

Ninth Grade Newcomers in the Fort Worth Independent School District

A Focus on Academic Trajectories and Outcomes

Descriptive Report

February 2015

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Exploring Longitudinal Outcomes and Trajectories of English Language Learners (ELOTE)

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How to cite this report:

Chu, H., & Fong, T. (2015). *Ninth grade newcomers in Fort Worth Independent School District: A focus on academic trajectories and outcomes (Descriptive report)*. San Francisco, CA: WestEd.

The research reported here was supported by the Institute of Education Sciences, U. S. Department of Education, through Grant R305H140032 to WestEd. The opinions expressed are those of the authors and do not represent views of the Institute or the U. S. Department of Education.

Executive Summary

This report is part of a long-term collaboration of the Quality Teaching for English Learners initiative at WestEd with the Fort Worth Independent School District. The focus of this report is on a historical cohort of ninth graders who were enrolled at the International Newcomer Academy in the 2009-2010 school year. This report follows this cohort longitudinally over four years, describing its trajectories and outcomes. Key outcomes include English language proficiency growth, reclassification as English proficient, and the summative outcome of high school graduation.

Key Findings

Demographic Characteristics

- In terms of ethnicity and home language, ninth grade newcomers in 2009-2010 were a diverse group.
- Half of students were Latino and Spanish speakers. Seventy percent of Latinos were born in Mexico. Because placement of students into INA is determined by recent migration, 17% of all Latino newcomers at INA were actually born in the United States.
- Newcomers classified as Asian ethnicity were the second largest subgroup (31%). Within this subgroup, there were diverse language and national backgrounds. As a percentage of the whole cohort, 17% of newcomers were from Burma and 12% were speakers of Nepali.
- A higher percentage of ninth grade newcomers were male (55%) compared to female (45%).

Attrition Patterns

- Students were most likely to leave the district as non-graduates after the first year (31%).
- Between the third and fourth school years, a large percentage of the total cohort (22%) left the district, but nearly half of these leavers (45%) are graduates. Adjusted for graduates, the attrition rate between the third and fourth school years is 21% of still enrolled students.

English Language Proficiency Growth and Reclassification as English Proficient

- In 2009-2010, 38% of the students scored either Advanced or Advanced High, representing their achievement at INA in the Spring of 2010.
- Growth in TELPAS Composite ratings was rapid in the first three years, and slower between the third and fourth school years.
- Overall, more students made progress of at least one level from year to year in TELPAS Speaking and Listening than in Reading.
- Among students enrolled four years with TELPAS scores in each year, progress was consistent across domains, except between second and third years. Less than half as many students made progress in Reading (19%) as Speaking (52%) or Listening (44%) between the second and third years.
- Over 90% of students who were ninth graders at INA in 2009-2010 were not reclassified as English proficient.

Graduation Outcomes

- Students reclassified as English proficient graduated at a rate of 83%
- Male and female graduation rates were both close to the overall graduation rate of 47%.
- Asians and Latinos had higher graduation rates (49%) compared to the other ethnicity subgroups.
- Although the Asian subgroup had a graduation rate (49%) slightly higher than the average of 47%, there may be variation within this subgroup. Burmese speakers graduated at a rate of 44%, compared to Nepali speakers who graduated at a rate of 63%.

Exploring Longitudinal Outcomes and Trajectories of English Language Learners (ELOTE)

ELOTE is a Researcher-Practitioner Partnership funded by the Institute of Education Sciences at the United States Department of Education.¹ Researchers from the Quality Teaching for English Learners initiative at WestEd are partnering with practitioners in the Fort Worth Independent School District (FWISD) to investigate academic trajectories and outcomes of secondary immigrant newcomers. The partnership will also identify promising programs and practices for this student group. This report is part of Phase One, a longitudinal analysis of extant administrative data from FWISD. Results from Phase One will enable the identification of school sites for Phase Two, case studies of promising programs and practices. These two phases will provide practitioners with information to directly inform policy and practice within the district.

English Language Learners in Texas and Fort Worth

English language learners (ELLs) are a large and growing population within the United States, Texas, and Fort Worth. Nationally, ELLs constitute 9.1 percent of the K-12 public school population, or 4.4 million students in the 2011-2012 school year (Kena et al., 2014). Texas enrolled approximately 809,000 ELL students in the 2013-14 school year, or 16.5% of all K-12 public school students (Texas Education Agency, 2015). Within the Fort Worth Independent School District (FWISD), the ELL population has grown both numerically and as a fraction of the total school population, from 21,300 in 2003-2004 to 25,800 in 2013-2014, corresponding to an increase from 26.6% to 30.6% of the district population.

Although the majority of ELLs at the national, state, and district levels are concentrated in the elementary grades, immigrant newcomers constitute a substantial fraction of the secondary ELL population. In FWISD, about 40% of ninth grade ELLs are new immigrants, and about 15% of ninth grade ELLs immigrated during the middle school years.

Ensuring that the unique educational needs of ELLs are met is an urgent priority. FWISD has a program designed to challenge and support secondary immigrant newcomers. The International Newcomer Academy (INA) enrolls all new secondary immigrants. At INA, students attend content-area classes taught by teachers who work in interdisciplinary teams sharing a group of students. After one year at INA, students enroll in Language Center programs hosted at four middle schools and seven high school sites for one or two years. These Language Centers provide sheltered support in content-area classes for academic and English language development. As students make progress toward being reclassified as English proficient, they enroll in Transition English as a Second Language (ESL) and eventually mainstream classes. This sequence of programs differs from other districts across the state and country, which may include mainstream classes with various models of ESL support, small programs hosted at comprehensive high schools, two-year programs for newcomers, or four-year newcomer high school programs.

¹ The research reported here was supported by the Institute of Education Sciences, U. S. Department of Education, through Grant R305H140032 to WestEd. The opinions expressed are those of the authors and do not represent views of the Institute or the U. S. Department of Education.

This Report and ELOTE

This report seeks to understand the academic trajectories of ELL students within the FWISD. We focus on a cohort of 275 students who enrolled as first-time ninth graders at the International Newcomer Academy (INA) in the 2009-2010 school year. We then follow these students through their enrollment in FWISD. We selected this cohort of students because complete graduation outcomes would be available. This study provides a longitudinal profile of a recent cohort of students. To complement the summative graduation outcomes, this descriptive analysis explores the longitudinal English language proficiency growth of this cohort of students over four years.

This study contributes to understanding of the trajectories of secondary immigrant newcomers through a longitudinal approach. Most reporting on ELLs mandated by the state is cross-sectional. For instance, reports on state assessments in math and English language arts include current ELLs as a subgroup. In addition, students reclassified as English proficient are also monitored on these state reports for two years. Cross-sectional reports of subgroup performance do not describe individual students growth over time. These snapshots cannot identify particular times where targeted interventions may improve outcomes. Although the state English language proficiency testing system does report year-to-year growth on an aggregated basis, it does not track student growth over four years.²

This report provides initial demographic and descriptive information about one group of ninth grade immigrant newcomers. We analyze English language proficiency in terms of categorical performance levels. Future reports will model English language proficiency growth as a continuously-scaled variable, and compare ninth grade newcomers with other ninth grade ELLs in the district. Future reports will also compare the trajectories of subgroups defined by language and countries of origin, identifying predictors of graduation outcomes and indicators that students may be at-risk of not graduating. In addition, a parallel set of reports will focus on a cohort of sixth graders who first enrolled in FWISD in the 2006-2007 school year, and who would have been ninth graders in the same year as this cohort of students.

