

Data Needed to Guide School Personnel in Building Schedules Around Student Needs—Especially Students Who May Be Potential Dropouts

- For the past two years, how many students (not counting those who legitimately transferred to other schools, programs, etc.) left school before the end of Grade 9? Grade 10?
- How many students remained in school until the end of Grade 9 but had obtained fewer than five Carnegie credits that count toward graduation requirements in your state? How many students remaining at the end of Grade 10 had fewer than ten credits that count toward graduation? The number of students at each grade level who left represents what percent of the total number in each grade?
- How many students remained in school until the end of Grade 9 but did not obtain a Carnegie unit of credit in English 9 and Algebra I?
- How many students in the total school who left school before graduating tried to return? Were they permitted/encouraged to return? If so, how were they accommodated?
- In reviewing data for the past two years in your school, how many students were failing English 9 and Algebra I by November or even earlier? If passing, how many were likely to receive a grade for the course of less than C?
- For those students identified as failing early, what intervention strategies are in place in your school to assist those students? If strategies have been implemented, how successful are they? If not satisfactory, what changes can be made to increase the odds that those programs might become more successful?

- At the end of Grade 9, how many students in the school do not have sufficient credits to have any chance of graduating on time with their class? Grade 10?
- Are there any assessments available in Grades 7 and 8 that give reasonable predictions on the number of students who have little or no chance of succeeding in Algebra I IF the teacher begins early in the course primarily with Algebra I content?
- How do the data from state assessments correlate with success in core classes in Grades 9 and 10? For example, in Virginia does a score of “proficient” in Grade 8 math give a reasonable prediction that those students can be successful in Algebra I scheduled in a regular period of time without extra support? What predictions might we draw from those who score “advanced proficiency” on SOL tests? Are they likely to be able to perform well in AP classes in Grades 11 and 12? Do some SOL tests predict better than other tests?
- What data are available relative to reading scores for students in Grades 6 through 9? How are the data organized? When are such data available for purposes of building student schedules? What data are available that can help schedulers determine those who can initially be placed in college prep English and complete the course successfully in a regular period of time without additional support? What data are available that can help schedulers determine those students who do not have the reading and writing skills to be successful in social studies and science if taught in a regular period of time without extra time and/or support?
- How many students entering Grade 9 are at least one year over age? Two years over age? More than two years over age? Give the same information for students in Grade 10. If possible, disaggregate the numbers by gender, race and socio-economic factors

- If students are failing courses at the end of the first grading period, are there policies in the school that inform teachers relative to grading practices? For example, there is a big difference in giving a student “F” and giving a “40” at the end of the first grading period if averaging is to be used to determine a final grade for the course. Do some teachers for the first nine weeks never give students less than 50 or 60 on the report card and in the computer record while others may give any number from zero to 59 or 69? How is the computer program set up to deal with these differences? Are such differences considered in determining when a student passes or fails a course? May teachers change previous grades if/when they determine the “failed content” has been mastered? If it can be demonstrated that content has been mastered, must a penalty grade be applied? Are such decisions determined by individual teachers? What if parents have been notified of a grade and it is determined that a new grade is appropriate?
- How many students are failing courses in your school based primarily on policies related to attendance/excused or unexcused absences – policies either mandated by the state, school district, individual school or practices by individual teachers? How early are students told they must fail or that they can not pass a particular course? When it is evident that students must fail, what options are open to the students other than staying with the course and spending even more time failing?

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