

How Do Barton Graduates Perform in CPS High Schools?

Consortium on Chicago School Research

August 1999

The Chicago Education Alliance sponsored this study to follow students as they move from elementary school to high school in the Chicago Public Schools.

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As an elementary school teacher, principal, or Local School Council member, you are probably eager to know what happens to your school's eighth-grade graduates once they enter high school. To help you learn what happens to your students, we have created this report that tracks Barton graduates through the Chicago public high schools.

Our hope is that this report will help you develop and refine strategies to educate your students, and lay the groundwork for discussions with high schools. Because the report tracks outcomes without regard to the student population your school serves, it is meant to be informative rather than evaluative. We hope it will prove useful.

The report follows Barton students in two ways. First, it follows the eighth-grade graduating class of 1993 for five full years. This is the most recent group of students who can be tracked for that long. (Unfortunately, there is no source of information to follow students who leave the Chicago Public Schools.) Second, to provide more

current information, the report follows the past five years of graduating eighth-grade classes (1993 to 1997) through their first year of high school to show how well they performed as freshmen. We chose to track freshman year performance because it is strongly related to future success or failure in high school.

The report focuses on students' outcomes, whether they graduate, drop out, or leave the system, and on students' performance, whether they are on track or off track while in a CPS high school. To be on track a student must have received no more than one F in core courses (English, math, social science, and science) and had enough credits to move into the next grade on time. Please note that promotion standards changed in 1997, which may have affected some students' performance and outcomes.

More detailed information about which students were included and how categories are defined is at the end of the report.

Questions This Report Can Answer

How Many Barton Students Graduated within Five Years? Figure 1 (on page 4) shows how the class of 1993 performed

over the subsequent five years. Following the color coding, you can see how many students were in each category at the end

of each year. Looking at the light purple people on the top left of the graph, you can see the approximate number of your students who graduated after five years. Rather than count the figures, you can look at Table 1 (on page 5) to see exactly how many students graduated by 1998.

How Many Barton Students Dropped Out? Similarly, you can use Figure 1 and Table 1 to look at the number of students who dropped out within five years by looking at the number of red people on the top line titled "5th Yr." You can also find out how many students dropped out within four years by looking at the red people on the line below it titled "Senior," and so on.

How Many Barton Students Left CPS by the End of Freshman Year? Figure 1 and Table 1 show how many students from the class of 1993 left the system. Looking at the blue people on the bottom line on the figure, you see the number of students who left the system that year, between the summer before freshman year and the fall of sophomore year. Table 1 provides the precise number of students.

Were Girls or Boys Performing Better? To compare performance of the eighth-grade graduating class of 1993 by gender, use Table 2 (on page 5) to see how many boys or girls were on track or dropped out by the end of the years given.

How Many of the Best Students from Barton Graduated within Five Years? Table 3 (on page 6) breaks students into groups based on average math and reading scores for the Iowa Tests of Basic Skills (ITBS). It can help you see how specific groups of students from the class of 1993 performed. The groups are defined as students who scored at or above grade level

on the ITBS in eighth grade, those who performed one year or less below grade level, and those who performed more than a year below grade level. To check on your students who performed at or above grade level on the ITBS, look at the first section of Table 3.

How Many of the Most At-Risk Students Dropped Out? Similarly, you can look at the bottom section of Table 3 to see how many students who were more than a year below grade level dropped out by the end of each year.

Did the Likelihood of Graduating Change Depending on the High Schools Barton Students Attended? Table 4 (on page 7) shows the high schools attended by the eighth-grade class of 1993, as well as the number of Barton students who graduated within five years from each high school. Students are considered graduates of the school where they **started**, not the school from which they ultimately graduated.

Did Barton Students Attend Local High Schools or Magnet High Schools, and How Did They Perform There? The next set of figures switch from a focus on the class of 1993 to a focus on freshman year performance. Figure 2 (on page 8) provides a map of the high schools where the graduating class of 1993 started. Figure 3 (on page 10) shows where the class of 1997 started. You can compare the two maps to see if the schools your graduates attended has changed.