Research Questions

This report answers the following research questions:

- I. What are the demographic characteristics of secondary immigrant newcomers who enroll at INA as ninth graders?
- II. How long do secondary immigrant newcomers stay in the district?
- III. What campuses do secondary immigrant newcomers attend after they leave INA?
- IV. How quickly do secondary immigrant newcomers make progress in English language proficiency?
- V. What are the graduation outcomes of secondary immigrant newcomers?

² This statement applies to the TELPAS system in the period studied. As of the 2013-2014 school year, the state of Texas has "ELL Progress Measures" used for accountability purposes which are multi-year in their construction.

I. What are the demographic characteristics of secondary immigrant newcomers who enroll at INA as ninth graders?

Half of the ninth graders at INA in 2009-2010 were Latino (50%),³ with the next largest ethnic group being Asian (32%) (see Table 1). Spanish was the home language of half of all the students, and the largest group of Spanish-speaking students was born in Mexico. The second largest subgroup of Spanish speakers was born in the United States (8%).⁴ Within the subgroup of Asian students, the two largest subgroups were students from Burma (47 students, or 17% of the cohort) and Nepali speakers from Bhutan or Nepal (32 students, or 12% of the cohort). Three quarters of the students in our cohort were eligible for free- or reduced-price lunches.

Table 1
Demographic Characteristics of Ninth Graders at INA in 2009-2010

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	125 45%	Asian	87 32%	Mexico	97 36%	Spanish	137 50%	Ineligible	70 25%
Male	150 55%	Black	25 9%	Burma	47 17%	Arabic	21 8%	Free	200 73%
	275	Latino	138 50%	Bhutan	30 11%	Burmese	27 10%	Reduced	5 2%
		White	25 9%	U. S.	23 8%	Vietnamese	8 3%		275
			275	Iraq	20 7%	Farsi	2 1%		
				Somalia	13 5%	Nepali	32 12%		
				Burundi	9 3%	Somali	13 5%		
				Vietnam	7 3%	Tigrinya	1 0%		
				El Salvador	6 2%	Other	34 12%		
				Cuba	3 1%		275		
				Honduras	3 1%				
				Other	14 5%				
					272				
				Missing	3				

³ Statewide, 90% of ninth grade ELLs are Spanish speakers, and 75% of ninth grade ELLs in FWISD are Spanish speakers (Texas Education Agency, 2015). Our sample has a larger percentage (50%) of students who speak a language other than Spanish.

⁴ District placement policies consider students born in the United States to be immigrants if they have recently migrated from a foreign country.

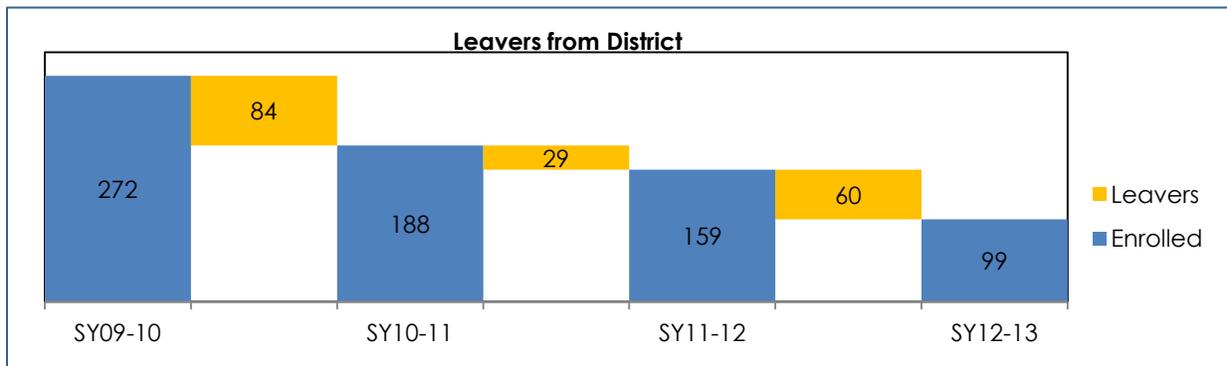
II. How long do secondary immigrant newcomers stay in the district?

Students exit the district for a variety of reasons, such as to return to their home country, to transfer to another district, or to drop out of school. As shown in Table 2, the most common occurrence was for students to remain in FWISD for four years (36%). The next most common occurrence was for students to leave the district after the first year (31%).⁵ This finding should be further explored given the research that has associated higher rates of student mobility with lower student achievement (see, for instance, Rumberger and Larson, 1998; Engec, 2006). The large number of students who leave after only one year suggests that additional interventions may be necessary to ensure that students transfer successfully from INA to another high school within the district after their ninth grade year.⁶ Figure 1 displays the relative sizes of the leaver subgroups compared to students who remained enrolled. For instance, of the 275 students enrolled in the 2009-2010 school year, 84 did not return any following school year.⁷

Table 2
Length of Consecutive Enrollment of INA Ninth Graders

Total consecutive years in district	Frequency	Percentage
One	84	31%
Two	29	11%
Three	60	22%
Four	99	36%
Nonconsecutive years	3	1%
Total	275	

Figure 1
Leavers and Still-Enrolled Students from INA 2009-2010 Ninth Grade Cohort



⁵ Throughout this report, we use the term “leaver” to refer to any student who is not in the data set for all four years. The data set has missing “Leaver Codes” in the middle two years (SY10-11 and SY11-12).

⁶ Successful programs may target keeping ninth grade students in school because the ninth grade is a very common year for students to drop out of school (see, for instance, Stearns & Glennie, 2006).

⁷ The appendix provides detailed demographic information about these 84 students.

III. What campuses do secondary immigrant newcomers attend after INA?

A small group of 23 students (less than 10%) remained at INA during the second year⁸. After two years at INA, three of these students left the district (13%). The largest subgroup (6 students, or 26%) went on to attend Success High School for two years. Five students (22%) enrolled at O. D. Wyatt for two school years. Two enrolled in Success for one year but then left the district.⁹

The other 155 students who remained in FWISD were concentrated at three high schools which each enrolled more than 20 INA students in the second year: Success, Polytechnic, and South Hills (Table 3). Given the concentration of students at these campuses, they are good candidates for the case studies in Phase Two. Nearly all students (93%) stay at the high school they first enroll in after INA.¹⁰

Table 3
Distribution of INA Ninth Graders across Campuses

Campus	SY10-11	SY11-12	SY12-13
Success	59	58	20
Polytechnic	31	28	20
South Hills	21	18	16
Arlington Heights	14	16	10
Eastern Hills ¹¹	11	6	3
North Side	11	8	8
Carter-Riverside	6	9	7
Diamond Hill Jarvis	6	7	4
Paschal	6	2	1
Dunbar	0	1	3
Southwest	0	0	1
O. D. Wyatt	0	8	6
New Lives	0	0	1
INA	23	1	0

⁸ A large percentage (78%) of these students were coded as "unschooled refugees". This subgroup of students will be analyzed more closely in a future report.

⁹ A complete tabulation of the subsequent enrollment trajectories of students who were at INA for two years is included in the Appendix as Table A6.

¹⁰ A complete tabulation of the subsequent enrollment trajectories of students who were at INA for one year is included in the Appendix as Table A7.

¹¹ The Language Center at Eastern Hills closed during the time period of this study and students enrolled in other schools.

