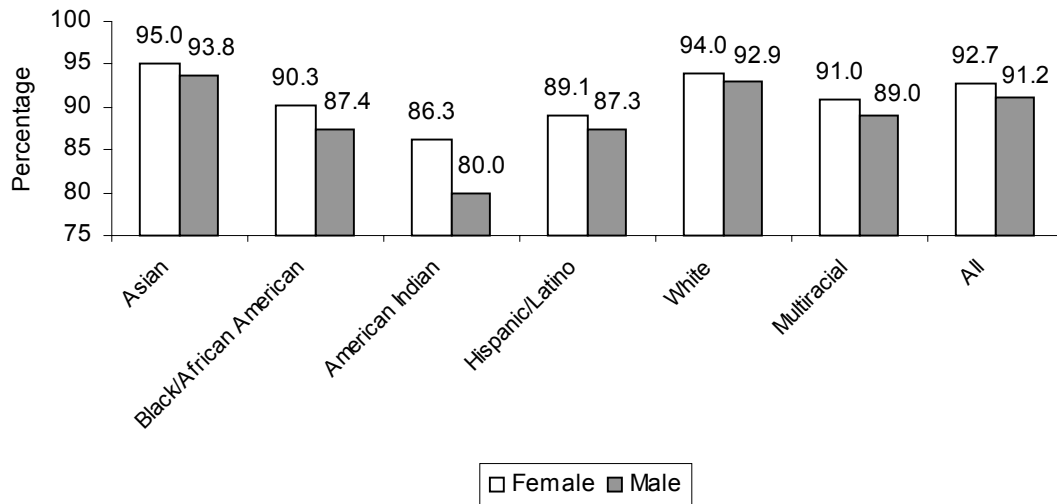
Asian students' rate of promotion was slightly higher (1 percentage point) than White students and both ranged from 3.4 to 10.7 percentage points higher than the promotion rate of Black/African American, American Indian, and Hispanic/Latino students.

Figure 12
Promotion/Retention Status for EOG-Tested Students in Grades 3-8
by Ethnic and Gender Group

		Total	Promoted		Retained		Withdrawn	
		Number	Number	Percent	Number	Percent	Number	Percent
Asian	All	1,770	1,670	94.4	5	0.3	95	5.4
	Female	842	800	95.0	1	0.1	41	4.9
	Male	928	870	93.8	4	0.4	54	5.8
Black/African American	All	12,358	10,984	88.9	657	5.3	717	5.8
	Female	6,350	5,736	90.3	260	4.1	354	5.6
	Male	6,008	5,248	87.4	397	6.6	363	6.0
American Indian	All	123	103	83.7	9	7.3	11	8.9
	Female	73	63	86.3	4	5.5	6	8.2
	Male	50	40	80.0	5	10.0	5	10.0
Hispanic/Latino	All	2,019	1,781	88.2	91	4.5	147	7.3
	Female	1,002	893	89.1	34	3.4	75	7.5
	Male	1,017	888	87.3	57	5.6	72	7.1
White	All	29,194	27,278	93.4	330	1.1	1,586	5.4
	Female	14,381	13,517	94.0	110	0.8	754	5.2
	Male	14,813	13,761	92.9	220	1.5	832	5.6
Multiracial	All	953	858	90.0	25	2.6	70	7.3
	Female	488	444	91.0	8	1.6	36	7.4
	Male	465	414	89.0	17	3.7	34	7.3
Total	All	46,417	42,674	91.9	1,117	2.4	2,626	5.7
	Female	23,136	21,453	92.7	417	1.8	1,266	5.5
	Male	23,281	21,221	91.2	700	3.0	1,360	5.8

Female students' rate of promotion (92.7%) was slightly higher than male students' rate (91.2%), both in the total and within ethnic groups. The difference between female and male students was largest for the ethnic groups with the lowest rates of promotion (i.e., Black/African American, American Indian, and Multiracial). The largest difference between female and male students' promotion rates was among Alaskan/American Indian (6.3) and Black/African American (2.9) students. Other ethnic groups had differences of 1.1 to 1.8 percentage points. (see Figure 13).