The colors of the circles on the maps show what percent of Barton students at each high school were on track after their freshman year. To be on track, a student must have had enough credits to move into the next grade on time and have re-

ceived no more than one F in core courses (English, math, social science, and science) that year. In the map legends, the number of students attending the high school is equal to or greater than the lower number in the range and less than (but not equal to) the higher number in the range. Table 5 (on page 9) and Table 6 (on page 11) provide corresponding lists of the high schools your students attended, plus the precise number and percent of students on track for each high school.

Have Barton Students Been Performing Better over Time? Figure 4 (on page 12) and Table 7 (on page 13) provide information about how successive classes of your eighth-grade graduates performed in their freshman year. These figures show the performance of the freshman classes of 1993–94, 1994–95, 1995–96, 1996–97, and 1997–98. By looking at the number of people of each color in Figure 4, you can see, for example, if more of your students were on track their freshman year, if fewer were dropping out in their first year, or whether more or less left the system after graduating from your school. You can find the precise numbers for each category for each year in Table 7.

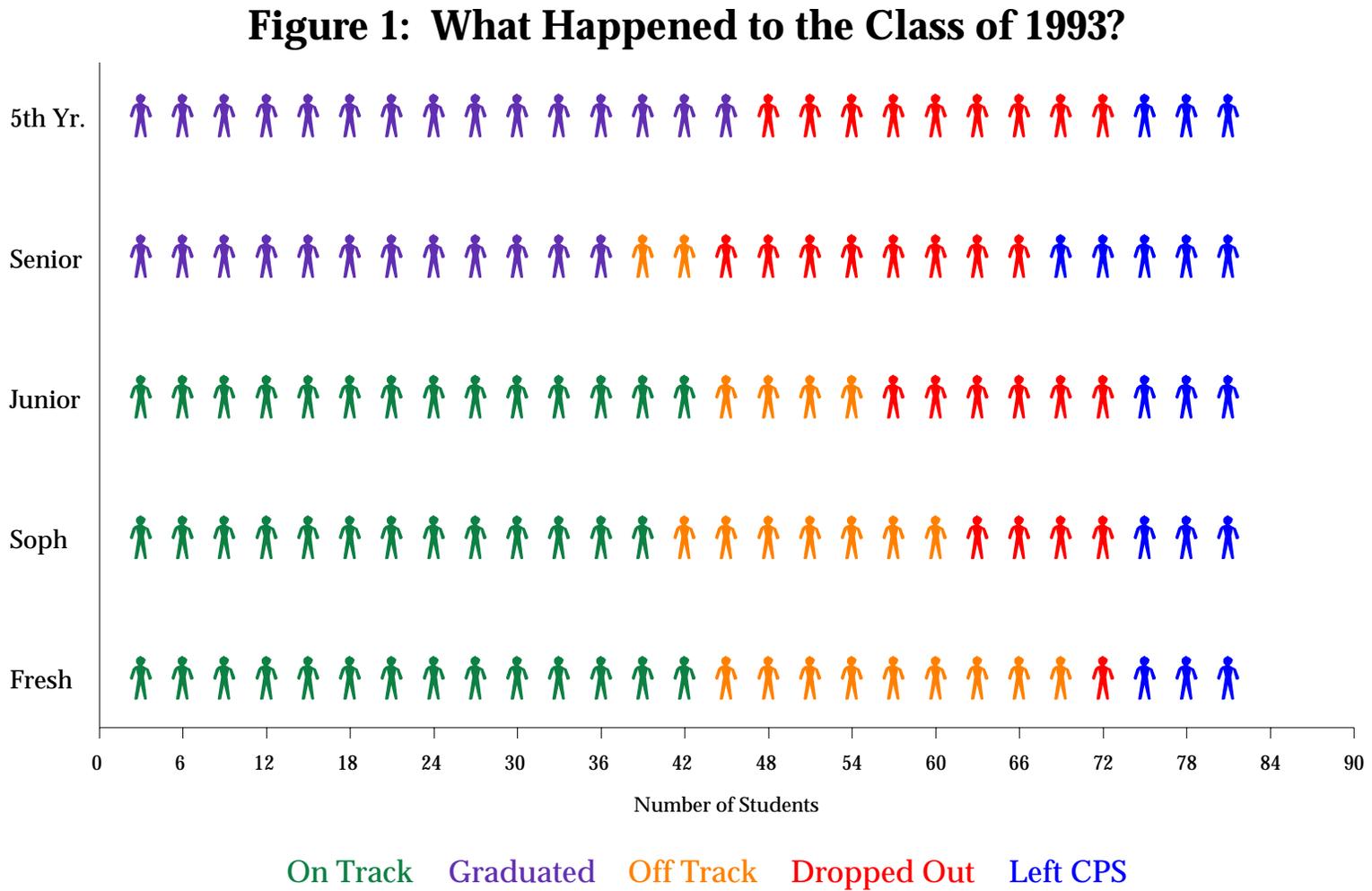
Has the New English Program Improved Barton Students' Readiness for High School English? Table 8 (on page 13) shows whether your students were meeting high school expectations for English and math in their freshman year by showing the number of your students who re-