IV. How quickly do secondary immigrant newcomers make progress in English language proficiency?

Students' English language proficiency is measured in this report using the Texas English Language Proficiency Assessment System (TELPAS). The TELPAS consists of four domains: Speaking, Listening, Reading, and Writing. These scores are weighted to produce a continuously-scaled Composite Score which is then converted into a Composite Rating, which is a whole number from 1 to 4. The Reading Scale Score is based on a multiple-choice exam and is weighted as 75% of the Composite Score. The Writing (15%) score is based upon holistically rated student writing collections, while the Speaking and Listening (5% each) scores are holistically assessed by ongoing classroom observation. The numerical values of the Composite Rating range from 1 to 4 and correspond to the following performance levels: Beginning, Intermediate, Advanced, and Advanced High.

There are a number of challenges in describing growth in English language proficiency among English Language Learners. The first is that after English language learners are reclassified, they no longer take the TELPAS test. A second challenge is that TELPAS scores may not exist in all years for all students, even for those students who did not get reclassified.¹² The third challenge is that the nature of the variables differs. The Speaking, Listening, and Writing scores are discrete, ordinal variables. The Reading Scale Score, however is vertically aligned and continuous. These scores are then weighted to produce a continuous Composite Score. For the purposes of this report, all scores are treated as ordinal variables. This report thus can only describe categorical changes in ratings levels, which may not fully capture growth that remains within a performance level. Future reports will analyze the Reading scale score and Composite Score, both of which are continuous variables.

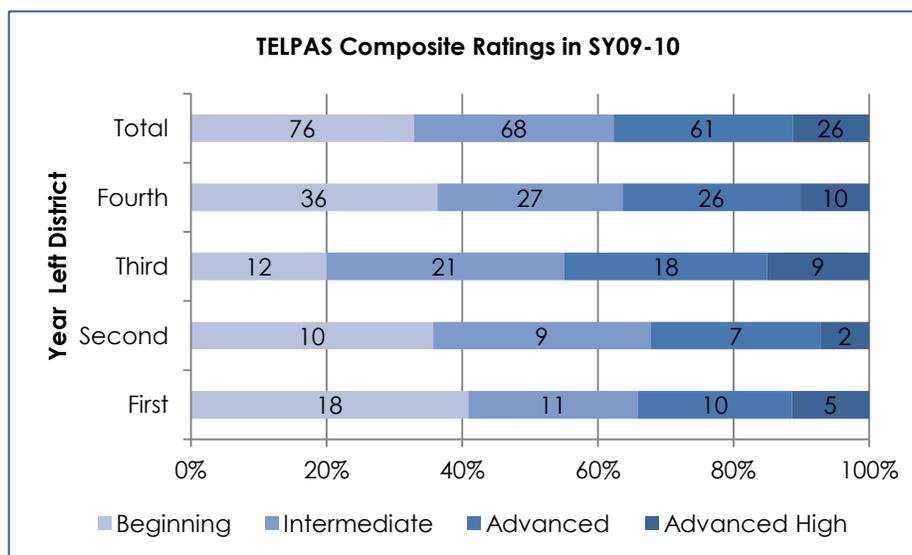
In this section we describe growth in TELPAS scores in four ways. First, we consider the overall distribution of the composite ratings for groups of leavers who have complete sets of scores. Second, we report, for students with Composite scores in two consecutive years, the percentage of students advancing at least one rating level. This measure is of practical significance because the state-generated TELPAS campus summaries report data in this manner. The descriptive analysis presented below provides greater detail than the standard reports issues by the state by reporting results for the individual domains of Speaking, Listening, Writing, and Reading. Third, we repeat this analysis for leaver subgroups. Finally, we report reclassification outcomes and examine the English language proficiency growth of reclassified students.

¹² We decided to analyze TELPAS scores in this report is because students are initially exempt from the state's standardized testing. In other words, TELPAS scores represented the best measure available for secondary immigrant newcomers.

First-year TELPAS Comparison¹³

Prior to examining growth, the TELPAS Composite Ratings of students can be compared across groups of students defined by when they left the district (Figure 2).¹⁴ Across most of the leaver subgroups there did not appear to be large differences in the TELPAS distribution, with the exception of students who were third-year leavers. Among students who left after three years, the percentage of students rated at the Beginning level was the lowest (20%) of any subgroup. Third-year leavers also had the largest percentage of students rated at Advanced or higher (45%). But the overall finding that the leavers in any year were similar (with potentially the exception of the third-year leavers) suggests that there may be reasons other than academic performance for why students left the district. For instance, if the first-year leavers were much more likely to score lower on the TELPAS, as compared to the students who stayed in the district for four years, that difference could suggest that achievement and length of time in the district are related. Although this difference is not apparent in Figure 2, the percentages reported are only those of tested students (44 out of 84 leavers). Future qualitative research ought to aim at understanding why ELL students leave the district.

Figure 2
Initial TELPAS Composite Ratings by Leaver Subgroups



¹³ Distributions of Composite ratings for subsequent years is included in the Appendix as Figure A1. It may be misleading to make comparisons across years because students are leaving the data set, and some students are missing scores.

¹⁴ Data was available for almost all students in each subgroup, except for the first group leavers, where nearly half (40 out of 84) of students were missing scores.

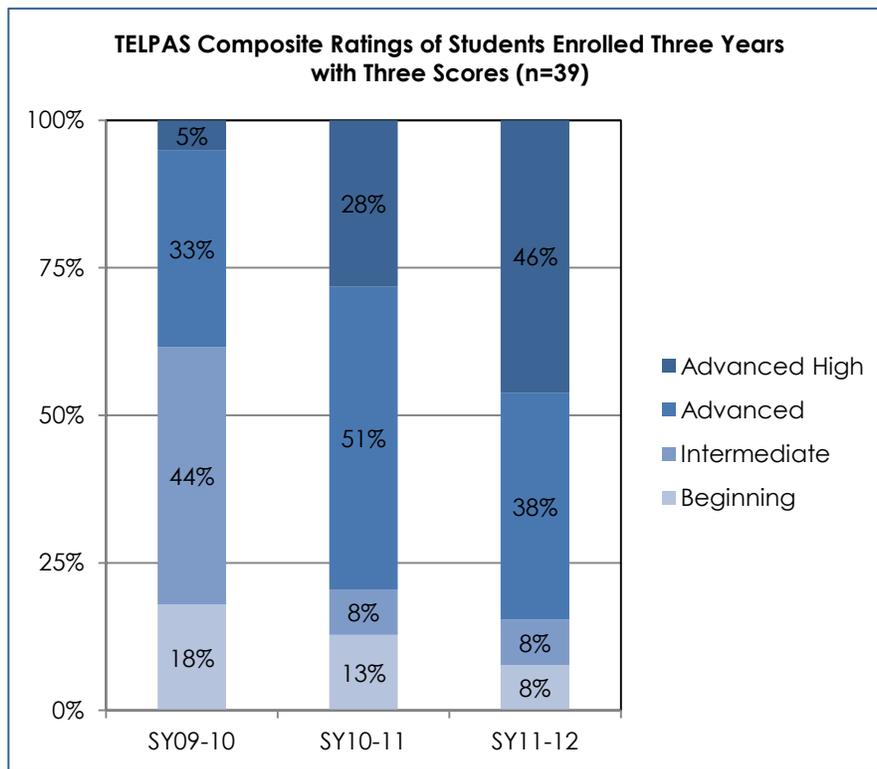
Composite Ratings of Leaver Subgroups

This section focuses on students within each of the leaver subgroups who had TELPAS Composite ratings for every year that they were enrolled in the district.¹⁵

Composite Ratings of Third-Year Leavers

Among the 39 students who were in the district for three years and had three TELPAS scores, the percentage of students scoring Advanced or higher was 38% in the first school year (Figure 3). The percentage of students scoring Advanced or higher more than doubled in their second school year (79%). From the second to the third year, the number of students scoring Advanced High increased from over one quarter (28%) to almost one half (46%). The higher English proficiency levels of this subgroup may be related to their graduation outcomes, which are reported in Section V.