Figure 13
Percent of EOG-Tested Students Promoted in Grades 3-8 by Ethnic and Gender Group



For students who met the Achievement Level III or IV standard, female students had a higher rate of promotion than male students (with the exception of Multiracial students). For students who did *not* meet the Achievement Level III or IV standard (see Figure 14) female students were promoted at a higher rate for all groups *except* among White students.

Figure 14
Promotion/Retention Status for Tested Students in Grades 3-8 by
Ethnic and Gender Group for
Students Who Did not Meet the Achievement Level III or IV Standard after All Retests

		Total	Promoted		Retained		Withdrawn	
		Number	Number	Percent	Number	Percent	Number	Percent
Asian	Female	20	18	90.0	0	0.0	2	10.0
	Male	24	20	83.3	1	4.2	3	12.5
Black/African American	Female	1,299	971	74.7	204	15.7	124	9.5
	Male	1,619	1,172	72.4	282	17.4	165	10.2
American Indian	Female	6	2	33.3	4	66.7	0	0.0
	Male	7	2	28.6	4	57.1	1	14.3
Hispanic/Latino	Female	216	162	75.0	23	10.6	31	14.4
	Male	213	154	72.3	37	17.4	22	10.3
White	Female	393	271	69.0	62	15.8	60	15.3
	Male	619	434	70.1	99	16.0	86	13.9
Multiracial	Female	27	20	74.1	5	18.5	2	7.4
	Male	41	22	53.7	13	31.7	6	14.6
Total	Female	1,961	1,444	73.6	298	15.2	219	11.2
	Male	2,523	1,804	71.5	436	17.3	283	11.2
	All	4,484	3,248	72.4	734	16.4	460	11.2

The general advantage of female students over male students in rate of promotion may be related to conduct. Studies have found that conduct and student work habits are important determinants of course grades in both elementary and middle school (Entwisle & Hayduk, 1981; Farkas et al., 1990). These behaviors did not have an effect on standardized test results but did affect course grades *even when standardized test performance was the same as other students* (Farkas et al., 1990). WCPSS data suggests that conduct and work habits may have a similar influence on promotion decisions.

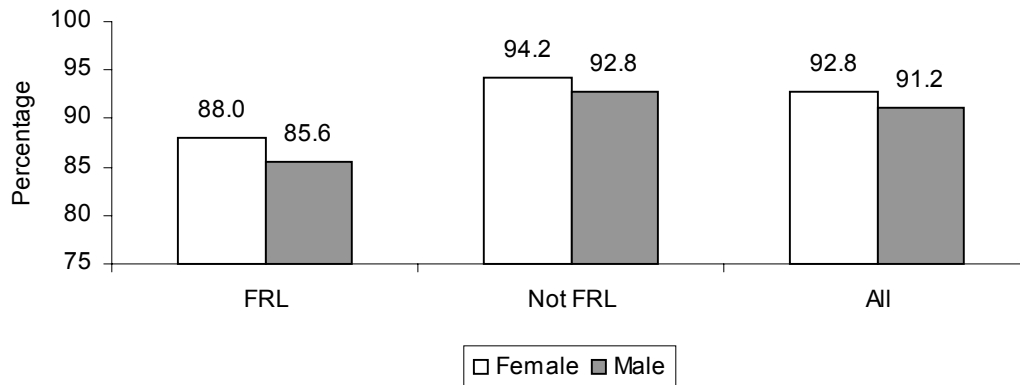
FRL Status Results

FRL students had a much lower promotion rate than students *not* receiving FRL (86.8% vs. 93.5%). As shown in Figure 15, male students who received FRL had the lowest rate of promotion at 85.6%.

Figure 15
Promotion/Retention Status for EOG-Tested Students in Grades 3-8 by FRL Status

		Total	Promoted		Retained		Withdrawn	
		Number	Number	Percent	Number	Percent	Number	Percent
FRL	All	10,197	8,853	86.8	611	6.0	733	7.2
	Female	5,137	4,520	88.0	249	4.8	368	7.2
	Male	5,060	4,333	85.6	362	7.2	365	7.2
Not FRL	All	36,220	33,821	93.4	506	1.4	1,893	5.2
	Female	17,999	16,933	94.1	168	0.9	898	5.0
	Male	18,221	16,888	92.7	338	1.9	995	5.5
Total		46,417	42,674	92.0	1,117	2.4	2,626	5.7

Figure 16
Percent of EOG-Tested Students Promoted in Grades 3-8 by FRL Status and Gender Group



Special Education Status Results

Eighty percent of the 8,128 students receiving special education services in grades 3-8 took at least one EOG test. Those who did not take at least one EOG test took one of three alternative assessments provided by the state, unless the student was excluded from testing due to LEP status.

