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## **Historical Enrollment and Exit Trends 9th Grade Cohorts**

### **Part 1**

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## Brief Overview

A significant measure of the success of a school district is the percentage of ninth graders who graduate in four years. Determining the percentage of enrolled ninth grade students who graduate from twelfth grade within four years is accomplished through a cohort analysis. This study herein analyses three separate cohorts of New Orleans public school students, *i.e.*, those enrolled in the Recovery School District in New Orleans (RSDNO) and those enrolled in the Orleans Parish School Board District (OPSB). The three separate cohorts were all students enrolled in ninth grade in (1) 2006-07, (2) 2007-08 and (3) 2008-09.<sup>1</sup>

Each cohort was analyzed over a consecutive four year period beginning with their 9<sup>th</sup> grade enrollment year in the RSDNO and OPSB. The results presented below are based on individual student enrollment records that were obtained from the Louisiana State Department of Education's (LDOE) Student Information System (SIS).<sup>2</sup> Individual student identities were protected through the assignment of de-identified identification numbers that were used to track students over time.

## Results of the Cohort Analyses

The four most significant findings of this study are presented in the four tables below.<sup>3</sup> For a complete listing of the four year status results for each cohort, the reader is referred to Appendices A, B and C.

- a. Table 1 shows that for all three cohorts of students, the percent of OPSB ninth graders who graduate within four years is considerably larger than the percent of ninth graders who graduate within four years from the RSDNO.
- b. Table 2 shows that for all three cohorts, more than three times the percent of RSDNO

Table 1		
Table 2		
9 <sup>th</sup> Grade Enrollment Cohort	% Dropped Out	
2006-07	<b>OPSB</b> 62%	<b>RSDNO</b> 40%
2007-08	73%	46%
2008-09	70%	43%
2008-09	1%	3%
Sources: LDOE's SIS Enrollment Files		

high school students dropped out when compared to that of OPSB.

- c. Table 3 shows that, with the exception of the 2006-07 cohorts, the percent of transfers out of state or country was almost double that in the RSDNO than that of the OPSB. In addition, there was an increase in the percent of transfers out of state or country for the RSDNO cohorts as compared to the OPSB.

Table 3		
9 <sup>th</sup> Grade Enrollment Cohort	% Transferred Out of State or Country	
	<b>OPSB</b>	<b>RSDNO</b>
2006-07	5%	8%
2007-08	6%	12%
2008-09	5%	15%

Sources: LDOE's SIS Enrollment Files

- d. Table 4 shows that for all three cohorts, the percent of RSDNO high school students who did not graduate within four years and were expected to either transfer to another public school in Louisiana, or return to the same school was double that of the OPSB.

Table 4		
9 <sup>th</sup> Grade Enrollment Cohort	% Expected to Re-Enroll in a Louisiana High School During the Following Year	
	<b>OPSB</b>	<b>RSDNO</b>
2006-07	14%	26%
2007-08	9%	23%
2008-09	10%	22%

Sources: LDOE's SIS Enrollment Files

### Summary Analysis

Results of these analyses for each of the ninth grade cohorts show a consistent gap between the RSDNO and the OPSB regarding the success of the state takeover. Yet this gap is often omitted because other researchers combine the achievement and graduation results of both RSDNO and OPSB. The failure of those RSDNO's 9th grade enrolled cohorts to graduate within 4 years reflects adversely on the ability of a school district to address the educational needs of all of its students. It suggests the non-existence of vital support mechanisms needed to address the myriad of educational, psychological and social needs of all students enrolled in the 9<sup>th</sup> grade.

These support mechanisms were not available prior to Katrina. This study questions whether they exist now, 10 years after the state's takeover.

Another pattern revealed in this study was the large percentage of RSDNO students who either left the state/country (Table 3) or were expected to return to a public school within Louisiana during the following year as compared to the OPSB students (Table 4). This raises two concerns for ROR:

- The extent to which schools will assign an untraceable code to students who are no longer in school, *i.e.*, code students as “transferred out of state or country,” rather than code the student as a dropout. This questionable practice can result in a decrease of a high school's dropout rate, inflate its graduation rate and increase its SPS.<sup>4</sup> The LDOE's monitoring procedures for appropriate documentation have been rather lax in the past, thereby forcing one to seriously question the extent of the validity of this code.<sup>5</sup>
- The percentage of students expected to return to a public school is also of concern. Did these students actually return the following year? The percentage of these students who actually re-enrolled in a Louisiana public school during the following year would require a separate analysis of each of the four years plus the enrollment history of the fifth year. This is beyond the scope of the present study. However, it will be addressed in-depth in a follow-up study of these cohorts.