ceived an F in either semester of their freshman year for English or math. It also shows the number who received Fs in both subjects to indicate whether the students failing one of these core subjects were the same students as those failing the other. Schools that have been focusing on English and math will find this table particularly helpful.

How Do CPS Students Perform as a Whole? Table 9 and Table 10 (on page 14) show the performance of all CPS students for the eighth-grade graduating class of 1993 and five years of CPS freshmen. We discourage you from comparing Barton students' performance to that of CPS as a whole because your school's student population differs from that of the system.

Please note that the statistics here do not match CPS statistics because of different methods of calculation. For this report it was more appropriate for us to use a different baseline population of all students graduating from eighth grade, not just those who go on to CPS high schools. This means that while the board compares dropouts only to graduates in calculating dropout rates, we compare dropouts to all students who graduated from CPS in eighth grade, including graduates, those who left CPS, and those who are still in school. Furthermore, the board allows only four years for a student to graduate, whereas we allow five. Therefore, our calculations of the percent of dropouts and graduates in the school system are somewhat smaller than CPS's numbers.

Figure 1: Eighth-Grade Graduating Class of 1993



Notes: One symbol equals approximately 3 students. See Table 1 on the next page for precise numbers.

Status is determined at the beginning of the following year, i.e., freshman status is determined from data taken in the beginning of sophomore year.

On track students had enough credits to advance to the next grade on time and received no more than one F in a core course.

Table 1: What Happened to the Class of 1993?

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	81	n/a	1	44	26	10
Seniors 1996–1997	81	n/a	7	37	23	14
Juniors 1995–1996	81	43	11	0	19	8
Sophomores 1994–1995	81	40	21	n/a	11	9
Freshmen 1993–1994	81	41	27	n/a	3	10

Table 1: Eighth-Grade Graduating Class of 1993

Table 2: Class of 1993 Performance by Gender
Boys

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	35	n/a	0	19	11	5
Seniors 1996–1997	35	n/a	3	16	9	7
Juniors 1995–1996	35	16	5	0	9	5
Sophomores 1994–1995	35	17	9	n/a	4	5
Freshmen 1993–1994	35	16	13	n/a	1	5

Girls

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	46	n/a	1	25	15	5
Seniors 1996–1997	46	n/a	4	21	14	7
Juniors 1995–1996	46	27	6	0	10	3
Sophomores 1994–1995	46	23	12	n/a	7	4
Freshmen 1993–1994	46	25	14	n/a	2	5

Table 2: Eighth-Grade Graduating Class of 1993

Table 3: Class of 1993 Performance by Eighth-Grade Achievement Level

Students at or above Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	13	n/a	0	10	2	1
Seniors 1996–1997	13	n/a	1	9	1	2
Juniors 1995–1996	13	8	2	0	2	1
Sophomores 1994–1995	13	10	0	n/a	1	2
Freshmen 1993–1994	13	6	5	n/a	0	2

Students Less Than One Year below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	17	n/a	0	12	2	3
Seniors 1996–1997	17	n/a	1	9	1	6
Juniors 1995–1996	17	11	2	0	1	3
Sophomores 1994–1995	17	8	6	n/a	0	3
Freshmen 1993–1994	17	11	4	n/a	0	2