Overall, special education students' rate of promotion was 2.4 percentage points lower than the rate of 92.3% for non-special education students (see Figure 17). There were small differences in the rates of promotion of students with disabilities by the type of service they received. Special education students in a regular classroom had the highest rate of promotion (90.9%). Among students needing more assistance, students in a self-contained classroom with a special education teacher responsible for providing all instruction had a higher rate of promotion (89.0%) than students who received some or supplemental instruction from a special education teacher for part of the school day or school week (88.3%).

Figure 17
Promotion/Retention Status for EOG-Tested Students in Grades 3-8 by
Special Education/Non-Special Education Status

		Total	Promoted		Retained		Withdrawn	
		Number	Number	%	Number	%	Number	%
Special Education	All	6,551	5,890	89.9	252	3.8	409	6.2
	Regular Classroom	4,147	3,769	90.9	132	3.2	246	5.9
	Resource	1,522	1,344	88.3	77	5.1	101	6.6
	Self-Contained	835	743	89.0	39	4.7	53	6.3
	Home or Temporary	47	34	72.3	4	8.5	9	19.1
Non-Special Education		39,866	36,784	92.3	865	2.2	2,217	5.6
Total		46,417	42,674	91.9	1,117	2.4	2,626	5.7

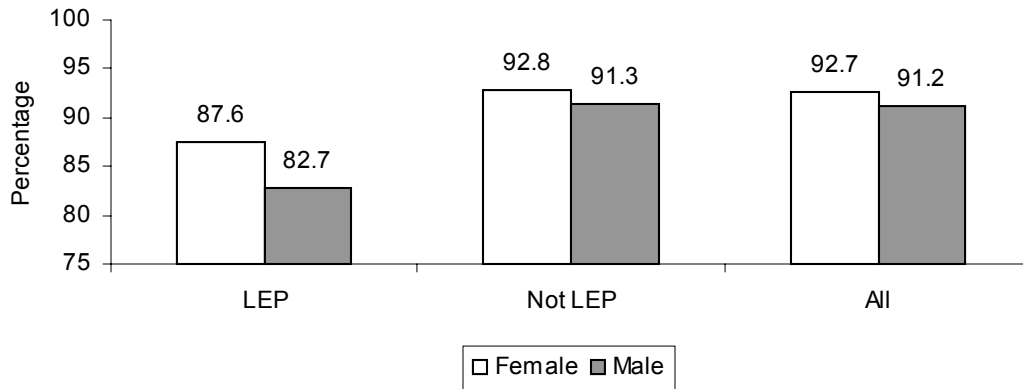
Limited English Proficiency (LEP) Results

Students identified as LEP had a much lower promotion rate than students *not* LEP (85.1% vs. 92%). As shown in Figure 18, LEP male students had the lowest rate of promotion (82.7%). Relative to LEP male students, LEP female students' rate of promotion was 4.9 percentage points higher.

Figure 18
Promotion/Retention Status for EOG-Tested Students in Grades 3-8 by LEP Status

		Total	Promoted		Retained		Withdrawn	
		Number	Number	%	Number	%	Number	%
LEP	All	537	457	85.1	35	6.5	45	8.4
	Female	266	233	87.6	16	6.0	17	6.4
	Male	271	224	82.7	19	7.0	28	10.3
Not LEP	All	45,880	42,217	92.0	1,082	2.4	2,581	5.6
	Female	22,870	21,220	92.8	401	1.8	1,249	5.5
	Male	23,010	20,997	91.3	681	3.0	1,332	5.8
Total		46,417	42,674	91.9	1,117	2.4	2,626	5.7

Figure 19
Percent of EOG-Tested Students Promoted in Grades 3-8 by LEP and Gender Group



IMPLICATIONS/CONCLUSIONS

As was reported for the 2000-01 school year, students followed a variety of paths toward mastery of grade-level content and promotion or retention during the 2001-02 school year. Further information regarding summer school participation and its impact on promotion for students who had not yet scored at Achievement Level III or IV can be found in an evaluation of Summer Academy, *Voyager Summer Academy 2002 Results*, E&R Report 03.02.