For a detailed description of the methodology used by ROR to create and analyze these cohorts, the reader is referred to the Technical Appendix 1 in the back of this report.

## Conclusions

The primary goal of Research on Reforms is to empirically determine whether all public school students in New Orleans are receiving the quality education promised, regardless of LEA and management type. The results presented here raise serious questions as to whether that is being accomplished, at least as evidenced by the cohorts studied in this paper. The results would be more informative if enrollment records of cohorts for 2009-10, 2010-11 and 2011-12 had also been analyzed. Unfortunately, the LDOE refused to provide ROR with these enrollment files that would have been necessary to complete the four year analyses of each of the missing cohorts, *i.e.*, 2012-13, 2013-14, and 2014-2015; thereby, limiting the scope of this study and depriving the public and researchers of vital raw data by which to objectively assess the effectiveness of

the state's takeover. This is a blatant example of the LDOE's lack of transparency with respect to accountability.

This study raises more questions than it answers. What are the factors that contribute to the gaps as observed in the tables above? Additional analyses are currently being conducted on disaggregated 9th grade enrollment data to gain a better empirical understanding of these gaps.

## APENDIX A

<b>Last Exit Codes of RSDNO 9th Graders From 2008-09 To 2011-12</b>				
<b>2008-09 MgtType</b>	<b>Last EOY Exit Code Recorded</b>	<b>Last EOY EXIT Code Description</b>	<b>Total Last Exit Codes</b>	<b>% Total</b>
RSDNO	01	EXPELLED	11	0.6%
RSDNO	02	DROPPED OUT	50	2.6%
RSDNO	03	ILLNESS	5	0.3%
RSDNO	04	GRADUATED (HS)	832	42.8%
RSDNO	05	GED ONLY	26	1.3%
RSDNO	06	CERTIFICATE, SPEC ED	15	0.8%
RSDNO	07	DEATH/INCAPACITATION	8	0.4%
RSDNO	08	TRANSFER-PUB IN DIST	37	1.9%
RSDNO	09	TRANSFER-LA PUB SCH	150	7.7%
RSDNO	10	TRANSFER-OUT STATE	296	15.2%
RSDNO	11	TRANSFER-ADULT EDUC	118	6.1%
RSDNO	12	CORR/STATECUST(<17)	65	3.3%
RSDNO	13	VOTECH SCHOOL	8	0.4%
RSDNO	14	NON-PUBLIC SCHOOL	8	0.4%
RSDNO	15	GRADE REASSIGNMENT	4	0.2%
RSDNO	16	HOME SCHOOLING	6	0.3%
RSDNO	17	GEE NOT COMPLETED	13	0.7%
RSDNO	18	NO SHOW	4	0.2%
RSDNO	19	EXIT FROM NON-MAND	11	0.6%
RSDNO	34	CORR/STATECUST(>=17)	4	0.2%
RSDNO	35	LEA-ADULT ED (GED)	6	0.3%
RSDNO	97	UNKNOWN	29	1.5%
RSDNO		Expected to Return to Same HS in 5th Year	239	12.3%
<b>Total</b>			<b>1,945</b>	

Original Sources: 2008-09, 2009-10, 2010-11 and 2011-12 End-of Year SIS Enrollment Files Obtained from LDOE