Students More Than One Year below Grade Level						
	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 1997–1998	45	n/a	1	21	17	6
Seniors 1996–1997	45	n/a	4	18	17	6
Juniors 1995–1996	45	23	5	0	13	4
Sophomores 1994–1995	45	21	11	n/a	9	4
Freshmen 1993–1994	45	22	14	n/a	3	6

Table 3: Eighth-Grade Graduating Class of 1993

Table 4: Number of Graduates by High School

High School	Number Attending	Number Graduating within 5 Years
Harper	13	3
Simeon Vocational	12	10
Chicago Vocational	11	6
Calumet	10	4
Bogan	6	5
Lindblom Technical	5	4
Curie Chicago Metropolitan	4	3
Richards Vocational	2	1
Other CPS Schools*	11	5

*The "Other CPS Schools" category combines all schools attended by only one of your students.

Table 4: Eighth-Grade Graduating Class of 1993

Figure 2: 1993-94 Freshman Year Performance by High School

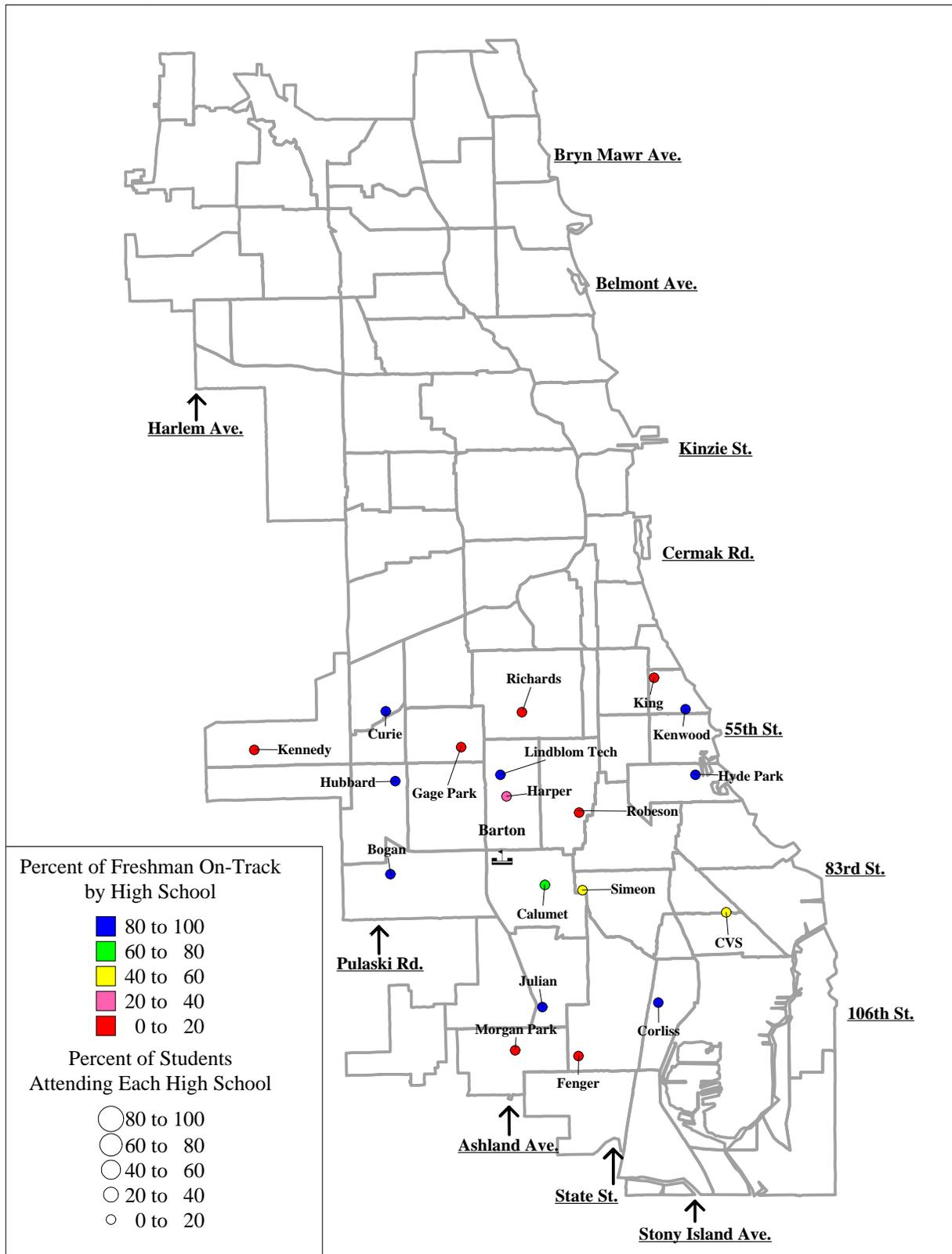


Figure 2: Eighth-Grade Graduating Class of 1993

Table 5: 1993–1994 Freshman Year Performance by High School

High School	Number Attending	Number of Freshmen On Track	Percent of Freshmen On Track
Harper	13	3	23.1
Simeon Vocational	12	7	58.3
Chicago Vocational	11	6	54.5
Calumet	10	6	60.0
Bogan	6	5	83.3
Lindblom Technical	5	4	80.0
Curie Chicago Metropolitan	4	4	100.0
Richards Vocational	2	0	0.0
Other CPS Schools*	11	5	45.5

*The “Other CPS Schools” category combines all schools attended by only one of your students.

