



THE WOODROW WILSON EARLY COLLEGE NETWORK

**DATA REPORT
STUDENT PERSISTENCE AND
INCOMING PERFORMANCE**

ANONYMOUS WW SCHOOL

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INTRODUCTION

This document is a school data report prepared by the Woodrow Wilson National Fellowship Foundation (WW) with the assistance of WestEd as part of an effort to engage with partners in a continuous improvement process grounded in school and student data. **This is NOT an evaluation.** WW staff hopes that school and college partners will use the data to promote dialogue and consider options for further investigation or possible improvement in practice.

Data found in this report are drawn from two primary sources:

1. The ECHS Student Information System (SIS) core data provided student-level data for the persistence analysis.

This report is the first attempt by WW to utilize student-level data in the ECHS SIS for any kind of analysis, and is therefore presented in draft form. We would like to work with sites to understand the accuracy of data in the system and to collaboratively identify ways to improve the collection as well as the presentation of data.

2. The WW annual data request from 2008-09 provided student-level data for the incoming performance analysis.

In spring 2009, WW began working with sites to investigate the incoming performance records (state assessment scores) of their students. We asked sites to report data they had in their systems. Staff at our sites informed WW that their records were incomplete: the rate of missing records ranged from 0% to almost 25%. Also, in this first attempt, the reporting was inconsistent across sites, with some schools providing data for all students enrolled in their school in 2008-09, while other schools reported data only for individual classes.

We hope to continue working with sites over the next year to better understand the incoming performance of early college students, in an effort to provide schools with valuable information to guide their school planning.

STUDENT PERSISTENCE: GUIDING QUESTIONS

Persistence and Attrition: "Stayers" and "Leavers"

1. Has there been variation in the persistence rates among cohorts? Is it getting better, worse, or does it dip and rise over time? Is persistence a problem that needs attention?
2. Which cohort has been most successful at persisting at your school? Why do you think that is?
3. Which cohort had the most leavers? Why do you think that is?
4. For any given cohort, when were students most likely to leave – for example, was there a higher rate of leavers in the first year or at the 8th-9th grade transition?
5. Combining these data with what you know about your school and students, why do you think students left when they did? Do you know what happens to students after they leave – what schools they go to, how they do academically and personally? What keeps students in your school?
6. What other information about stayers and leavers would you like to know?
7. What actions should your school take to help students persist at your school? Consider recruitment, communication of expectations, parent involvement, professional development, student support services, programs and activities, transportation, discipline, school policies, teaching practices, and other aspects of school intervention.

Background Characteristics of Stayers and Leavers

1. Is there variation in the persistence rates by students' gender, race/ethnicity, special education status, lunch status, or ELL status? Are there consistent patterns across cohorts?
2. Which groups are more likely to persist at your school? Why do you think that is?
3. Which groups are least likely to persist at your school? Why do you think that is?
4. What other information about these groups of stayers and leavers would you like to know?
5. What other trends would you like to analyze based on student academic and personal characteristics?
6. What actions should your school take to help different groups of students persist at your school? Consider recruitment, communication of expectations, parent involvement, professional development, student support services, programs, and activities, transportation, discipline, school policies, teaching practices, and other aspects of school intervention.

INCOMING PERFORMANCE: INTRODUCTION AND GUIDING QUESTIONS

Introduction

The first two charts in this section show the incoming performance scores on English/language arts (ELA) and math state assessments for 8 WW Early College Network schools compared to their state average. Since states set different standards, comparisons across states can be difficult. However, each state average provides a benchmark for each school's level of performance.

For each school, data for the youngest class reported to WW are displayed in the network-wide charts. The lack of consistency in reporting also makes it difficult to make direct comparisons across schools.

The charts following the Network data detail the incoming performance scores and state averages for multiple cohorts at your school. All data provided by the school are presented, unless less than 50% of scores were available.

Schools were unable to report incoming performance data for a sizeable proportion of students because they do not have the data (see table below for the percent of students missing incoming performance scores). Since data for many students were missing, results should be interpreted with caution.

School	% Missing Scores
B	23.0
D	18.3
F	0.0
H	18.4
M	16.7
R	24.7
V	1.6
X	11.0

Guiding Questions

1. How many schools have a lower percentage of students meeting state standards than the overall rate for their state in English/language arts? In mathematics? How many schools have a higher percent of students meeting state standards than the overall rate for their state?
2. What percent of students at your school are missing incoming English/language arts performance data? Missing mathematics data? Given the rate of missing data, how reliable do you perceive the data reported here?
3. Looking at the data that are available, how does the rate of students' meeting state standards prior to enrolling in your school (that is, their incoming performance) compare to your state's average in English/language arts? In mathematics?
4. Do students tend to have stronger ELA or stronger math scores when they enter your school?

5. Has there been variation in the incoming ELA performance among cohorts? Is it getting stronger, weaker, or does it dip and rise over time?
6. Has there been variation in the incoming math performance among cohorts? Is it getting stronger, weaker, or does it dip and rise over time?
7. Which cohort had the strongest incoming performance? Why do you think that is?
8. Which cohort had the weakest incoming performance? Why do you think that is?
9. Combining these data with what you know about your school and students, what does this suggest about the incoming ELA and math performance of students who enroll in your school?
10. What other information about students' incoming performance would you like to know?
11. What implications does this analysis have for your school planning and instruction? Consider recruitment and selection, communication of expectations, parent involvement, professional development, student support services, programs and activities, transportation, discipline, school policies, teaching practices, and other aspects of school intervention.