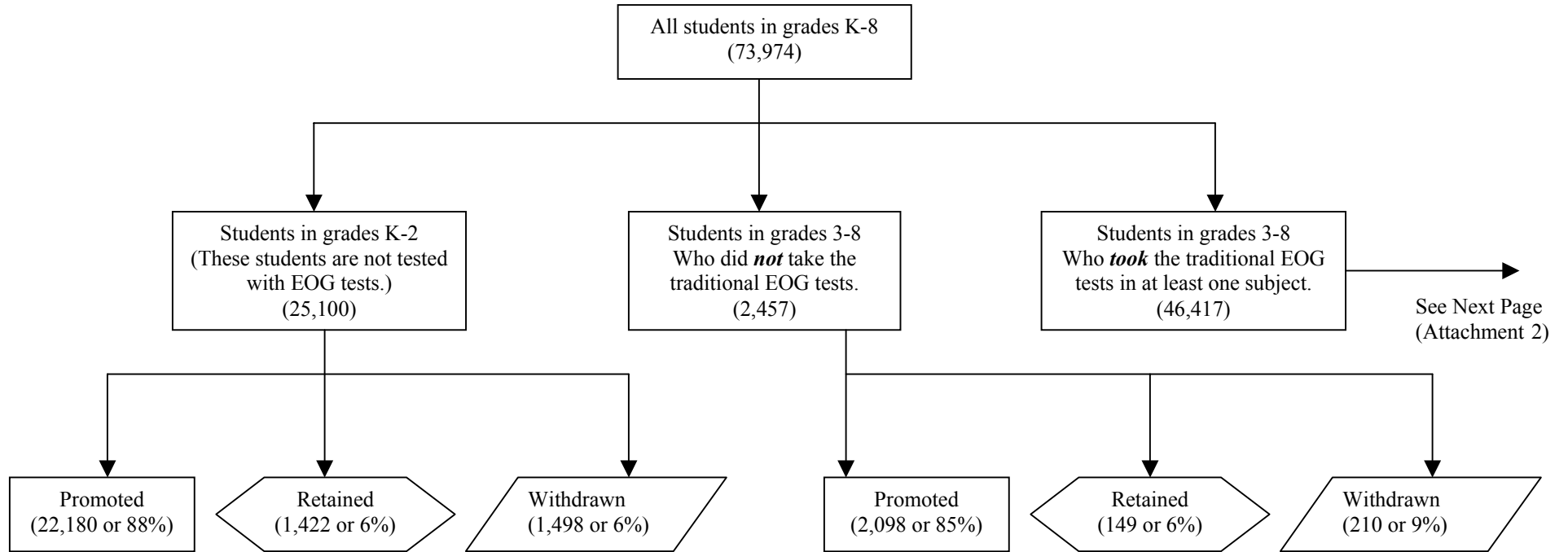
WCPSS' Promotion and Intervention policy at grades K-8 did not cause the spike in retention rates suggested by a 1999-2000 pilot of seven schools (see *Estimating the Impact of the New Promotion/Retention Policy*, E&R Report No. 01.11). While retention rates increased somewhat in 2000-01 over previous years, retention rates have decreased slightly in the second year of promotion/retention policy. These results suggest that the lower than expected increase in the retention rates in the 2000-01 school year was not a result of the low Achievement Level III cut off point set by the state on the EOG mathematics test in 2000-01 (see *Promotion/Retention of Students in Grades K-8 2000-01*, Report 02.08). The retention rate (using the higher corrected mathematics test cutoff scores) decreased in 2001-02. The 2000-01 retention rates could have been slightly higher due to that year being the initial year of a new policy.

Differences were found across ethnic and gender groups, for students eligible for FRL, and for special education students. These patterns were similar to those found in 2000-01. The findings highlighted in this report should be the basis for further discussion and research. These results should continue to be monitored over time.

