

# **How Do Kenwood Academy Students Perform?**

*Consortium on Chicago School Research*

**August 1999**

*The Chicago Education Alliance sponsored this study to follow the performance of Chicago public high school students.*

# How Do Kenwood Academy Students Perform?

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As a high school teacher, principal, or Local School Council member, you are probably eager to know how your school's students perform. While you may know about individual students, a clear overview of all students' academic performance is generally not available. To help you learn what happens to Kenwood students, we have created this report that tracks them for four and five years of high school.

Our hope is that this report will help you develop and refine strategies to educate your students and lay the groundwork for discussions with elementary schools. Because the report tracks raw 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 Kenwood students in two ways. First, it follows your 1993 entering ninth-grade class (which becomes the graduating class of 1997) for five full years – the standard four years of high school plus one extra for those students who need a little more time to graduate. The class of 1997 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 ninth-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 high school. To be on track a student must have received no more than one F in a core course (English, math, social science, and science) and have 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

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**How Many Kenwood Students Graduated within Five Years?** Figure 1 (on page 4) shows how the class of 1997 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 total number of your students who graduated after five years. Rather than count the figures, you can then look at Table 1 (on page 5) to see exactly how many students graduated by June 1998.

**How Many Kenwood 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.

**Were Girls or Boys Performing Better?** To compare performance of the class of 1997 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 given years.

**How Many of the Best Students Entering Kenwood Graduated within Five Years?** Table 3 (on page 6) breaks students into groups based on their average math and reading scores from the eighth-grade Iowa Tests of Basic Skills (ITBS). It can help you see how well you are serving your most- and least-prepared students. 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 on the ITBS in eighth grade dropped out by the end of each year.

**Did the Likelihood of Graduating Change Depending on the Elementary Schools Kenwood Students Attended?** The table on the following page, Table 4, shows the elementary schools your class of 1997 last attended, as well as the number of your students from each elementary school who graduated within five years.

**Did Kenwood Students' Performance Vary by the Elementary School They Attended?** The maps and their corresponding tables show which elementary schools your students attended. Figure 2 (on page 11) shows the elementary schools attended by at least four students from the class of 1997 and Figure 3 (on page 16) shows the same thing for the class of 2001. You can compare the two maps to see if the elementary schools your students attended have changed.

The colors of the circles on the maps show what percent of your students from each elementary school were on track. To be on track, a student must have had enough credits to move into the next grade on time and have received no more than one F in core courses (English, math, social science, and science) that year. In the map legends, the number of students from

the elementary 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 and Table 6 provide corresponding lists of the elementary schools your students attended, plus the precise number and percent of students on track for each high school.

***Have Kenwood Students Been Performing Better over Time?*** Figure 4 (on page 20) and Table 7 (on page 21) provide information about how successive classes of your ninth graders performed. 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 left the system after graduating from your school. You can find the precise numbers for each category for each year in Table 7.