Table 5: Eighth-Grade Graduating Class of 1993

Figure 3: 1997-98 Freshman Year Performance by High School

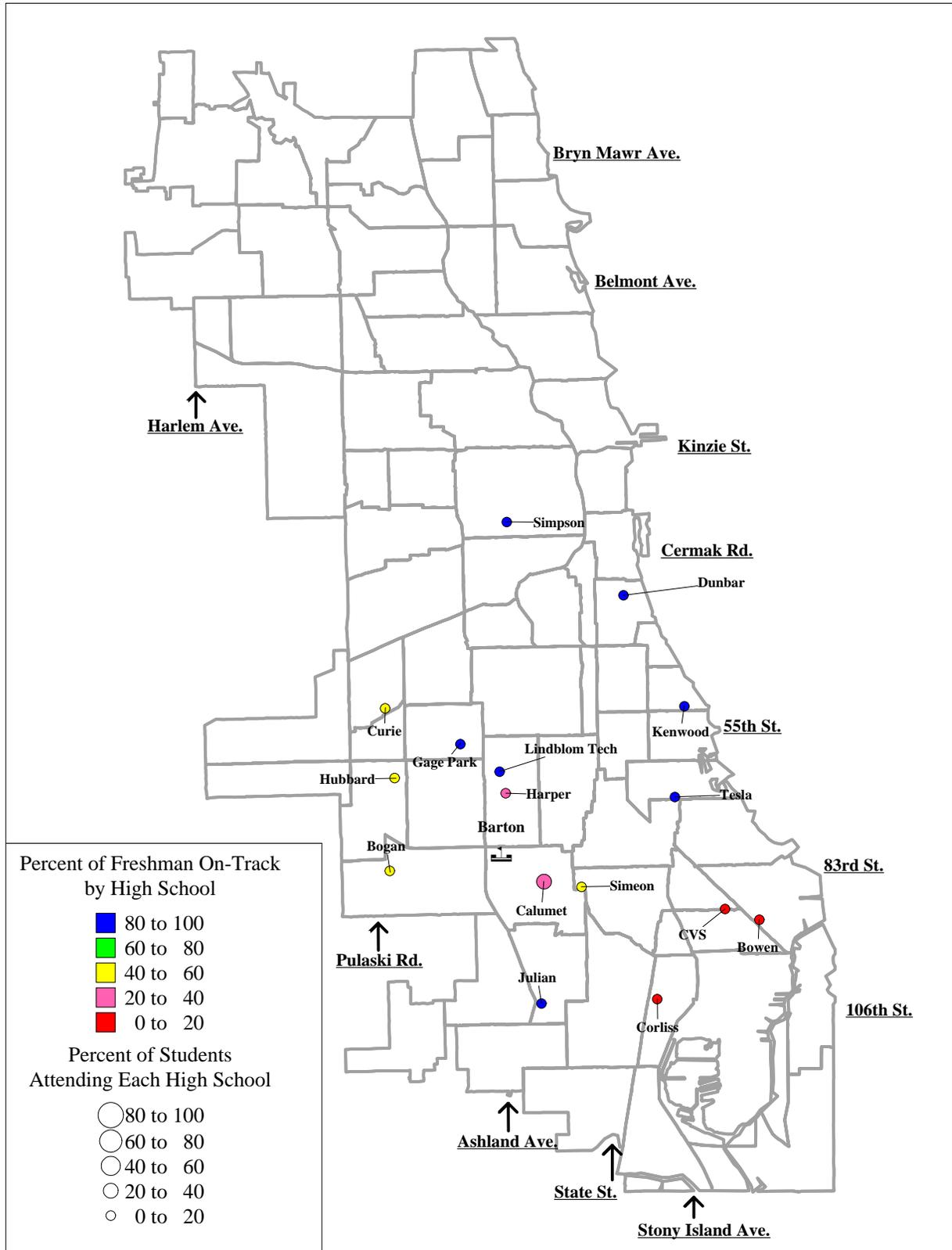


