

How Well Do Vivaldi Students Succeed After Elementary School? (Unit 8888)



Winter 2003

Shazia Rafiullah Miller

Stuart Luppescu

Macarena Correa

AN INDIVIDUAL SCHOOL REPORT FROM THE

CONSORTIUM ON CHICAGO SCHOOL RESEARCH

How Well Do Vivaldi Students Succeed After Elementary School? (Unit 8888)

Winter 2003

This report follows Vivaldi students in two ways. First, it tracks **for five years** members of the eighth-grade class of 1997 who enrolled in Chicago Public Schools (CPS) high schools or Academic Preparatory Centers (APCs). Second, it follows members of the eighth grade classes of 1997 to 2001 **for one year** to show their achievement during their first year after elementary school using the “on-track” indicator. The on-track indicator is important because it is strongly related to students’ likelihood of graduating.

This report focuses on student outcomes and achievement. Outcomes include whether students graduate, drop out, or transfer out of the system. Achievement indicators show whether students are on or off track. In order for a student to be “on track” to graduate, he or she must have no more than one “F” in a core academic course and have enough credits to be promoted to the next grade.

This report tracks Vivaldi students only until they graduate, drop out, or transfer out of the system. We are unable to report outcomes for those students who enroll in non-CPS high schools. We determine students’ outcomes and achievement using data from the end of September of the following school year. For example, for second year students, we use information reported as they enter the fall of their third year to include any changes that might have occurred over the summer, such as earning summer school credits or dropping out.

We hope that you will use this report for both long-term planning and to strengthen your relationships with the high schools that recruit your students. The report is meant to be informative, not evaluative. Student outcomes are tracked without regard to student population. That is, the data do not adjust for any factors that might affect a school’s performance such as the percentage of students who come from low income backgrounds, are eligible for special education services, or are English language learners.

Please note: In cases where data are missing, students are generally given the benefit of the doubt and considered on-track. In the tables broken out by high school, if transcript data for the entire school is missing, performance is listed as unknown. Students are considered off track if they are enrolled in an APC. This report varies from a similar report published by the Consortium in 1999 in that it uses slightly different codes to measure dropping out, and includes students who left eighth grade to attend APCs.

Key Terms

Dropped Out. Dropouts are no longer enrolled in a CPS high school and have a code in the CPS Student Information System that designates them as such. We use the same codes as the CPS Department of Research and Evaluation to designate students as dropouts.

Eighth-Grade Achievement. Categories for eighth-grade achievement levels are determined by an average of students' math and reading scores on the eighth-grade Iowa Tests of Basic Skills (ITBS). We show only those students whose ITBS scores were included in reporting. (Students with disabilities are often excluded, for example.)

Graduated. Graduates are no longer enrolled in a CPS high school and have a code in the CPS Student Information System that designates them as such.

Left CPS. These students have a code in the CPS Student Information System that designates them as leaving CPS, usually for another public school district, a private school, a correctional facility, a residential institution, or to be home schooled. A small number of students with uncertain status are also assigned to this category.

On Track. These students received no more than one "F" in a core course (English, math, social science, or science) during the school year and had enough credits to advance to the next grade on time.

Off Track. These students either 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 advance to the next grade on time.

Questions This Report Can Answer About the Achievement of Students Who Left Vivaldi in the Spring of 1997

How many Vivaldi students graduated from high school? Figure 1 (on page 4) tracks eighth graders who left Vivaldi in the spring of 1997. The dark blue figures at the top left-hand corner of the figure represent the approximate number of your students who graduated from a CPS high school in five years. The exact number can be found in Table 1 (on page 5).

How many Vivaldi students dropped out or left the system? Similarly, Figure 1 and Table 1 show how many 1997 students dropped out of school or left the system. The figures in dark red in the line labeled "Fifth Year" represent cumulative dropouts after five years. Students who dropped out after four years are represented in the line below and so on. The gray figures show how many students had transferred out of the system by the end of each year.

Did boys or girls from Vivaldi have better achievement in high schools and APCs? See Table 2 (on page 5) to compare achievement over five years by gender.