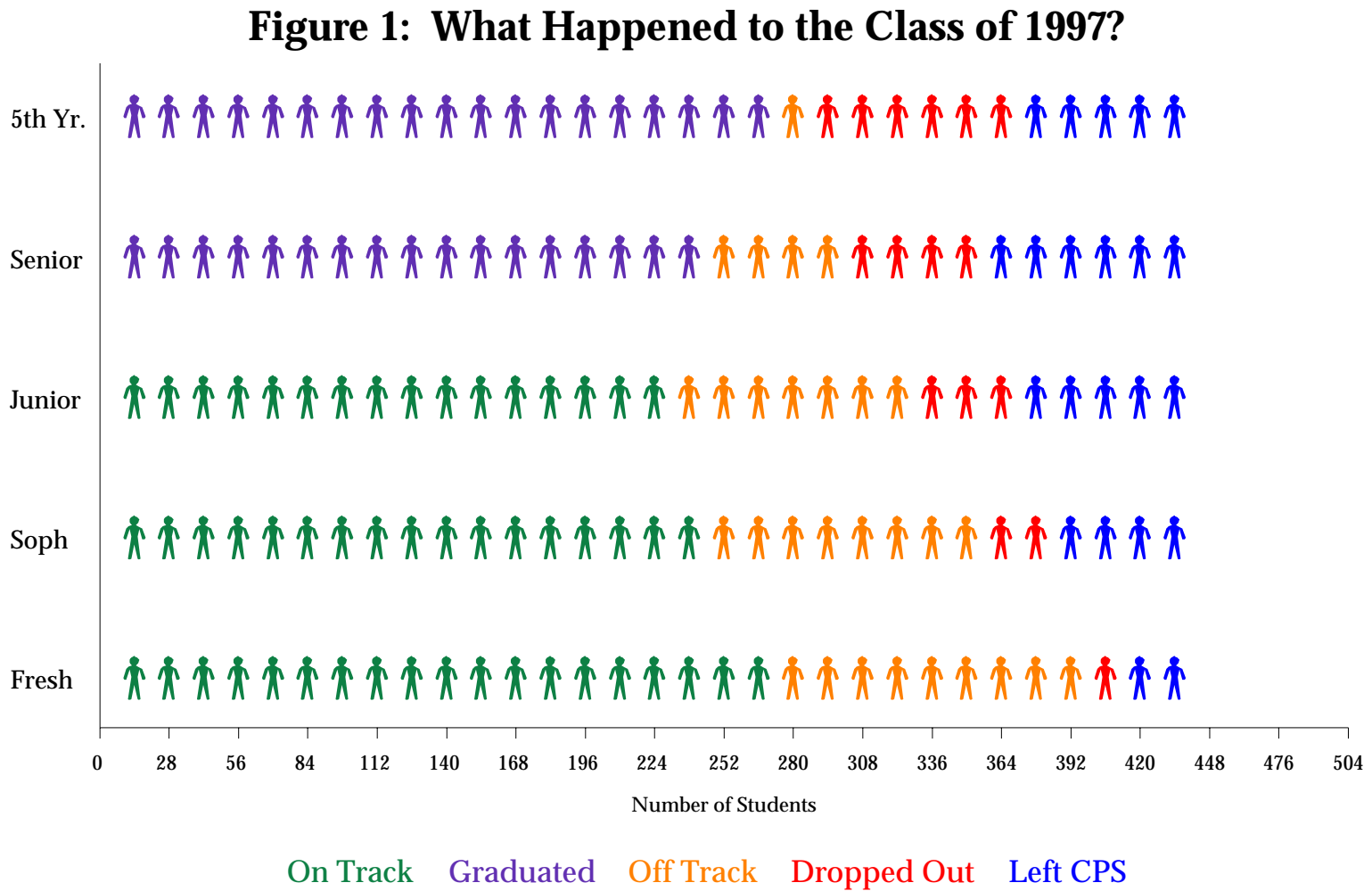
***How Well Are Kenwood Freshmen Performing in Their Two Critical Core Courses?*** Table 8 (on page 21) shows whether your students are getting off to a good start. This table shows the number of students who received an F in either semester of their freshman year for English or math. It also shows the num-

ber who received Fs in both subjects to indicate whether the students failing one of these core subjects were the same students failing the other.

***How Do CPS Students Perform as a Whole?*** Table 9 and Table 10 (on page 22) show the performance of all CPS students for the class of 1997 and five years of CPS freshmen. We do not recommend that you compare your students' performance to that of CPS as a whole because your school's student population differs from that of the system.

Please also 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 high school 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, the numbers we provide on the percent of dropouts and graduates in the school system are somewhat smaller than CPS's numbers.

Figure 1: Graduating Class of 1997



Notes: One symbol equals approximately 14 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 1997?**

	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	429	n/a	10	269	77	73
Seniors 1996–1997	429	n/a	56	239	55	79
Juniors 1995–1996	429	231	93	1	39	65
Sophomores 1994–1995	429	241	109	n/a	22	57
Freshmen 1993–1994	429	269	121	n/a	6	33

Table 1: Graduating Class of 1997

**Table 2: Class of 1997 Performance by Gender**  
**Boys**

	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	184	n/a	7	109	38	30
Seniors 1996–1997	184	n/a	27	94	28	35
Juniors 1995–1996	184	92	44	1	21	26
Sophomores 1994–1995	184	95	54	n/a	14	21
Freshmen 1993–1994	184	105	62	n/a	4	13

**Girls**

	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	245	n/a	3	160	39	43
Seniors 1996–1997	245	n/a	29	145	27	44
Juniors 1995–1996	245	139	49	0	18	39
Sophomores 1994–1995	245	146	55	n/a	8	36
Freshmen 1993–1994	245	164	59	n/a	2	20

Table 2: Graduating Class of 1997

**Table 3: Class of 1997 Performance by Eighth-Grade ITBS Scores**

<b>Students at or above Grade Level</b>						
	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	213	n/a	2	150	29	32
Seniors 1996–1997	213	n/a	17	141	20	35
Juniors 1995–1996	213	139	31	1	11	31
Sophomores 1994–1995	213	144	34	n/a	6	29
Freshmen 1993–1994	213	162	34	n/a	2	15