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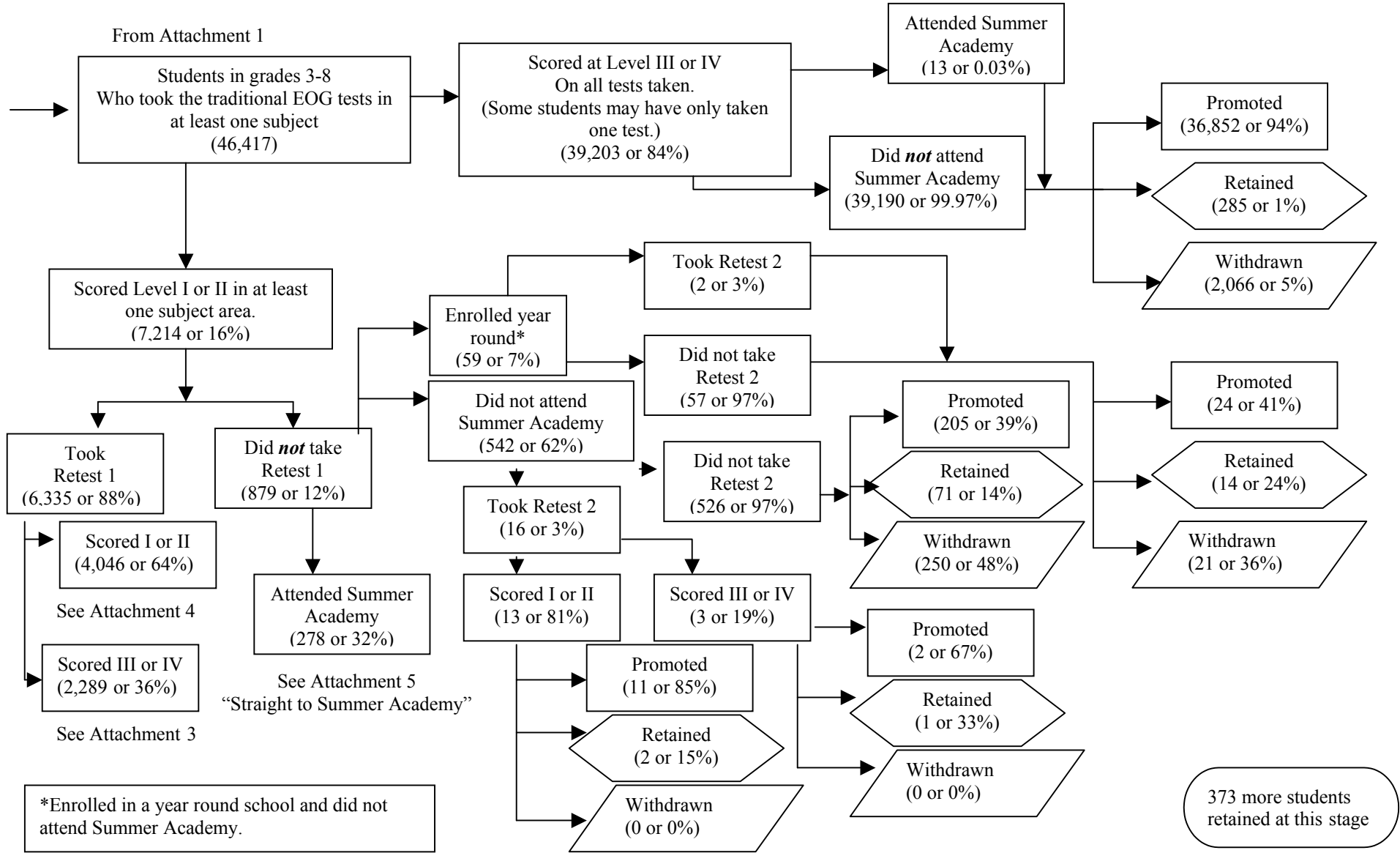
Attachment 1
 WCPSS Students in Grades K-8
 Promotion / Retention Rates
 Spring 2002