How many high, middle, and low-achieving students from Vivaldi graduated from a CPS high school within five years? Table 3 (on page 6) categorizes Vivaldi students from the class of 1997 based on their average eighth-grade math and reading scores on the ITBS, for students whose scores are included in reporting, and shows how the different groups performed in high school. Categories are: *At or above grade level, one year or less below grade level, and more than one year below grade level.*

How do the number of Vivaldi students graduating differ from one high school to another? Table 4 (on page 7) shows the different high schools and APCs attended by at least three Vivaldi students who left at the end of eighth grade in the spring of 1997, as well as the number who graduated from each of those schools within five years. (For reasons of student confidentiality, we do not report outcomes at schools with less than three Vivaldi students.) **Because of the importance of first year performance, students are considered graduates of the high school at which they first enrolled, not the school from which they ultimately graduated.**

Questions This Report Can Answer About the Achievement of Students Who Left Vivaldi between 1997 and 2001

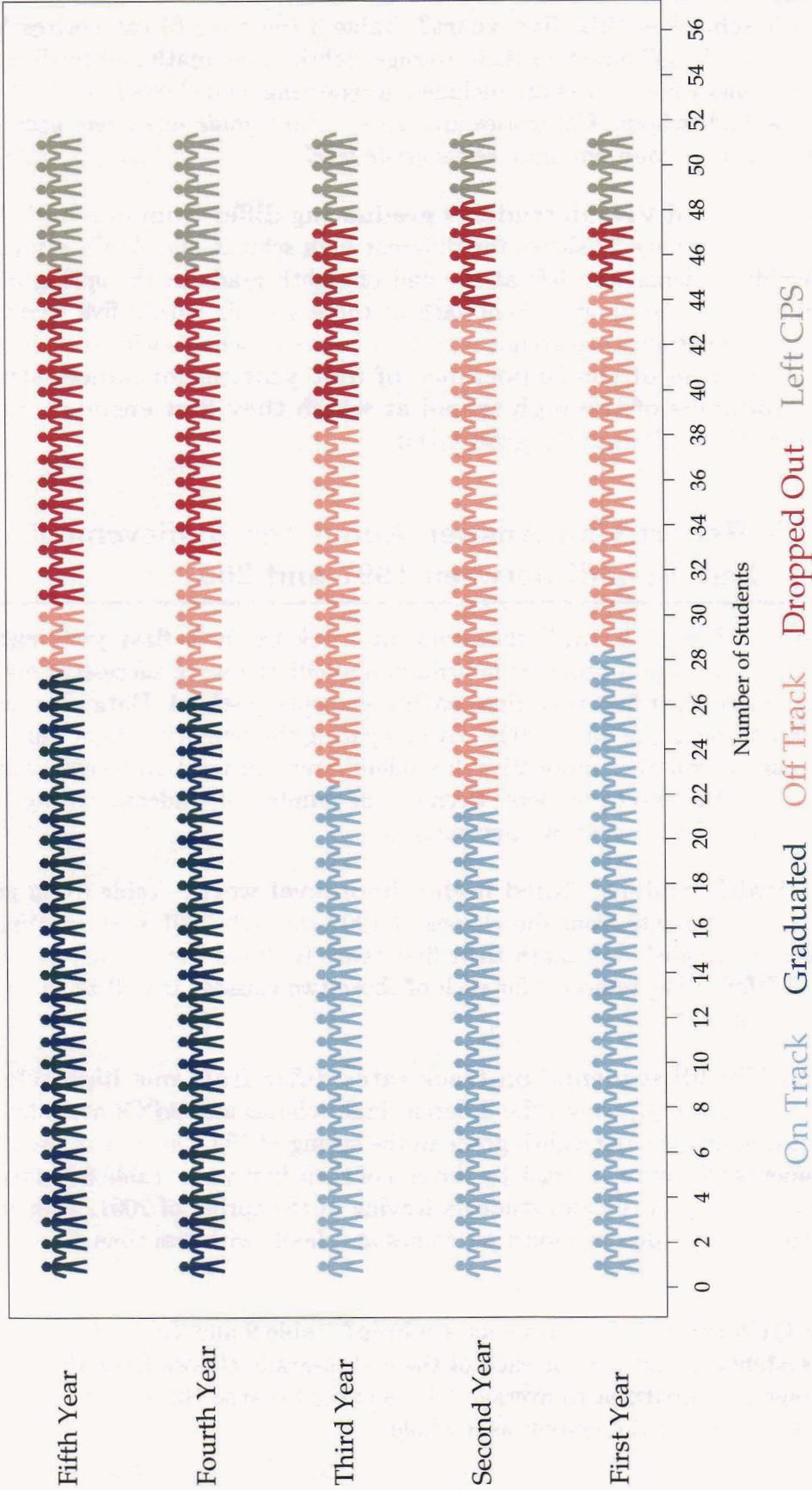
How has the number of Vivaldi students on track in their first year changed over time? Figure 2 on page 8 provides information about the ways successive classes of eighth graders performed their first year after leaving elementary school. Data are presented from the fall of 1997 through the fall of 2001. By comparing the number of light blue figures in each year, one can see whether more Vivaldi students were on track in recent years. See Table 5 (on page 9) for the exact numbers. Because the number of students exiting Vivaldi differs from year to year, Figure 2 shows percentages.