<b>Students Less Than One Year below Grade Level</b>						
	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	84	n/a	3	51	14	16
Seniors 1996–1997	84	n/a	11	47	9	17
Juniors 1995–1996	84	43	20	0	6	15
Sophomores 1994–1995	84	51	21	n/a	3	9
Freshmen 1993–1994	84	52	25	n/a	0	7

<b>Students More Than One Year below Grade Level</b>						
	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Graduated</b>	<b>Dropped Out</b>	<b>Left CPS</b>
Fifth Year 1997–1998	79	n/a	3	37	20	19
Seniors 1996–1997	79	n/a	15	28	15	21
Juniors 1995–1996	79	24	28	0	14	13
Sophomores 1994–1995	79	24	38	n/a	6	11
Freshmen 1993–1994	79	38	35	n/a	1	5

Table 3: Graduating Class of 1997

**Table 4: Number of Graduates by Elementary School**

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number Graduating within 5 Years</b>
Kenwood Academy	66	55
Wirth Experimental	43	19
Ray	39	24
Kozminski Community Academy	26	15
Harte	23	15
Reavis	21	8
Beasley Academic Magnet	20	16
Bryn Mawr	12	9
Black Magnet	8	6
Burnside Scholastic Academy	6	4
Dyett Middle School	6	3
Murray Language Academy	6	4
Dixon	5	2
Parkside Community Academy	5	4
Pershing Magnet	5	3
Bennett	4	3
Douglas Community Academy	4	3
Parker Community Academy	4	1
Harold Washington	3	0
Luella	3	0
Newberry Magnet	3	2
Park Manor	3	2
Powell	3	2
Sheridan Magnet	3	3
Avalon Park	2	2
Bradwell	2	1
Caldwell	2	1
Coles	2	2
Deneen	2	2

*Table continues on next page*



<b>Elementary School</b>	<b>Number Attending</b>	<b>Number Graduating within 5 Years</b>
Galileo Scholastic	2	1
Joplin	2	0
Lincoln	2	1
Madison	2	1
Ogden	2	1
Philip Sheridan	2	1
Reed	2	2
Sbarbaro	2	1
Stagg	2	1
Sullivan Specialty	2	1
Tanner	2	2
Turner-Drew Language Academy	2	2
Wentworth	2	1
Abbott	1	1
Anderson Community Academy	1	1
Barton	1	1
Carnegie	1	1
Carter	1	0
Clissold	1	1
Cook	1	0
Cullen	1	1
Drake	1	1
Evers	1	1
Falconer	1	0
Fermi	1	0
Foster Park	1	1
Gallistel Language Academy	1	1
Garvey	1	0
Gershwin	1	0
Goldblatt	1	0

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number Graduating within 5 Years</b>
Goodlow Magnet	1	0
Gresham	1	0
Guggenheim	1	1
Hartigan	1	1
Harvard	1	1
Healy	1	1
Holden	1	1
Irving	1	0
Kipling	1	0
Lenart Regional Gifted Center	1	1
Mahalia Jackson	1	1
Mann	1	0
Ninos Heroes Community Academy	1	1
Owen Scholastic Academy	1	1
Paderewski	1	1
Palmer	1	1
Parkman	1	0
Peck	1	1
Pritzker	1	1
Revere	1	0
Ruggles	1	0
Ryder	1	0
Sawyer	1	0
Sherman	1	0
Smyth	1	1
South Loop	1	0
Sumner Community Academy	1	1
Sutherland	1	0
Terrell	1	0
Wacker	1	1

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number Graduating within 5 Years</b>
Whistler	1	1
Unknown*	24	16

\*The "Unknown" category combines all students whose elementary school data are unavailable.