Figure 3: Eighth-Grade Graduating Class of 1997

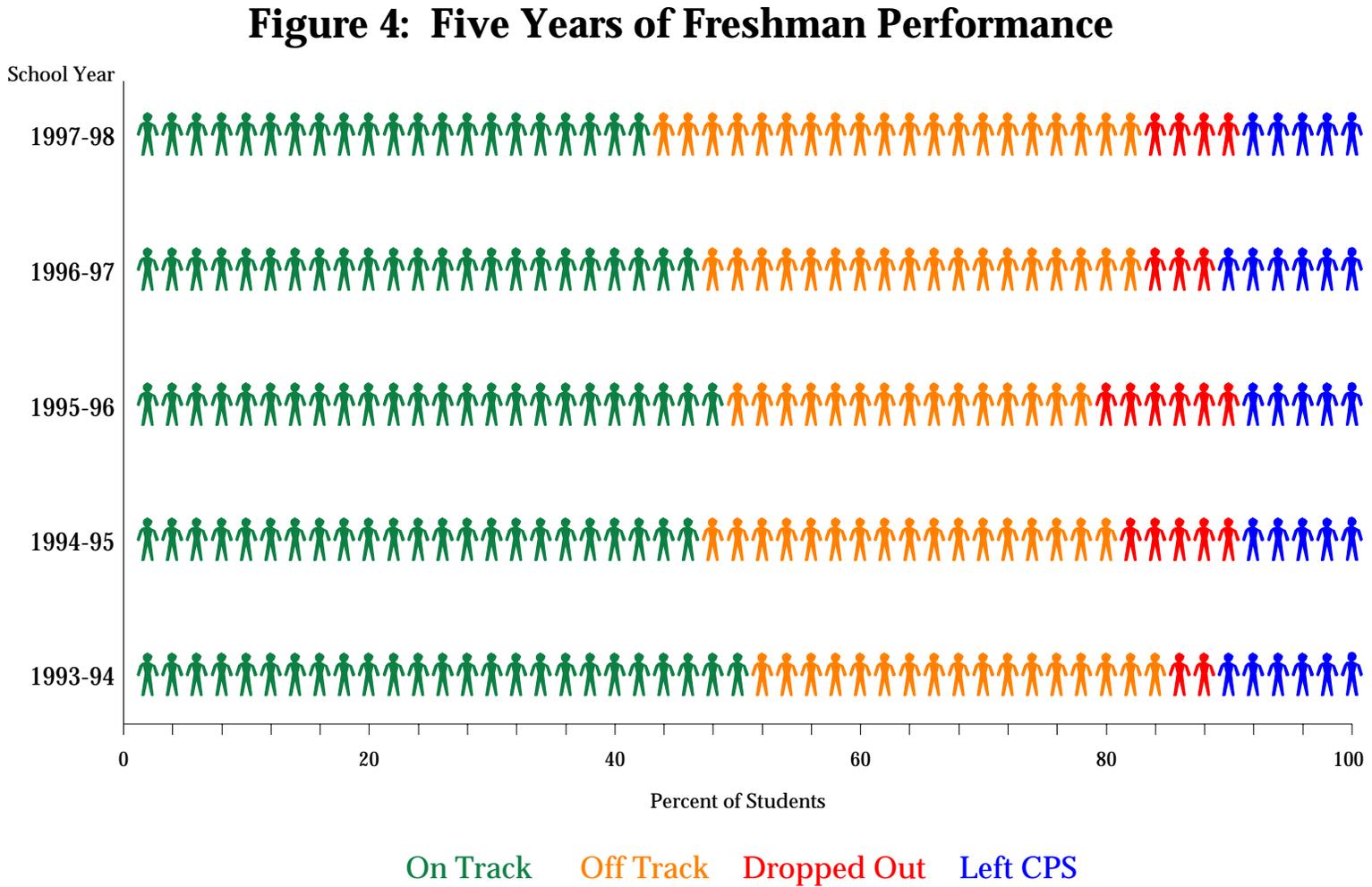
Table 6: 1997–1998 Freshman Year Performance by High School