How many Vivaldi students failed high-school level work? Table 6 (on page 9) shows whether Vivaldi students from the classes of 1997 through 2001 were meeting high school expectations for English and math their first year. It shows the number of students who received an “F” for either semester for each of those two classes, as well as the number who received an “F” in both.

How much do Vivaldi students’ on-track rates differ from one high school to another? Table 7 (on page 10) shows the different high schools and APCs attended by at least three Vivaldi students leaving eighth grade in the spring of 1997, as well as the number and percent of students who were on-track by the end of their first year. Table 8 (on page 11) shows first year success for the Vivaldi students leaving in the spring of 2001. (For reasons of student confidentiality, we do not report outcomes at schools with less than three Vivaldi students.)

How well do CPS students achieve as a whole? Table 9 and Table 10 (on page 12) provide data on systemwide success for each of the eighth-grade classes from 1997 through 2001. We discourage a comparison to average CPS success because the student population at Vivaldi differs from that of the system as a whole.

Figure 1: Achievement of Students Leaving Eighth Grade in 1997 Vivaldi Students



Notes: One symbol equals approximately 1 student. See Table 1 on the next page for exact numbers.
 Status is determined at the beginning of the following year (i.e., first year status is determined from data taken in the fall of students' second 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.

Achievement of Students Leaving Eighth Grade in 1997

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001-2002	51	n/a	3	27	15	6
Fourth Year 2000-2001	51	n/a	6	26	13	6
Third Year 1999-2000	51	22	16	0	9	4
Second Year 1998-1999	51	21	22	n/a	5	3
First Year 1997-1998	51	28	16	n/a	3	4

Table 1: How many Vivaldi students graduated, dropped out, or left?

Achievement of Students Leaving Eighth Grade in 1997 by Gender

Boys

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001-2002	27	n/a	3	14	6	4
Fourth Year 2000-2001	27	n/a	3	14	6	4
Third Year 1999-2000	27	13	8	0	4	2
Second Year 1998-1999	27	13	11	n/a	2	1
First Year 1997-1998	27	14	11	n/a	1	1

Girls

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001-2002	24	n/a	0	13	9	2
Fourth Year 2000-2001	24	n/a	3	12	7	2
Third Year 1999-2000	24	9	8	0	5	2
Second Year 1998-1999	24	8	11	n/a	3	2
First Year 1997-1998	24	14	5	n/a	2	3

Table 2: Do boys or girls from Vivaldi perform better in high schools and APCs?