Table 4: Graduating Class of 1997

**Figure 2: 1993-94 Freshman Year Performance by Elementary School**

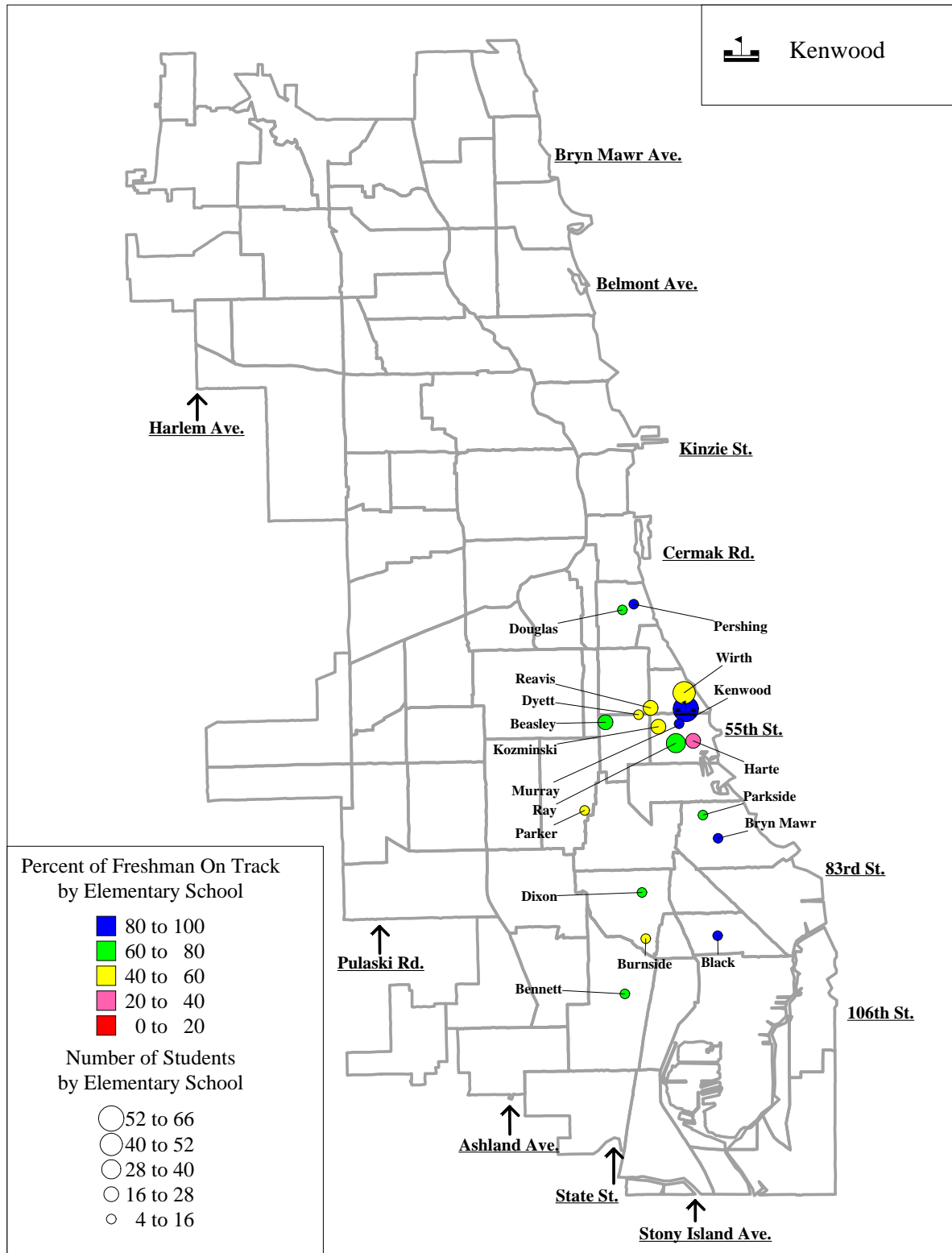


Figure 2: Graduating Class of 1997

(Map includes all CPS elementary schools that send at least four students.)

**Table 5: 1993–1994 Freshman Year Performance by Elementary School**

Elementary School	Number Attending	Number of Freshmen On Track	Percent of Freshmen On Track
Kenwood Academy	66	57	86.4
Wirth Experimental	43	18	41.9
Ray	39	26	66.7
Kozminski Community Academy	26	15	57.7
Harte	23	9	39.1
Reavis	21	9	42.9
Beasley Academic Magnet	20	15	75.0
Bryn Mawr	12	10	83.3
Black Magnet	8	7	87.5
Burnside Scholastic Academy	6	3	50.0
Dyett Middle School	6	3	50.0
Murray Language Academy	6	6	100.0
Dixon	5	3	60.0
Parkside Community Academy	5	3	60.0
Pershing Magnet	5	4	80.0
Bennett	4	3	75.0
Douglas Community Academy	4	3	75.0
Parker Community Academy	4	2	50.0
Harold Washington	3	1	33.3
Luella	3	0	0.0
Newberry Magnet	3	2	66.7
Park Manor	3	2	66.7
Powell	3	3	100.0
Sheridan Magnet	3	3	100.0
Avalon Park	2	2	100.0
Bradwell	2	1	50.0
Caldwell	2	1	50.0
Coles	2	2	100.0