High School	Number Attending	Number of Freshmen On Track	Percent of Freshmen On Track
Calumet Academy	21	7	33.3
Bogan Technical	10	5	50.0
Simeon Vocational	8	4	50.0
Harper	5	1	20.0
Curie Chicago Metropolitan	5	2	40.0
Lindblom Technical	3	3	100.0
Hubbard	2	1	50.0
Julian	2	2	100.0
Other CPS Schools*	9	5	55.6

*The “Other CPS Schools” category combines all schools attended by only one of your students.

Table 6: Eighth-Grade Graduating Class of 1997

Figure 4: Eighth-Grade Graduating Classes of 1993-1997



Notes: One symbol equals approximately 2% of students. See Table 7 on the next page for precise numbers.

Freshman status is determined at the beginning of sophomore year.

On track students had enough credits to become sophomores on time and received no more than one F in a core course.

Table 7: Five Years of Freshman Performance

	Total	On Track	Off Track	Dropped Out	Left CPS
1997–1998 Freshmen	74	31	29	6	8
1996–1997 Freshmen	88	40	32	6	10
1995–1996 Freshmen	83	40	25	9	9
1994–1995 Freshmen	99	45	33	11	10
1993–1994 Freshmen	81	41	27	3	10

Table 7: Eighth-Grade Graduating Classes of 1993–1997

Table 8: Number of Students with Fs in English or Math

	Total*	Number of Students with Fs		
		in English	in Math	in Math AND English
1997–1998 Freshmen	65	23	31	19
1996–1997 Freshmen	82	32	34	25
1995–1996 Freshmen	72	23	28	18
1994–1995 Freshmen	89	33	39	25
1993–1994 Freshmen	74	24	26	18

*Note: Total includes all students who received grades for freshman year; it excludes those who dropped out or left the system before receiving grades.

Table 8: Eighth-Grade Graduating Classes of 1993–1997

Table 9: CPS Systemwide Performance

	Percent of CPS Students				
	On Track (%)	Off Track (%)	Graduated (%)	Dropped Out (%)	Left CPS (%)
Fifth Year 1997–1998	n/a	2.2	40.8	33.9	23.2
Seniors 1996–1997	n/a	9.1	37.3	30.8	22.7
Juniors 1995–1996	37.1	18.1	0.4	23.3	21.0
Sophomores 1994–1995	39.9	26.5	n/a	14.3	19.3
Freshmen 1993–1994	44.9	32.0	n/a	6.5	16.6