Figure 3
TELPAS Composite Proficiency Ratings for Third-Year Leavers with Three Scores

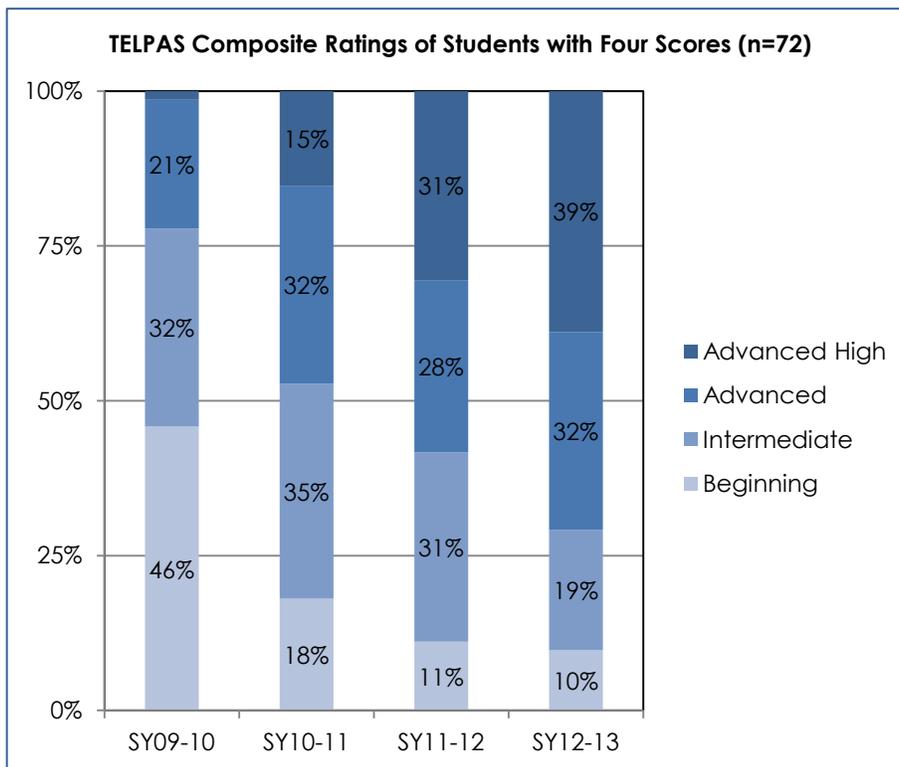


¹⁵ Demographic characteristics of these two subgroups are provided in the appendix as tables A8 and A9

Composite Ratings of Fourth-Year Leavers

Seventy-two of the 99 students who were in the district for four years had TELPAS scores for all four years. This group of students grew in English proficiency quickly in the second and third years, with an annual increase of about 15 percentage points of students rating Advanced High (Figure 4). This rate of growth was almost two times the increase between the third and fourth years (8 percentage points). Overall, these results show that the proportion of students scoring Advanced or higher increases from less than one quarter after the first year to almost three quarters in the final year.¹⁶

Figure 4
TELPAS Composite Ratings for Students with Four Scores (n=72)

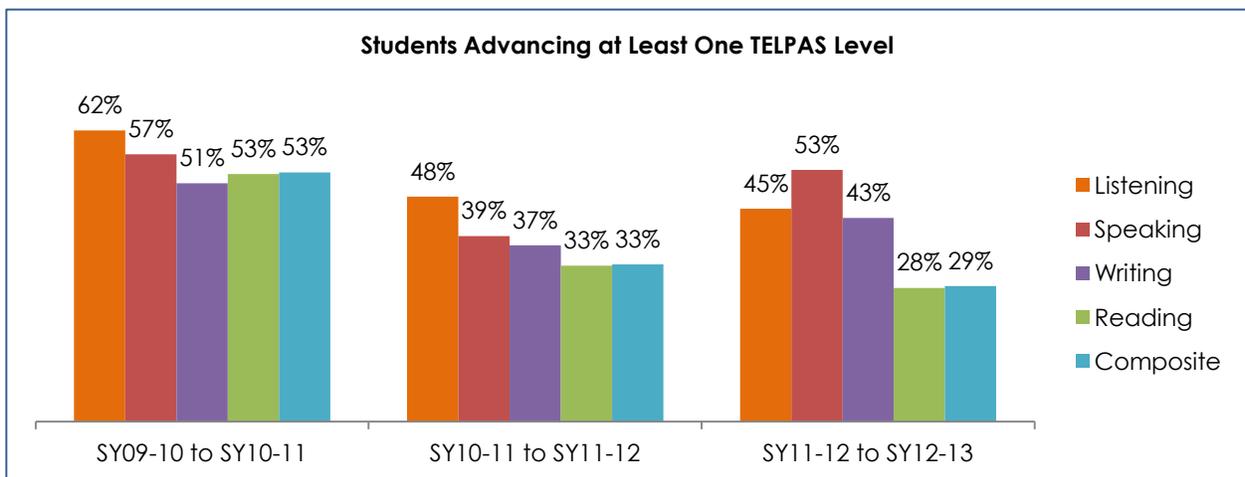


¹⁶ The improvement in TELPAS scores in Figure 4 may understate the overall growth in English language proficiency, as students who are reclassified no longer take the TELPAS and would not be included in this subgroup.

Individual Student Progress on TELPAS by Domain

A finer-grained way of measuring progress is to look beyond the aggregate distribution of Composite ratings and into whether individual students make progress on TELPAS ratings from one school year to the next (Figure 1). The total number of "matched" students in each of these periods declines over time as students leave the district or are reclassified as English proficient. For example, there are 174 students who have scores for both the 2009-2010 and 2010-2011 school years. Of these students, more made progress in the domain of Listening (62%) than advanced in their Composite rating (53%). Of the 129 students who had scores for both the 2010-2011 and 2011-2012 school years, the greatest percentage made progress in Listening (48%), and the smallest percentage made progress in Reading and on the Composite rating (33%). Similarly, there are 73 students who have TELPAS scores for both the 2011-2012 and 2012-2013 school years. Of these, 29% advanced at least one level in their composite rating, while 53% advanced at least one level in Speaking. Overall, the domain with the greatest frequency of improvement was Listening. Reading tended to be the domain with the lowest levels of improvement, which, given the heavy weight (75%) of the Reading domain, accounts for how close advancement rates in the Composite rating are to advancement rates of Reading.