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number of Freshmen On Track</b>	<b>Percent of Freshmen On Track</b>
Deneen	2	1	50.0
Galileo Scholastic	2	1	50.0
Joplin	2	1	50.0
Lincoln	2	1	50.0
Madison	2	1	50.0
Ogden	2	2	100.0
Philip Sheridan	2	2	100.0
Reed	2	0	0.0
Sbarbaro	2	1	50.0
Stagg	2	2	100.0
Sullivan Specialty	2	2	100.0
Tanner	2	1	50.0
Turner-Drew Language Academy	2	2	100.0
Wentworth	2	0	0.0
Abbott	1	1	100.0
Anderson Community Academy	1	0	0.0
Barton	1	1	100.0
Carnegie	1	1	100.0
Carter	1	1	100.0
Clissold	1	1	100.0
Cook	1	0	0.0
Cullen	1	1	100.0
Drake	1	1	100.0
Evers	1	1	100.0
Falconer	1	1	100.0
Fermi	1	0	0.0
Foster Park	1	0	0.0
Gallistel Language Academy	1	0	0.0
Garvey	1	1	100.0
Gershwin	1	1	100.0

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number of Freshmen On Track</b>	<b>Percent of Freshmen On Track</b>
Goldblatt	1	0	0.0
Goodlow Magnet	1	0	0.0
Gresham	1	1	100.0
Guggenheim	1	1	100.0
Hartigan	1	1	100.0
Harvard	1	1	100.0
Healy	1	1	100.0
Holden	1	1	100.0
Irving	1	0	0.0
Kipling	1	0	0.0
Lenart Regional Gifted Center	1	1	100.0
Mahalia Jackson	1	1	100.0
Mann	1	0	0.0
Ninos Heroes Community Academy	1	1	100.0
Owen Scholastic Academy	1	0	0.0
Paderewski	1	1	100.0
Palmer	1	1	100.0
Parkman	1	0	0.0
Peck	1	1	100.0
Pritzker	1	1	100.0
Revere	1	1	100.0
Ruggles	1	0	0.0
Ryder	1	0	0.0
Sawyer	1	1	100.0
Sherman	1	0	0.0
Smyth	1	1	100.0
South Loop	1	0	0.0
Sumner Community Academy	1	0	0.0
Sutherland	1	0	0.0
Terrell	1	0	0.0

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number of Freshmen On Track</b>	<b>Percent of Freshmen On Track</b>
Wacker	1	1	100.0
Whistler	1	1	100.0
Unknown*	24	10	41.7

\*The "Unknown" category combines all students whose elementary school data are unavailable.