Achievement of Students Leaving Eighth Grade in 1997 by Eighth-Grade ITBS Achievement Level

Students at or above Grade Level

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	10	n/a	0	5	4	1
Fourth Year 2000–2001	10	n/a	1	5	3	1
Third Year 1999–2000	10	4	2	0	3	1
Second Year 1998–1999	10	4	5	n/a	0	1
First Year 1997–1998	10	6	3	n/a	0	1

Students One Year or Less below Grade Level

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	15	n/a	0	10	4	1
Fourth Year 2000–2001	15	n/a	1	9	4	1
Third Year 1999–2000	15	7	6	0	2	0
Second Year 1998–1999	15	7	6	n/a	2	0
First Year 1997–1998	15	10	3	n/a	1	1

Students More Than One Year below Grade Level

	Total	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001–2002	13	n/a	1	3	6	3
Fourth Year 2000–2001	13	n/a	2	3	5	3
Third Year 1999–2000	13	2	6	0	3	2
Second Year 1998–1999	13	2	8	n/a	2	1
First Year 1997–1998	13	3	8	n/a	1	1

Table 3: How many high, middle, and low-achieving Vivaldi students graduated?

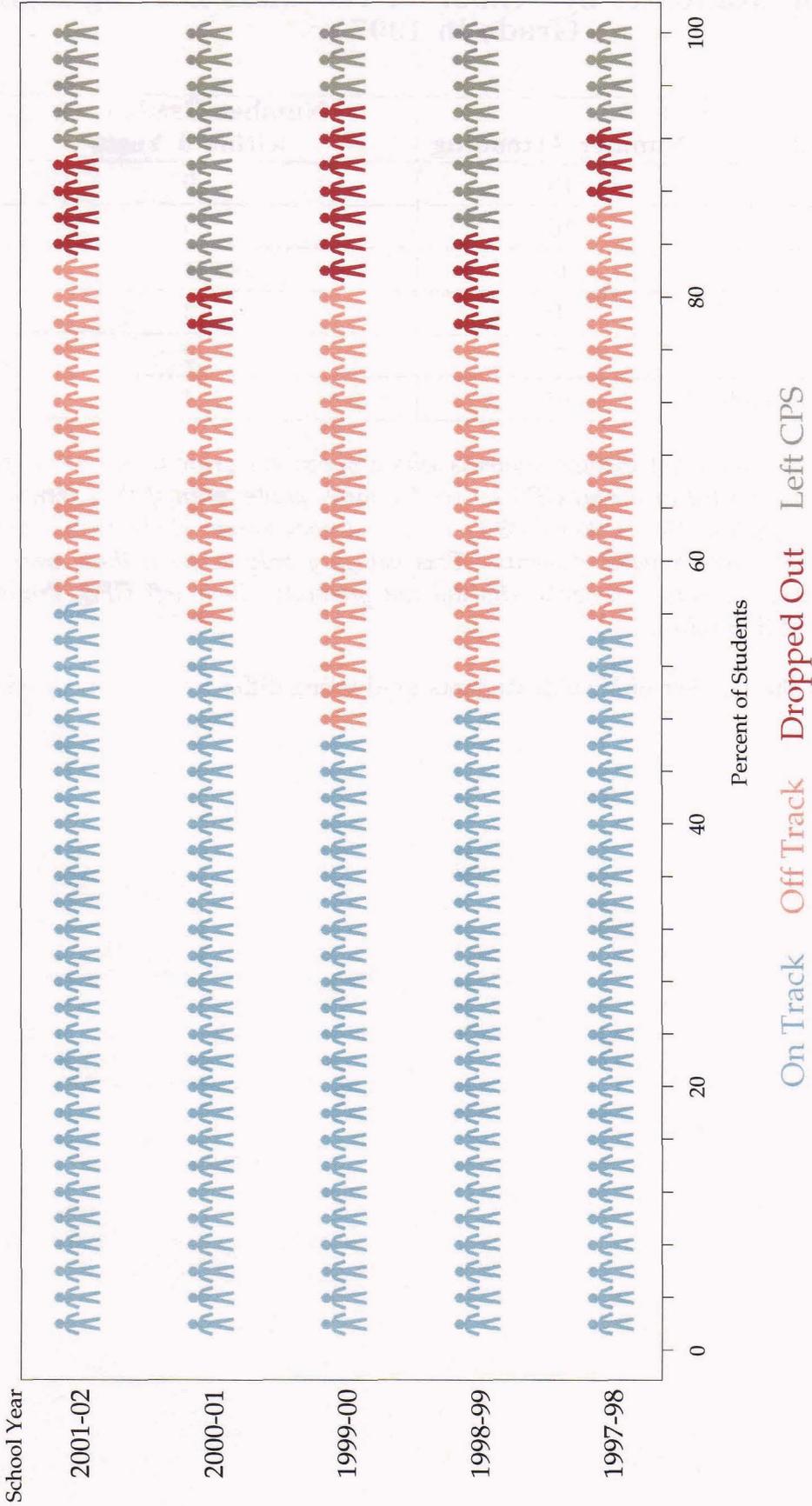
Number of Graduates by School for the Class Leaving Eighth Grade in 1997