Figure 5
Students Advancing at Least One TELPAS Level

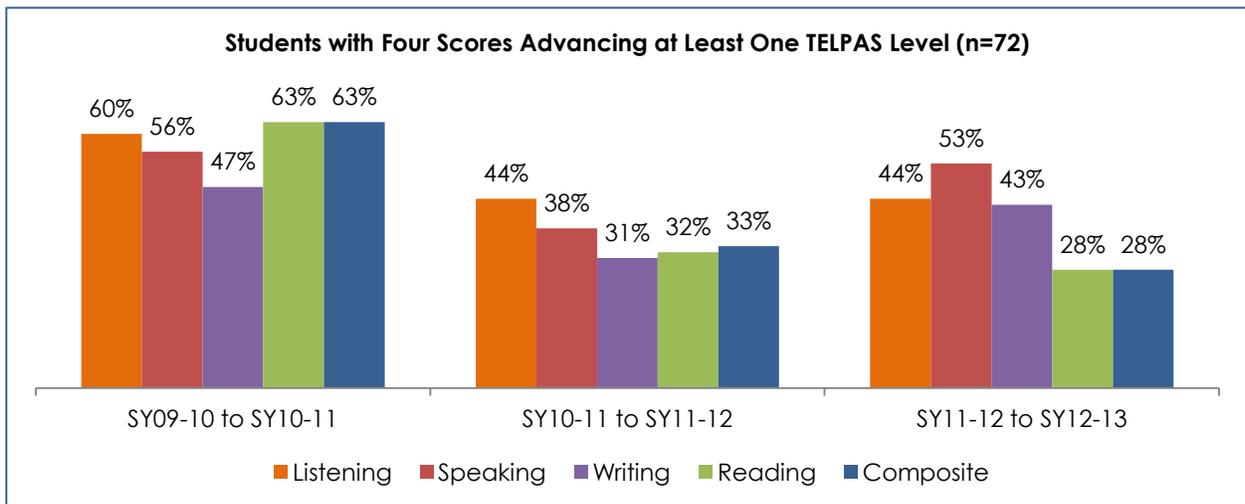


Individual Student Progress of Leaver Subgroups

One challenge in presenting such an analysis of growth in TELPAS ratings is that the denominator shifts from year to year, depending on which students have scores. The size of the subgroup of matched students drops from 174 between the first and second years to only 73 between the third and fourth years. An alternative approach is to focus on defined subgroups of students, such as those who were enrolled in the district for four years with four consecutive TELPAS ratings.

Out of the 99 students who were enrolled in the district for four years, 72 had TELPAS scores all four years. Across these years, advancing at least one level in the Reading was closely associated with advancing at least one level in the Composite score (Figure 6). Between the first two years, more students advanced at least one level on Reading (63%) than on Listening (60%), with the fewest students advancing on Writing (47%). Within the domains, compared to the first two years, when 60% of students advanced at least one level on Listening, smaller percentages (44%) of students advanced between years two and three and between years three and four. For Speaking and Writing, however, similar percentages of students advanced at least one level between years one and two and between years three and four. For Speaking and Writing, the percentage of students advancing at least one level was lowest (38% for Speaking and 31% for Writing) between the second and third years students were in the district.

Figure 6
Students with Four Scores Advancing at Least One TELPAS Level



Larger percentages of students were rated Advanced or higher by their fourth year in Listening (86%) and Speaking (78%) than in Writing (66%) (Figure 7, 8, and 9).

Figure 7
TELPAS Listening Ratings for Students with Four Scores (n=72)

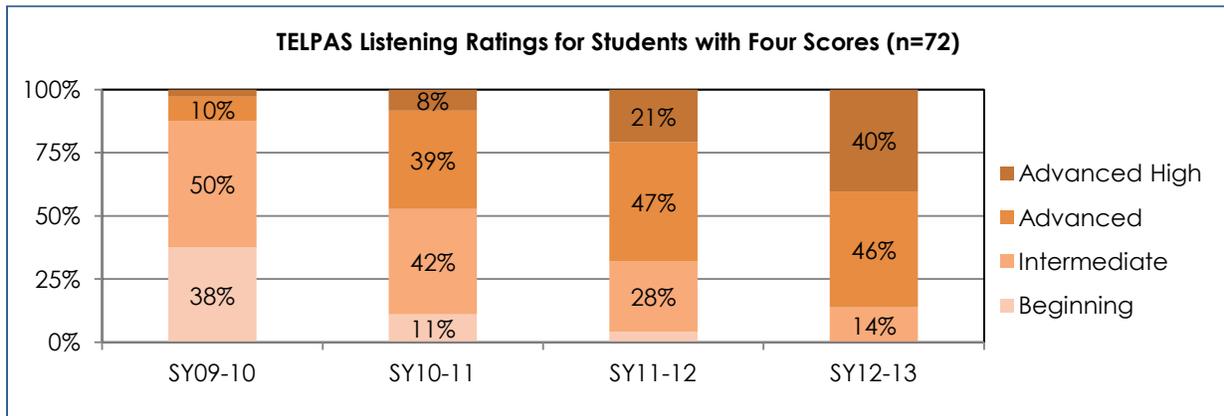


Figure 8
TELPAS Speaking Ratings for Students with Four Scores (n=72)

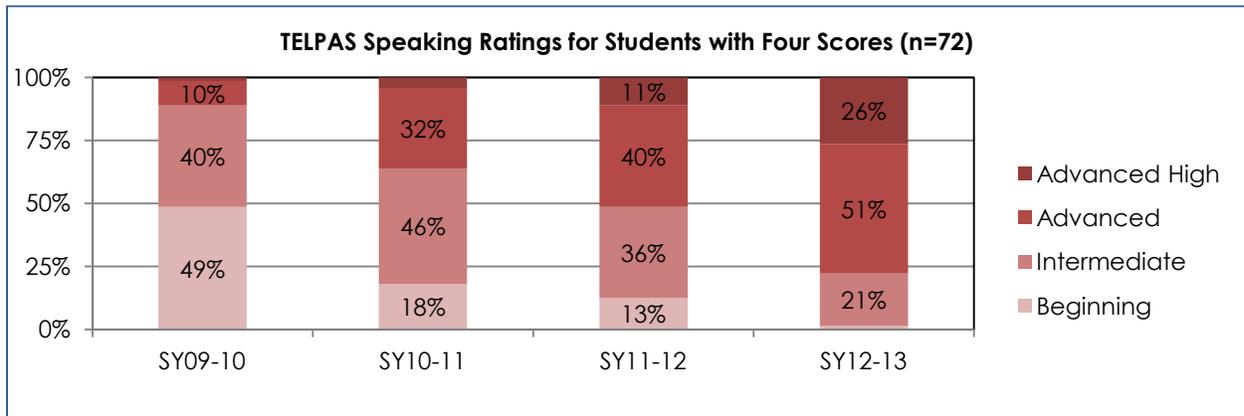
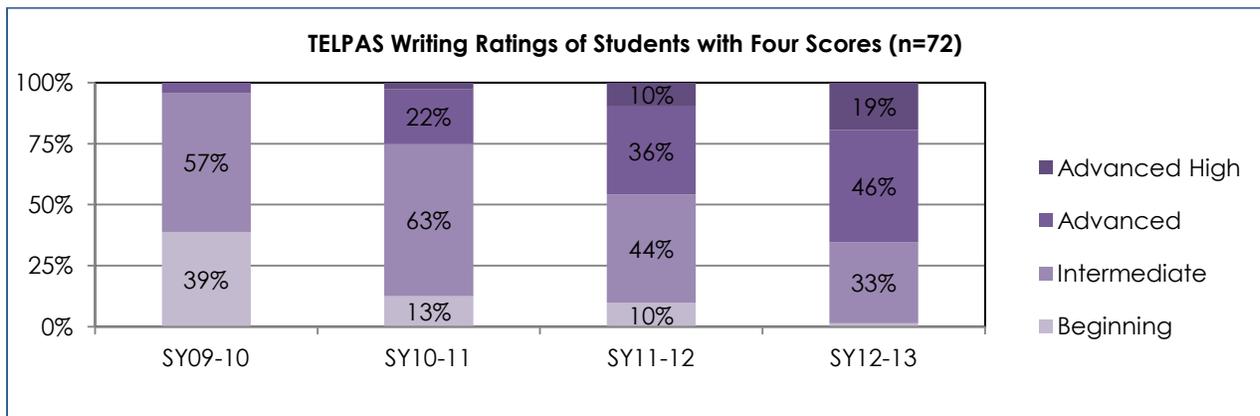