Table 9: Eighth-Grade Graduating Class of 1993

Table 10: CPS Systemwide Performance Freshman Year

	Percent of CPS Students			
	On Track (%)	Off Track (%)	Dropped Out (%)	Left CPS (%)
1997–1998 Freshmen	47.7	30.0	6.0	16.3
1996–1997 Freshmen	49.0	28.3	6.0	16.7
1995–1996 Freshmen	47.9	29.4	6.4	16.3
1994–1995 Freshmen	45.4	31.6	6.2	16.8
1993–1994 Freshmen	44.9	32.0	6.5	16.6

Table 10: Eighth-Grade Graduating Classes of 1993–1997

About the Report

This report tracks all Barton students who graduated from eighth grade with the exceptions of ungraded special education

students and students who moved to transition centers and did not graduate. For purposes of this report, all students two

years after eighth grade are called sophomores, and so on, regardless of whether or not they have enough credits to be considered sophomores by the CPS. Doing this allowed us to track the same students each year.

We determined a student's status (on

track, dropped out, etcetera) from information taken at the end of September of the following school year. For example, for sophomores we used information reported at the start of junior year. This allowed us to include any changes in status that might have occurred over the summer.

Definitions

On Track. Students who are designated "on track" received no more than one F in core courses (English, math, social science, or science) during the school year and had enough credits to move into the next grade on time. Whether or not students are on track is correlated with whether they will graduate, so it is an early indicator of students' academic success. Students missing data on their grades for any semester (roughly seven percent) were assigned enough credits to be on track and zero Fs. In other words, we gave students the benefit of the doubt.

Off Track. Students who are designated "off track" received more than one F in a core course (English, math, social science, or science) during the school year or did not have enough credits to move into that next grade on time. Being off track correlates with dropping out.

Graduated. Graduates are students who were recorded as no longer enrolled in the CPS and who have a leave code designating them as graduates.

Dropped Out. Dropouts are students who were recorded as no longer being enrolled in the CPS and who have

a leave code designating them as dropouts. We use the same codes to designate dropouts as the CPS Office of Accountability.

Left CPS. Students who are designated as leaving CPS were recorded as no longer enrolled in the CPS. Most have a leave code designating them as leaving CPS for another school district, in private schools, in correctional institutions, in residential institutions, and being home schooled. We also assigned the small number of students with uncertain status (about two percent) to this category. (Some of these students were later assigned codes that allowed us to recategorize them.)

Eighth-Grade Achievement Level.

Eighth-grade achievement levels are defined by grouping students into three categories based on their average math and reading scores on the eighth-grade ITBS. Only students whose ITBS scores were included for reporting are included in this set of tables. Students were grouped as those at or above grade level on the Iowa Tests of Basic Skills in eighth grade, students one year or less below grade level, and students more than a year below grade level.

About the Authors

Shazia Rafiullah Miller is a Senior Research Associate at the Consortium. She received a B.A. in Political Science and a M.A. and Ph.D. in Human Development and Social Policy from Northwestern University. Prior to entering graduate school, Ms. Miller was an evaluator in the Resources, Community, and Economic Development Division of the U.S. General Accounting Office.

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John Q. Easton is Deputy Director at the Consortium. He has participated in several major projects, including surveys of CPS teachers, principals, and students. He is the lead author of the first Consortium survey, *Charting Reform: The Teachers Turn*, 1991 and a recent data brief, *Adjusting Citywide ITBS Scores for Student Retention in Grades Three, Six, and Eight*, 1998. Formerly, Mr. Easton was Director of Research, Analysis and Assessment in the Chicago Public Schools Office of Accountability, and Director of Research for the Chicago Panel on School Policy, a non-profit education and advocacy group that studies public education issues. Mr. Easton received his Ph.D. in Measurement, Evaluation and Statistical Analysis from the Department of Education at the University of Chicago.

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Mission

The Consortium on Chicago School Research is an independent federation of Chicago area organizations that conducts research on ways to improve Chicago's public schools and assess the progress of school improvement and reform. Formed in 1990, it is a multipartisan organization that includes faculty from area universities, leadership from the Chicago Public Schools, the Chicago Teachers Union, education advocacy groups, the Illinois State Board of Education, and the North Central Regional Educational Laboratory, as well as other key civic and professional leaders.

The Consortium does not argue a particular policy position. Rather, it believes that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.

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