Table 5: Graduating Class of 1997



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

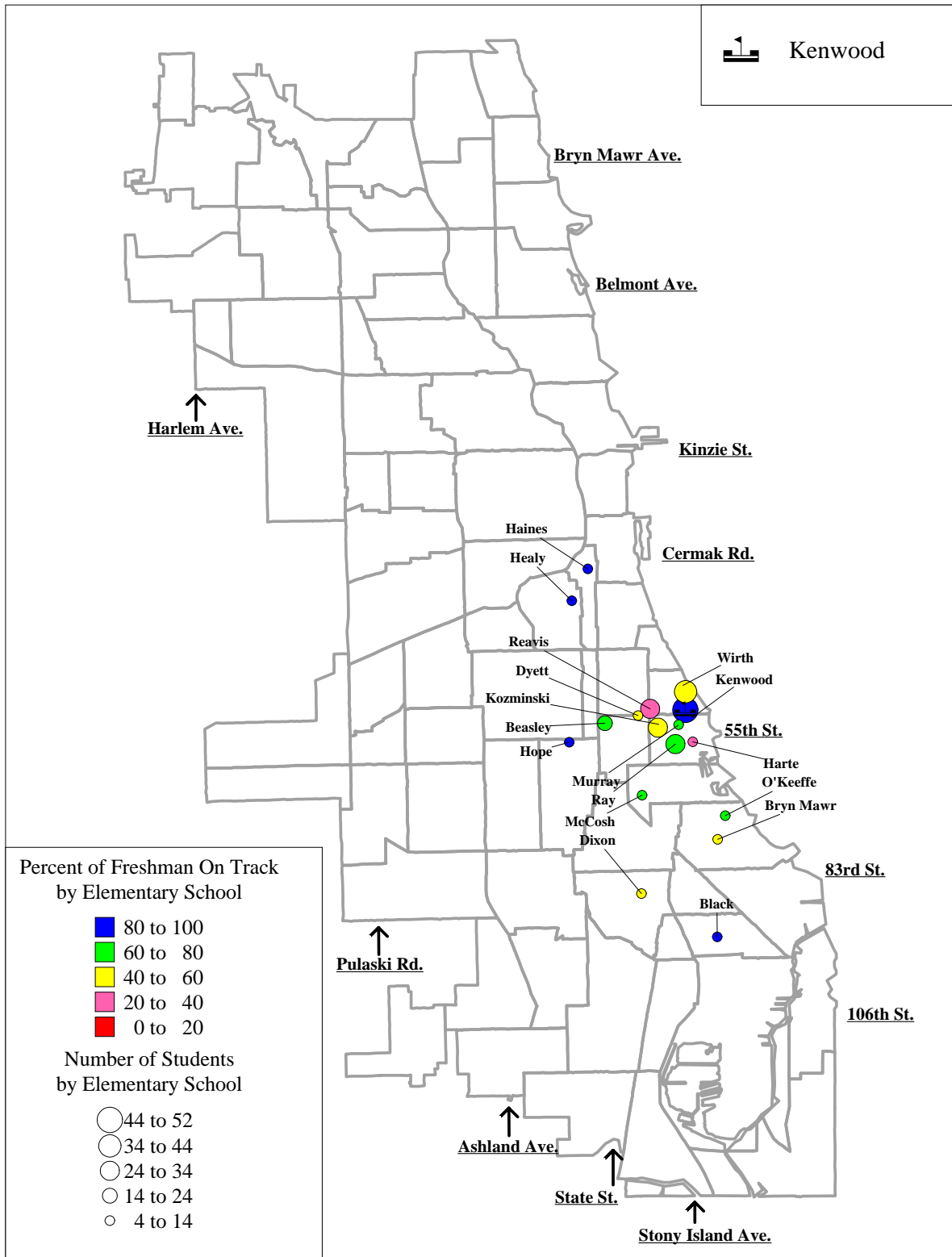


Figure 3: Graduating Class of 2001

(Map includes all CPS elementary schools that send at least four students.)

**Table 6: 1997–1998 Freshman Year Performance by Elementary School**

Elementary School	Number Attending	Number of Freshmen On Track	Percent of Freshmen On Track
Kenwood Academy	52	47	90.4
Wirth Experimental	43	22	51.2
Kozminski Community Academy	25	11	44.0
Ray	24	17	70.8
Reavis	24	7	29.2
Beasley Academic Magnet	22	17	77.3
Murray Language Academy	13	10	76.9
Harte	11	4	36.4
Dixon	9	4	44.4
Haines	8	7	87.5
Healy	8	7	87.5
Bryn Mawr	7	4	57.1
Black Magnet	5	5	100.0
Hope Community Academy	5	4	80.0
Dyett Middle School	4	2	50.0
McCosh	4	3	75.0
O’Keeffe	4	3	75.0
Burnside Scholastic Academy	3	2	66.7
Gompers	3	2	66.7
Heroes Academic Center	3	2	66.7
Parker Community Academy	3	2	66.7
Pershing Magnet	3	2	66.7
Sexton	3	1	33.3
Smith	3	2	66.7
Van Vlissingen	3	3	100.0
Anderson Community Academy	2	2	100.0
Coles	2	1	50.0
Dore	2	1	50.0

*Table continues on next page*

<b>Elementary School</b>	<b>Number Attending</b>	<b>Number of Freshmen On Track</b>	<b>Percent of Freshmen On Track</b>
Hendricks Community Academy	2	2	100.0
Mann	2	0	0.0
Morgan	2	2	100.0
Parkside Community Academy	2	2	100.0
Philip Sheridan	2	2	100.0
Price	2	2	100.0
Sheridan Magnet	2	2	100.0
Vanderpoel Magnet	2	1	50.0
Westcott	2	1	50.0
Abbott	1	0	0.0
Altgeld	1	0	0.0
Arai Middle School	1	0	0.0
Ashe	1	1	100.0
Avalon Park	1	1	100.0
Barton	1	1	100.0
Bond	1	1	100.0
Caldwell	1	0	0.0
Carter	1	1	100.0
Cassell	1	1	100.0
Clay	1	1	100.0
Doolittle	1	1	100.0
Douglas Community Academy	1	0	0.0
Dumas	1	1	100.0
Evers	1	0	0.0
Faraday	1	1	100.0
Fermi	1	0	0.0
Foster Park	1	1	100.0
Garvey	1	1	100.0
Gresham	1	0	0.0
Gunsaulus Academy	1	1	100.0