High School	Number Attending	Number Graduating within 5 Years
Dali	15	9
Sargent	10	5
Klimt	6	4
Picasso	4	3
Cassatt	3	2
Other CPS Schools	10	4

Note: This table does not include students who dropped out prior to enrolling in a high school or enrolled in a non-CPS school for ninth grade, even if they return to CPS for later grades. The "Other CPS Schools" category groups students in schools with fewer than three Vivaldi students. This category only exists if there were at least three such students. Students who did not graduate either left CPS, dropped out, or were still enrolled.

Table 4: How do the number of Vivaldi students graduating differ from one high school to another?

Figure 2: Five Years of First-Year Achievement Vivaldi Students



Notes: One symbol equals approximately 2 percent of students. See Table 5 on the next page for precise numbers.
 First-year status is determined at the beginning of a student's second year.
 On-track students had enough credits to become sophomores on time and received no more than one F in a core course.

Five Years of First-Year Achievement

	Total	On Track	Off Track	Dropped Out	Left CPS
2001–2002 First Year	55	31	14	4	6
2000–2001 First Year	56	30	12	3	11
1999–2000 First Year	51	24	17	7	3
1998–1999 First Year	61	29	17	5	10
1997–1998 First Year	51	28	16	3	4

Table 5: How has the number of Vivaldi students on track in their first year changed over time?

Number of Students with Fs in English or Math One Year After Elementary School

	Number of Students with Fs			
	Total	Only English	Only Math	English AND Math
2001–2002 First Year	45	7	6	4
2000–2001 First Year	42	4	5	4
1999–2000 First Year	41	2	7	5
1998–1999 First Year	46	1	6	6
1997–1998 First Year	44	2	5	4

Note: Total includes only those students who received grades for freshman year and were still enrolled. It excludes those who left before receiving grades, dropped out, or attended charter schools.

Table 6: How many Vivaldi students failed high-school level work?

**1997–1998 Achievement One Year After Leaving
Elementary School by High School or APC**

High School	Number Attending	Number On Track	Percent On Track
Dali	15	10	66.7
Sargent	10	5	50.0
Klimt	6	3	50.0
Picasso	4	3	75.0
Cassatt	3	2	66.7
Other CPS Schools	10	5	50.0

Note: The table does not include any students who dropped out prior to enrolling in a high school. The “Other CPS Schools” category groups students in schools with less than three Vivaldi students. It only exists if there were at least three such students. We are unable to calculate on-track rates for charter schools, because we do not have their transcript data.

Table 7: How much do Vivaldi on-track rates differ from one high school to another?

**2001–2002 Achievement One Year After Leaving
Elementary School by High School or APC**

High School	Number Attending	Number On Track	Percent On Track
Sargent	13	6	46.2
Dali	9	6	66.7
Picasso	9	7	77.8
Klimt	8	4	50.0
Kahlo	3	3	100.0
Other CPS Schools	7	5	71.4

Note: The table does not include any students who dropped out prior to enrolling in a high school. The “Other CPS Schools” category groups students schools with less than three Vivaldi students. It only exists if there were at least three such students. We are unable to calculate on-track rates for charter schools, because we do not have their transcript data.

Table 8: How much do Vivaldi students’ on-track rates differ from one high school to another?