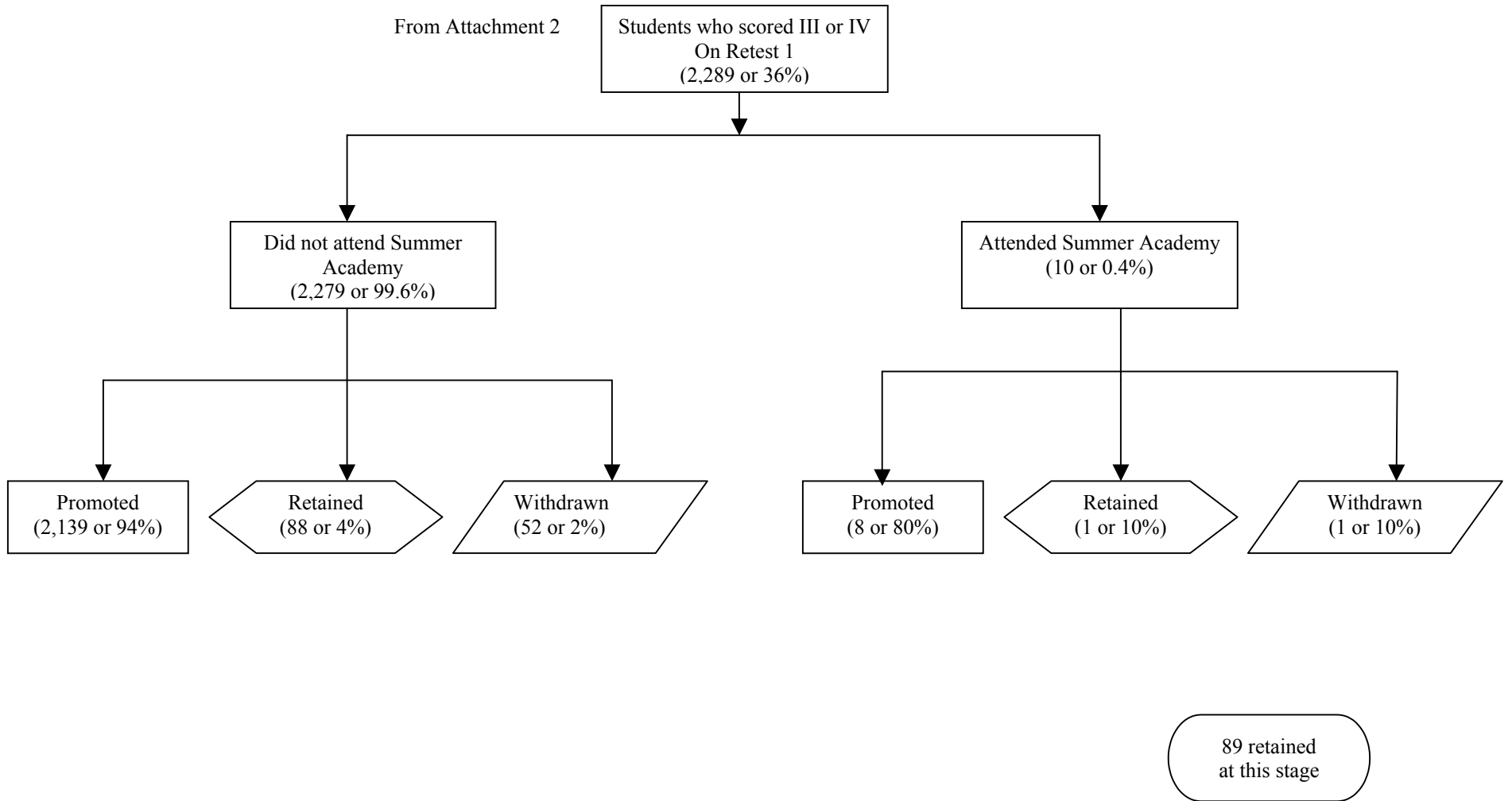
Note: Percents may not sum to 100 due to rounding.