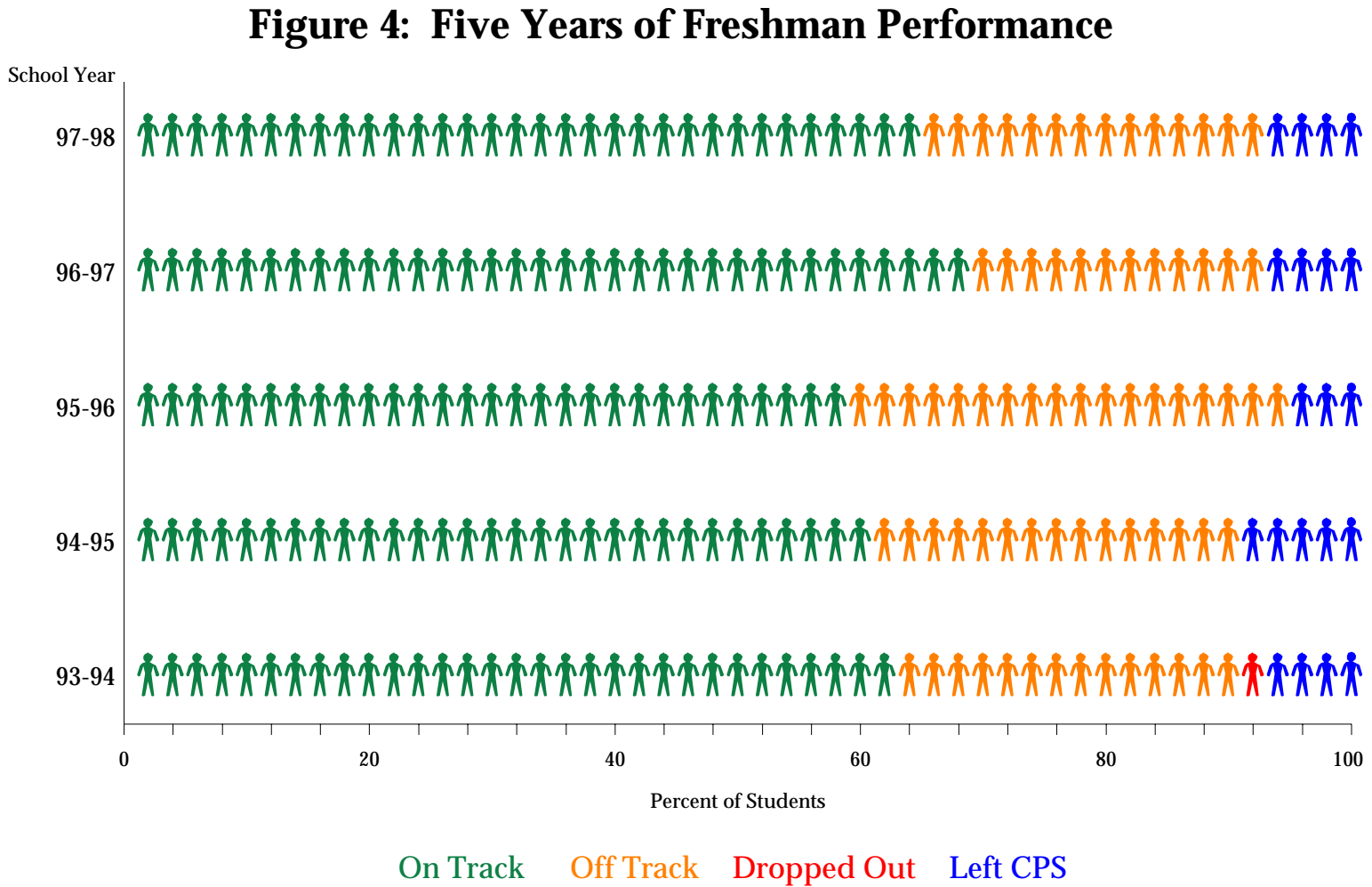
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<b>Elementary School</b>	<b>Number Attending</b>	<b>Number of Freshmen On Track</b>	<b>Percent of Freshmen On Track</b>
Harold Washington	1	1	100.0
Hearst	1	1	100.0
Jackson Language Academy	1	1	100.0
Lasalle Language Academy	1	0	0.0
Lemoyne	1	0	0.0
Mayer	1	1	100.0
Metcalfe Community Academy	1	0	0.0
Mollison	1	1	100.0
Morgan Park	1	1	100.0
Newberry Magnet	1	1	100.0
Owen Scholastic Academy	1	1	100.0
Park Manor	1	0	0.0
Powell	1	1	100.0
Revere	1	0	0.0
Ruggles	1	0	0.0
Schmid	1	0	0.0
Skinner	1	1	100.0
Songhai Learning Institute	1	0	0.0
Tanner	1	1	100.0
Turner-Drew Language Academy	1	1	100.0
Wacker	1	0	0.0
Wentworth	1	0	0.0
Whistler	1	0	0.0
White	1	0	0.0
Unknown*	18	8	44.4