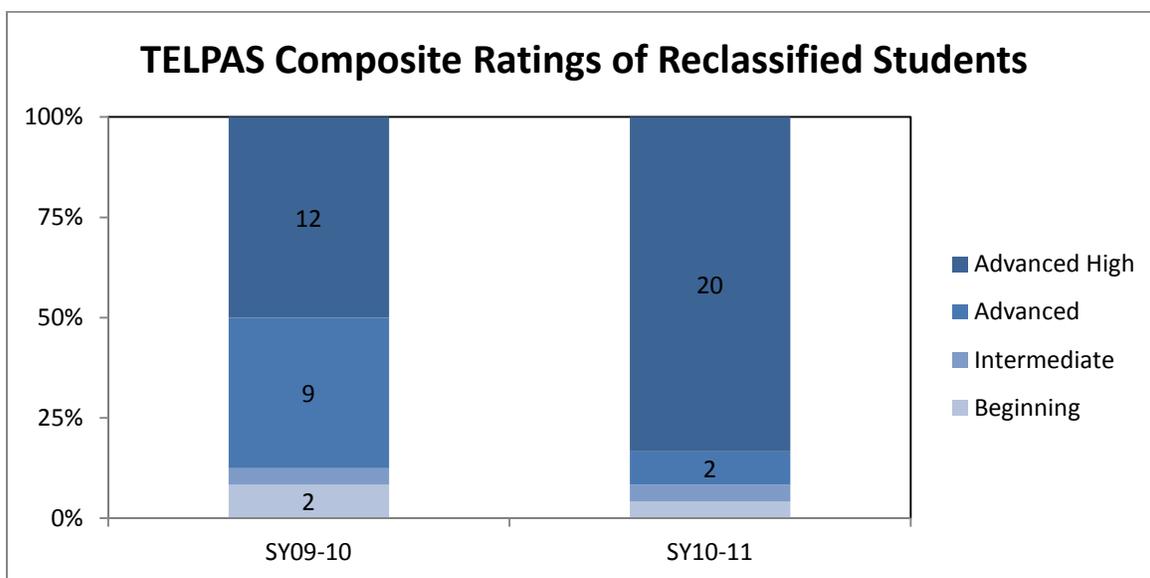
Figure 9
TELPAS Writing Ratings of Students with Four Scores (n=72)



Demographic Characteristics and English Language Proficiency Growth of Reclassified Students

A total of 24 students out of the 275 students who were ninth graders at INA in 2009-2010 were reclassified as English proficient between 2009-2010 and 2012-13¹⁷. Specifically, 13 students were reclassified in their second year in the district. Five of these thirteen students graduated at the end of the 2011-2012 school year, their third year in the district. Of the seven students who were reclassified in their second year (2010-2011) and who were still enrolled in the fourth year (2012-2013), six graduated. All nine students who were reclassified in their third year (2011-2012) were still enrolled the following and fourth year in the school district. All nine of these students graduated at the end of the fourth year (2012-2013). The net graduation rate for reclassified students was therefore 83%.¹⁸ Two additional students were reclassified in their fourth year in the district but did not graduate. Students who were eventually reclassified had much higher TELPAS Composite scores in the first two years in the district, with 50% of Advanced High and 88% Advanced or higher in the first year (Figure 10). Among those never reclassified, only 32% were Advanced or higher in the first year.

Figure 10
TELPAS Composite Ratings of Reclassified Students



These results point at the challenges to being reclassified at the high school level. At the time of this study, reclassification was determined by performance on a standardized reading exam (Texas Education Agency, 2011). This criterion may not be well-aligned with the TELPAS for immigrant newcomers who enter in the ninth grade and have a limited number of years to be reclassified. For instance, over two thirds of all students tested (91 out of 132) scored Advanced or higher on the TELPAS in 2011-12, but only 24 students were ever reclassified.

¹⁷ It is possible that students who transferred out of FWISD and were reclassified in another district.

¹⁸ Demographic characteristics of the students who were reclassified in their second and third year in the district are presented in the appendix as tables A10 and A11.

V. What are the graduation outcomes of secondary immigrant newcomers?

Out of the original cohort of 275, one hundred twenty-eight students (46.5%) graduated from high school.¹⁹ The graduation rates of demographic subgroups vary widely (Table 4). For example, although there were not large differences in male (47%) and female (46%) graduation rates or based upon lunch status (44% for those not eligible, and between 40% and 48% for those eligible for free- or reduced-price lunch), Asians (49%) and Latinos (49%) had higher graduation rates than Black (25%) and White (40%) students.

Although the overall graduation rate for the Asian subgroup (49%) is close to the overall rate of 47%, there appears to be substantial variation within this subgroup, with Burmese speakers having a 44% graduation rate but Nepali speakers having a 63% graduation rate. There was variation within the group of Latinos, with some countries of origin, such as El Salvador (17%) and the United States (35%) having lower than average graduation rates, and other countries, such as Mexico (58%) and Honduras (67%) having higher than average graduation rates.

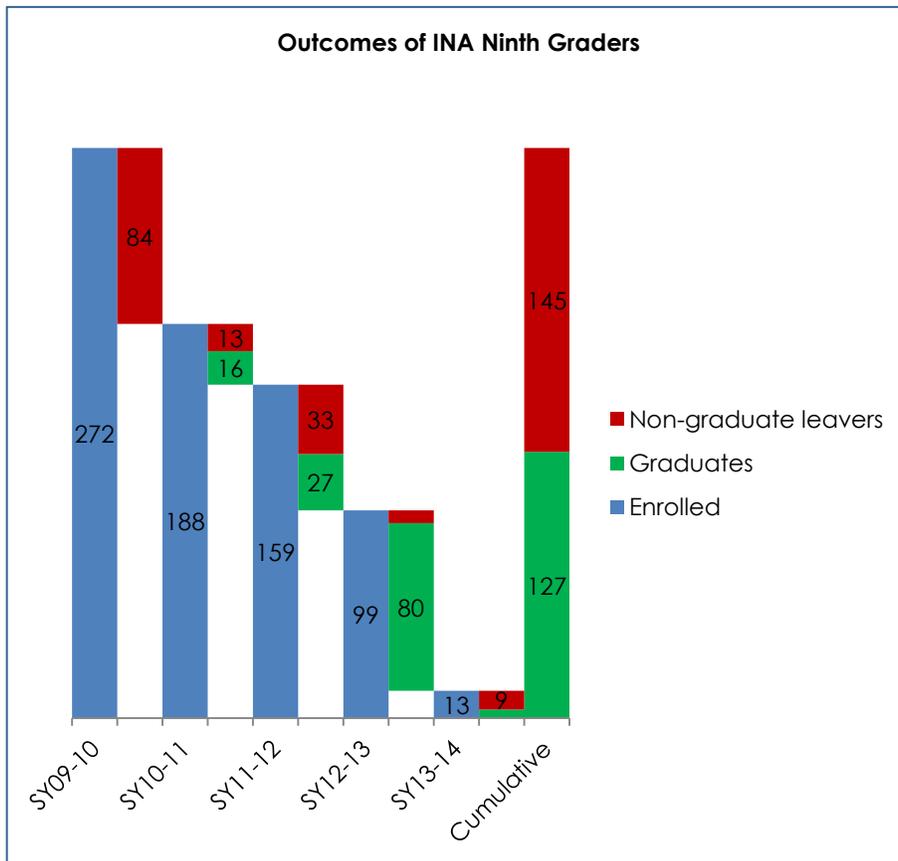
Table 4
Graduation Rates of Students who were Ninth Graders at INA in 2009-2010