CPS Systemwide Achievement Over Five Years

	Percent of CPS Students				
	On Track	Off Track	Graduated	Dropped Out	Left CPS
Fifth Year 2001-2002	n/a	2.4	41.1	33.1	23.4
Fourth Year 2000-2001	n/a	7.5	37.8	31.8	22.9
Third Year 1999-2000	35.0	19.5	0.2	24.1	21.2
Second Year 1998-1999	36.3	28.6	n/a	16.6	18.4
First Year 1997-1998	44.8	32.2	n/a	8.1	14.9

Table 9: How well do CPS students achieve as a whole?

CPS Systemwide Achievement One Year After Leaving Elementary School

	Percent of CPS Students			
	On Track	Off Track	Dropped Out	Left CPS
2001-2002 First Year	50.8	29.2	6.4	13.6
2000-2001 First Year	49.3	29.6	7.6	13.5
1999-2000 First Year	49.1	29.0	8.1	13.8
1998-1999 First Year	46.1	31.6	8.1	14.2
1997-1998 First Year	44.8	32.2	8.1	14.9

Table 10: How well do CPS students perform as a whole?

Additional Reports

Additional copies of this report and reports for other CPS schools are available for download at www.consortium-chicago.org/littlepeople/selectschool.html.

About the Authors

Shazia Rafiullah Miller is the Associate Director for Research Outreach at the Consortium where her research focuses on high schools. She received a B.A. in Political Science and a 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.

Stuart Luppescu is Chief Psychometrician at the Consortium, specializing in educational measurement. He received his B.A. and M.A. degrees in Linguistics from Cornell, an M.A. in English as a Second Language from the University of Hawaii, and a Ph.D. in Educational Measurement from the University of Chicago. Before coming to Chicago, Mr. Luppescu taught English in Japan and Hawaii for 13 years. His research interests are in language acquisition and vocabulary, and in performance assessment.

Macarena Correa is a Research Analyst at the Consortium. Ms. Correa received her B.A. from Harvard College in Psychology and her M.Ed. from the Harvard Graduate School of Education, where her focus was Administration, Planning, and Social Policy. Her interests lie in teaching conditions, professional development, and the achievement gap.

Acknowledgments

Funding for this research was provided by the Joyce Foundation, the John D. and Catherine T. MacArthur Foundation, and the Spencer Foundation. Printing of this report was made possible by the Chicago Public Education Fund and the Chicago Education Alliance.

Steering Committee

John Ayers, Co-Chair
Leadership for Quality Education

Victoria Chou, Co-Chair
University of Illinois at Chicago

INSTITUTIONAL MEMBERS

**Chicago Principals and
Administrators Association**
Beverly Tunney

Chicago Public Schools
Barbara Eason-Watkins
for the Chief Executive Officer

Christy Harris
for the Chicago Board of Education

Jorge Oclander
Academic Accountability Council

Chicago Teachers Union
Deborah Lynch

Illinois State Board of Education
Connie Wise
for the Superintendent

INDIVIDUAL MEMBERS

Gina Burkhardt
*North Central Regional
Educational Laboratory*

Louis M. Gomez
Northwestern University

Anne C. Hallett
*Cross City Campaign for
Urban School Reform*

G. Alfred Hess, Jr.
Northwestern University

Janet Knupp
The Chicago Public Education Fund

James H. Lewis
Roosevelt University

Rachel W. Lindsey
Chicago State University

George Lowery
Roosevelt University

Angela Perez Miller
University of Illinois at Chicago

Donald R. Moore
Designs for Change

Sharon Ransom
University of Illinois at Chicago

Angela Rudolph
Chicago Urban League

Barbara A. Sizemore
DePaul University

James Spillane
Northwestern University

Steve Zelman
Leadership for Quality Education

Consortium on Chicago School Research

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.

Directors

John Q. Easton
*Consortium on Chicago
School Research*

Melissa Roderick
University of Chicago

Albert L. Bennett
Roosevelt University

Penny Bender Sebring
University of Chicago

Anthony S. Bryk
University of Chicago

Mark A. Smylie
*University of Illinois
at Chicago*



Consortium on Chicago School Research

1313 E. 60th Street · Chicago IL 60637

Tel: 773-702-3364 Fax: 773-702-2010

www.consortium-chicago.org