\*The "Unknown" category combines all students whose elementary school data are unavailable.

Table 6: Graduating Class of 2001

Figure 4: Graduating Classes of 1993-1997



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

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**

	<b>Total</b>	<b>On Track</b>	<b>Off Track</b>	<b>Dropped Out</b>	<b>Left CPS</b>
1997–1998 Freshmen	379	241	108	3	27
1996–1997 Freshmen	413	281	96	3	33
1995–1996 Freshmen	448	260	159	2	27
1994–1995 Freshmen	505	302	151	4	48
1993–1994 Freshmen	429	269	121	6	33

Table 7: Graduating Classes of 1997–2001

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

	<b>Number of Students with Fs</b>			
	<b>Total</b>	<b>in English</b>	<b>in Math</b>	<b>in Math AND English</b>
1997–1998 Freshmen	379	100	143	79
1996–1997 Freshmen	413	126	110	82
1995–1996 Freshmen	448	106	191	92
1994–1995 Freshmen	505	112	183	96
1993–1994 Freshmen	429	74	132	60

Table 8: Graduating Classes of 1997–2001

**Table 9: CPS Systemwide Performance**

	Percent of CPS Students				
	On Track (%)	Off Track (%)	Graduated (%)	Dropped Out (%)	Left CPS (%)
Fifth Year 1997–1998	n/a	2.4	46.2	34.0	17.4
Seniors 1996–1997	n/a	9.9	42.5	30.6	17.0
Juniors 1995–1996	41.8	19.9	0.7	22.6	15.1
Sophomores 1994–1995	45.1	29.1	n/a	12.7	13.1
Freshmen 1993–1994	50.6	36.1	n/a	3.9	9.4

Table 9: Graduating Class of 1997

**Table 10: CPS Systemwide Performance Freshman Year**

	Percent of CPS Students			
	On Track (%)	Off Track (%)	Dropped Out (%)	Left CPS (%)
1997–1998 Freshmen	52.2	34.8	4.7	8.3
1996–1997 Freshmen	55.4	32.2	3.9	8.6
1995–1996 Freshmen	54.1	33.7	3.7	8.5
1994–1995 Freshmen	51.5	36.0	4.0	8.5
1993–1994 Freshmen	50.6	36.1	3.9	9.4

Table 10: Graduating Classes of 1997–2001

## About the Report

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This report tracks all Kenwood students entering ninth grade for the *first* time. For purposes of this report, all stu-

dents two years after entering high school are called sophomores, and so on, regardless of whether or not they have enough

credits to be considered sophomores by the CPS. This allows us to track the same students each year.

We determined a student's status (on track, off track, graduated, dropped out, and left CPS) 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

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**On Track.** Students who are designated "on track" 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 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 the 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.**

Achievement level in eighth grade is 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 three 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

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**Shazia Rafiullah Miller** is a Senior Research Associate at the Consortium on Chicago School Research. 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.

**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.

**Robert M. Gladden** is a Research Associate at the Consortium where he is engaged in a study of the effects of small schools as well as geographic analyses. Mr. Gladden received his B.A. in psychology from Wesleyan University in Connecticut and his M.A. in social/personality psychology from the City University of New York, Graduate Center.

**John Q. Easton** is Deputy Director for 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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*Chicago Public Schools*

# 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.

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School Research*

Consortium on Chicago School Research  
1313 East 60th Street, Chicago, IL 60637  
773-702-3364  
773-702-2010 - fax  
<http://www.consortium-chicago.org>