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	46%	Asian	49%	Mexico	58%	Spanish	50%	Not eligible	44%
Male	47%	Black	25%	Burma	40%	Arabic	48%	Free	48%
		Latino	49%	Bhutan	60%	Burmese	44%	Reduced	40%
		White	40%	United States	35%	Vietnamese	50%		
				Iraq	45%	Nepali	63%		
				Somalia	15%	Somali	15%		
				Burundi	11%	Tigrinya	100%		
				Vietnam	57%	Other	32%		
				El Salvador	17%				
				Cuba	0%				
				Honduras	67%				

¹⁹ The students may have graduated either from FWISD or from another school district.

Within these summative outcomes, further analysis can distinguish graduate and non-graduate leavers for 272 students over the four years in this study (Figure 11)²⁰. The total number of leavers in each year corresponds to Figure 1. For instance, out of the 272 students who were enrolled in the 2009-2010 school year, 84 did not return to FWISD in the 2010-2011 school year. Then, out of the 188 students who remained enrolled in the 2010-2011 school year, 29 did not return to FWISD in the 2011-2012 school year (16 of those leavers would eventually go on to graduate in another district, while 13 of those leavers would not graduate from any high school). Future reports will conduct analyses to identify predictors of this summative outcome.

Figure 11
Graduation Outcomes and Non-Graduate Leavers for INA Ninth Graders in 2009-2010



²⁰ These 272 students were selected to exclude three students who left the district after the first year but then re-entered the district. This selection was made to focus on a group of students that could only decrease in number over time. This subset represents 99% of the cohort.

Summary

This descriptive report on a cohort of secondary immigrant newcomers in FWISD provides a first look at the demographic characteristics and academic outcomes of the group. Similar to previous research, the majority of our ELL cohort is Spanish speaking and eligible for free- or reduced-price lunch. The students also tend to be very mobile: almost one third of the students left the district after the first year, and almost two-thirds of the cohort left the district within three years. In our analysis of academic outcomes we found that the students in our cohort usually improved on the TELPAS over time. For instance, among students with four years of TELPAS scores, the percentage of students scoring Advanced or higher increased from 22% in the first year to 71% in the fourth year. However, when looking at reclassification rates, we found that only 9% of the students were reclassified within FWISD. With respect to graduation outcomes, 46.5 percent of the cohort of students graduated from high school.

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Appendix. Demographic Characteristics of Student Subgroups

Leavers After One Year

The demographic characteristics of the 84 students who were only enrolled in FWISD in 2009-2010 are displayed in Table A1. Slightly over thirty percent of the original cohort of 275 students did not return to the district after their first year. A higher percentage of females (36%) were leavers compared to males (26%). For students who came from Iraq and Somalia, more than fifty percent of the original cohort left after the first year. A somewhat higher than average percentage of Burmese students (37%) left the district after one year. The percentage of Spanish speakers who left after one year (29%) was slightly lower than the overall percentage (31%).

Table A1
Demographic Characteristics of Leavers after One Year

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	45 54%	Asian	21 25%	Mexico	25 30%	Spanish	40 48%	Ineligible	22 26%
Male	39 46%	Black	11 13%	Burma	17 21%	Arabic	10 12%	Free	59 70%
	84	Latino	40 48%	Iraq	10 12%	Burmese	9 11%	Reduced	3 4%
		White	12 14%	Somalia	9 11%	Vietnamese	3 4%		84
			84	USA	8 10%	Farsi	1 1%		
				El Salvador	4 5%	Nepali	1 1%		
				Vietnam	2 2%	Somali	9 11%		
				Burundi	2 2%	Other	11 13%		
				Bhutan	1 1%		84		
				Congo	1 1%				
				Cuba	1 1%				
				Honduras	1 1%				
				Iran	1 1%				
					82				
				Missing	2				

Leaver codes were available for these 69 of the 84 students who left after one year. Table A2 displays the frequency of these codes. Returning to home country was the most common leaver code (25%), while graduation from another state, enrolling in another Texas district, and enrolling in a school outside Texas each accounting for about a fifth of students with a leaver code.

Table A2
Leaver Codes for First Year Leavers

Code	Translation	Frequency	Percentage
16	Return to Home Country	17	25%
60	Home Schooling	1	1%
80	Student withdrew from/left school to enroll in another Texas public school district	13	19%
82	Enroll in School Outside Texas	13	19%
90	Compact on Educational Opportunity for Military Children	16	23%
98	Other	9	13%

Table A3
Demographic Characteristics of Second-Year Leavers

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	9 31%	Asian	5 17%	Mexico	13 45%	Spanish	19 66%	Ineligible	4 14%
Male	20 69%	Black	1 3%	Burma	3 10%	Arabic	3 10%	Free	25 86%
	29	Latino	19 66%	Iraq	3 10%	Burmese	2 7%	Reduced	0 0%
		White	4 14%	Bhutan	2 7%	Nepali	2 7%		29
			29	U. S.	2 7%	Other	3 10%		
				Cuba	2 7%		29		
				Burundi	1 3%				
				Colombia	1 3%				
				Afghanistan	1 3%				
				Honduras	1 3%				
					29				

Table A4
Demographic Characteristics of Third-Year Leavers

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	25 42%	Asian	21 35%	Mexico	20 33%	Spanish	31 52%	Ineligible	18 30%
Male	35 58%	Black	4 7%	Bhutan	10 17%	Nepali	11 18%	Free	41 68%
	60	Latino	32 53%	Burma	6 10%	Burmese	4 7%	Reduced	1 2%
		White	3 5%	USA	7 12%	Vietnamese	4 7%		60
			60	Vietnam	4 7%	Arabic	1 2%		
				BUR	4 7%	Farsi	2 3%		
				Iraq	2 3%	Somali	1 2%		
				Guatemala	1 2%	Other	6 10%		
				Iran	1 2%		60		
				Nicaragua	1 2%				
				Nepal	1 2%				
				Somalia	1 2%				
				El Salvador	1 2%				
				Honduras	1 2%				
					60				