1,571 retained
at this stage

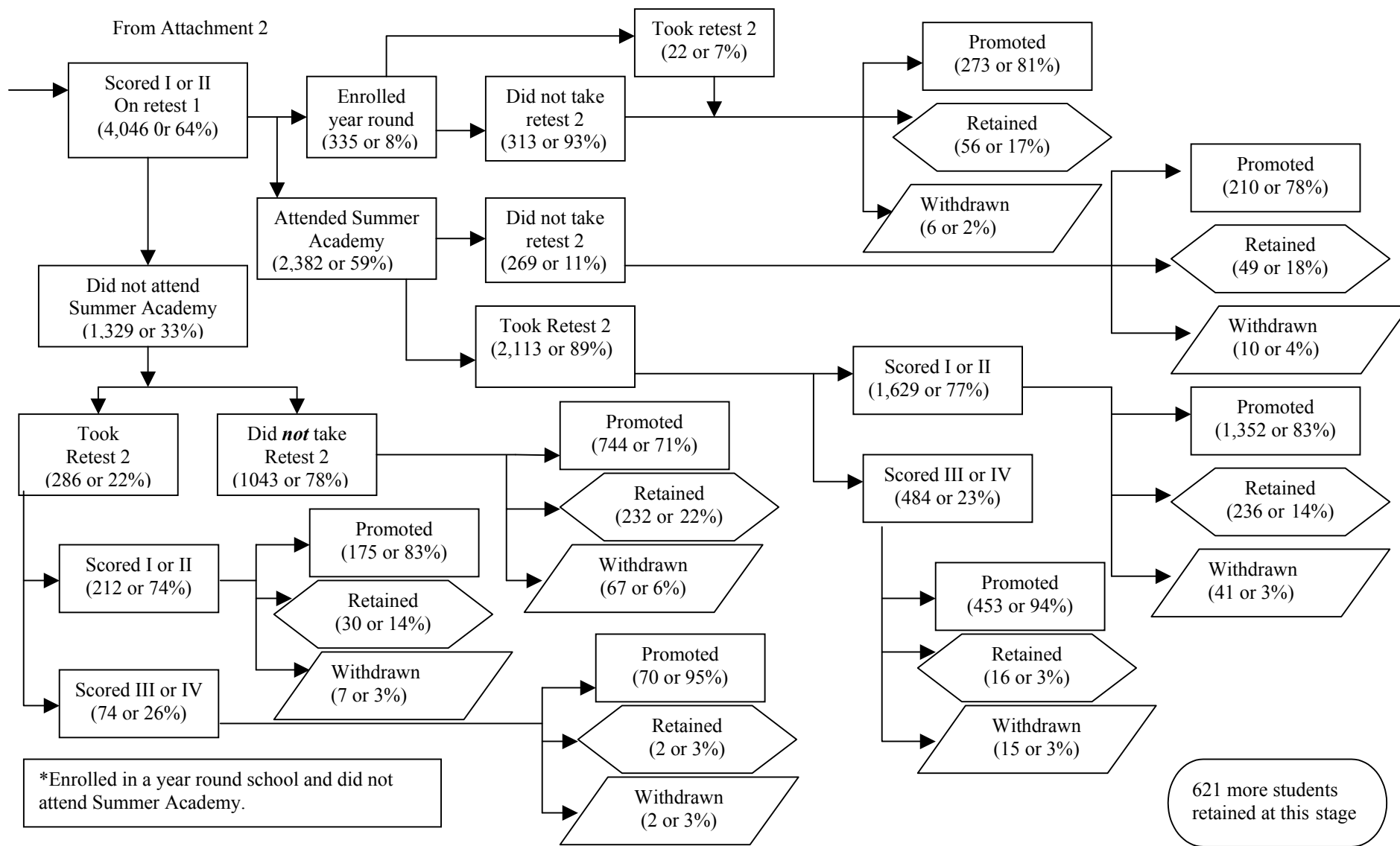
Attachment 2
 Students Who Took the Traditional EOG Tests
 Promotion / Retention Rates



Attachment 3
Students who took the traditional EOG Tests
and scored Level III or IV
Promotion/Retention Rates



Attachment 4
 Students who took the traditional EOG Tests
 Took Retest 1
 Promotion/Retention Rates



Attachment 5
 Students who scored I or II
 did not take Retest 1
 (“Straight To Summer Academy”)
 Promotion/Retention Rates