Table A5

Demographic Characteristics of Fourth-Year Leavers

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	45 45%	Asian	38 38%	Mexico	38 39%	Spanish	46 46%	Not eligibl	25 25%
Male	54 54%	Black	9 9%	Burma	20 20%	Nepali	17 17%	Free	73 74%
	99	Latino	46 46%	Bhutan	16 16%	Burmese	11 11%	Reduced	1 1%
		White	6 6%	United States	6 6%	Arabic	6 6%		99
			99	Iraq	5 5%	Vietnamese	1 1%		
				Somalia	3 3%	Somali	3 3%		
				BUR	2 2%	Tigriniya	1 1%		
				Vietnam	1 1%	Other	14 14%		
				Nepal	1 1%		99		
				Sierra Leone	1 1%				
				Eritrea	1 1%				
				Guatemala	1 1%				
				Tanzania	1 1%				
				El Salvador	1 1%				
				Honduras	1 1%				
					98				
				Missing	1				

Table A6

Enrollments of Students who Stayed at INA for two years

SY11-12	SY12-13	Frequency
Success	Success	6
OD Wyatt	OD Wyatt	5
Success		2
Carter-Riverside	Carter-Riverside	1
South Hills		1
Diamond Hill Jarvis	Diamond Hill Jarvis	1
Polytechnic	South Hills	1
Polytechnic	Polytechnic	1
OD Wyatt		1
INA	Success	1

Table A7
Enrollments of Students After INA

SY10-11	SY11-12	SY12-13	Frequency
Success	Success		35
Polytechnic	Polytechnic	Polytechnic	19
South Hills	South Hills	South Hills	15
Success	Success	Success	12
Success			11
Arlington Heights	Arlington Heights	Arlington Heights	9
North Side	North Side	North Side	7
Polytechnic	Polytechnic		6
Carter-Riverside	Carter-Riverside	Carter-Riverside	4
South Hills			4
Paschal			4
Arlington Heights	Arlington Heights		3
Diamond Hill-Jarvis	Diamond Hill-Jarvis		3
Diamond Hill-Jarvis	Diamond Hill-Jarvis	Diamond Hill-Jarvis	3
Eastern Hills	Eastern Hills	Eastern Hills	3
North Side			3
Polytechnic			3
Carter-Riverside	Carter-Riverside		2
South Hills	South Hills		2
	Arlington Heights	Arlington Heights	1
Arlington Heights			1
Eastern Hills	Eastern Hills		1
North Side	North Side		1
Paschal	Paschal		1
Paschal	Paschal	Paschal	1
Success	Success	New Lives	1
Polytechnic	Carter-Riverside	Carter-Riverside	1
Polytechnic	Polytechnic	Dunbar	1
Polytechnic	OD Wyatt		1
Eastern Hills	Carter-Riverside	Carter-Riverside	1
Eastern Hills	Arlington Heights		1
Eastern Hills	Arlington Heights	Dunbar	1
Eastern Hills	Dunbar	Dunbar	1
Eastern Hills	Eastern Hills	Southwest	1
Eastern Hills	Eastern Hills	Success	1
Eastern Hills	OD Wyatt	OD Wyatt	1
Arlington Heights	Arlington Heights	Polytechnic	1

Figure A1
Distribution of TELPAS Composite Ratings for All Students Tested

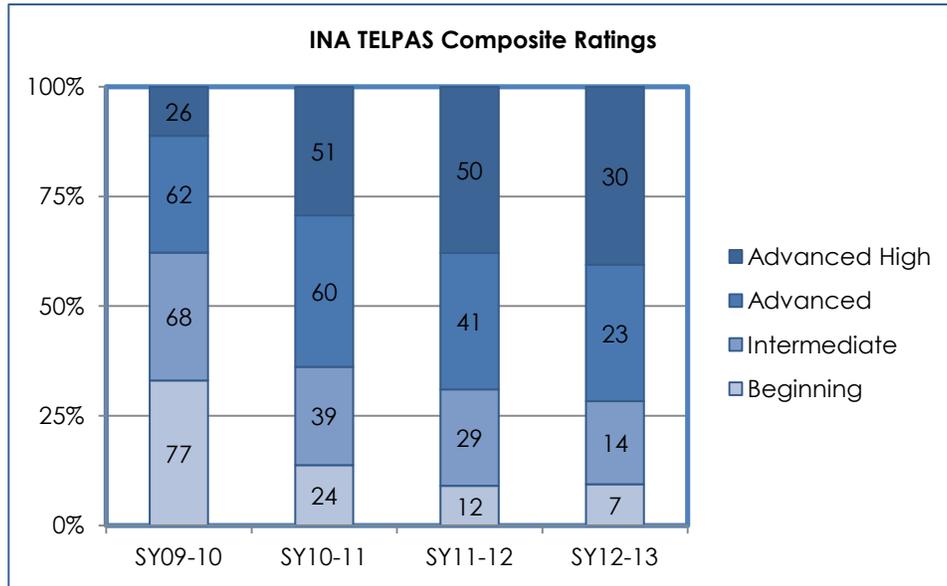


Table A8
Demographic Characteristics of Third-Year Leavers with Three TELPAS Scores

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	17 44%	Asian	18 46%	Mexico	9 24%	Spanish	14 37%	Ineligible	11 28%
Male	22 56%	Black	4 10%	Bhutan	9 24%	Nepali	10 26%	Free	27 69%
	39	Latino	15 38%	Burma	7 19%	Vietnamese	4 11%	Reduced	1 3%
		White	2 5%	USA	4 11%	Arabic	2 5%		39
			39	Vietnam	4 11%	Burmese	2 5%		
				Guatemala	1 3%	Other	6 16%		
				Nepal	1 3%		38		
				Puerto Rico	1 3%	Missing	1		
				Somalia	1 3%				
					37				
				Missing	2				

Table A9
Demographic Characteristics of Fourth-Year Leavers with Four TELPAS Scores

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	33 46%	Asian	30 42%	Mexico	25 35%	Spanish	29 40%	Ineligible	19 26%
Male	39 54%	Black	7 10%	Burma	16 22%	Nepali	14 19%	Free	52 72%
	72	Latino	29 40%	Bhutan	13 18%	Burmese	9 13%	Reduced	1 1%
		White	6 8%	USA	4 6%	Arabic	6 8%		72
			72	Iraq	5 7%	Somali	2 3%		
				Somalia	2 3%	Tigriniya	1 1%		
				Burundi	2 3%	Other	11 15%		
				Nepal	1 1%		72		
				Sierra Leone	1 1%				
				Eritrea	1 1%				
				Congo	1 1%				
					71				
				Missing	1				

Table A10
Demographic Characteristics of INA Ninth Graders in 2009-2010 Reclassified in the 2010-2011 School Year

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	7 54%	Asian	4 31%	Mexico	7 54%	Spanish	8 62%	Ineligible	3 23%
Male	6 46%	Black	0 0%	Burma	3 23%	Burmese	3 23%	Free	10 77%
	13	Latino	8 62%	Iran	1 8%	Farsi	1 8%	Reduced	0 0%
		White	1 8%	USA	1 8%	Vietnamese	1 8%		13
			13	Vietnam	1 8%		13		
					13				

Table A11
Demographic Characteristics of INA Ninth Graders in 2009-2010 Reclassified in the 2011-12 School Year

Gender		Ethnicity		Country of Origin		Home Language		Lunch Status	
Female	5 55%	Asian	3 33%	Mexico	6 67%	Spanish	6 67%	Ineligible	1 11%
Male	4 45%	Black	0 0%	Bhutan	2 22%	Nepali	2 22%	Free	8 89%
	9	Latino	6 67%	Burma	1 11%	Burma	1 11%	Reduced	0 0%
		White	0 0%		9		9		9
			9						