## APPENDIX B

Last Exit Codes of RSDNO 9th Graders From 2007-08 To 2010-11				
2007-08 MgtType	Last EOY Exit Code Recorded	Last EOY EXIT Code Description	Total	% Total
RSDNO	01	EXPELLED	7	0.4%
RSDNO	02	DROPPED OUT	65	3.8%
RSDNO	03	ILLNESS	3	0.2%
RSDNO	04	GRADUATED (HS)	614	35.8%
RSDNO	05	GED ONLY	30	1.8%
RSDNO	06	CERTIFICATE, SPEC ED	16	0.9%
RSDNO	07	DEATH/INCAPACITATION	5	0.3%
RSDNO	08	TRANSFER-PUB IN DIST	50	2.9%
RSDNO	09	TRANSFER-LA PUB SCH	100	5.8%
RSDNO	10	TRANSFER-OUT STATE	213	12.4%
RSDNO	11	TRANSFER-ADULT EDUC	107	6.2%
RSDNO	12	CORR/STATECUST(<17)	51	3.0%
RSDNO	13	VOTECH SCHOOL	19	1.1%
RSDNO	14	NON-PUBLIC SCHOOL	11	0.6%
RSDNO	16	HOME SCHOOLING	2	0.1%
RSDNO	17	GEE NOT COMPLETED	50	2.9%
RSDNO	18	NO SHOW	88	5.1%
RSDNO	19	EXIT FROM NON-MAND	8	0.5%
RSDNO	22	GED & INDUSTRY CERT	1	0.1%
RSDNO	23	GED/LOCAL SKILL CERT	1	0.1%
RSDNO	34	CORR/STATECUST(>=17)	1	0.1%
RSDNO	35	LEA-ADULT ED (GED)	4	0.2%
RSDNO	97	UNKNOWN	19	1.1%
RSDNO		Expected to Return to Same HS in 5th Year	249	14.5%
TOTAL			1,714	

Original Sources: 2007-08, 2008-09, 2009-10 and 2010-11 End-of Year SIS Enrollment Files Obtained from LDOE

Last Exit Codes of OPSB 9th Graders From 2008-09 To 2011-12				
2008-09 MgtType	Last EOY Exit Code Recorded	Last EOY EXIT Code Description	Total Last Exit Codes	% Total
OPSB	01	EXPELLED	2	0.2%
OPSB	02	DROPPED OUT	8	0.6%
OPSB	03	ILLNESS	1	0.1%
OPSB	04	GRADUATED (HS)	904	72.3%
OPSB	05	GED ONLY	10	0.8%
OPSB	06	CERTIFICATE, SPEC ED	2	0.2%
OPSB	07	DEATH/INCAPACITATION	1	0.1%
OPSB	08	TRANSFER-PUB IN DIST	12	1.0%
OPSB	09	TRANSFER-LA PUB SCH	40	3.2%
OPSB	10	TRANSFER-OUT STATE	60	4.8%
OPSB	11	TRANSFER-ADULT EDUC	14	1.1%
OPSB	12	CORR/STATECUST(<17)	53	4.2%
OPSB	13	VOTECH SCHOOL	2	0.2%
OPSB	14	NON-PUBLIC SCHOOL	30	2.4%
OPSB	16	HOME SCHOOLING	7	0.6%
OPSB	17	GEE NOT COMPLETED	3	0.2%
OPSB	18	NO SHOW	4	0.3%
OPSB	19	EXIT FROM NON-MAND	2	0.2%
OPSB	34	CORR/STATECUST(>=17)	1	0.1%
OPSB	97	UNKNOWN	22	1.8%
OPSB		Expected to Return to Same HS in 5th Year	73	5.8%
Total			1,251	

Original Sources: 2008-09, 2009-10, 2010-11 and 2011-12 End-of Year SIS Enrollment Files Obtained from LDOE

APPENDIX C

Last Exit Codes of RSDNO 9th Graders From 2006-07 To 2009-10				
2006-07 MgtType	Last EOY Exit Code Recorded	Last EOY EXIT Code Description	Total	% Total
RSDNO	01	EXPELLED	5	0.3%
RSDNO	02	DROPPED OUT	53	3.6%
RSDNO	03	ILLNESS	1	0.1%
RSDNO	04	GRADUATED (HS)	586	40.2%
RSDNO	05	GED ONLY	19	1.3%
RSDNO	06	CERTIFICATE, SPEC ED	10	0.7%
RSDNO	07	DEATH/INCAPACITATION	5	0.3%
RSDNO	08	TRANSFER-PUB IN DIST	47	3.2%
RSDNO	09	TRANSFER-LA PUB SCH	63	4.3%
RSDNO	10	TRANSFER-OUT STATE	117	8.0%
RSDNO	11	TRANSFER-ADULT EDUC	54	3.7%
RSDNO	12	CORR/STATECUST(<17)	33	2.3%
RSDNO	13	VOTECH SCHOOL	7	0.5%
RSDNO	14	NON-PUBLIC SCHOOL	4	0.3%
RSDNO	16	HOME SCHOOLING	2	0.1%
RSDNO	17	GEE NOT COMPLETED	20	1.4%
RSDNO	18	NO SHOW	134	9.2%
RSDNO	19	EXIT FROM NON-MAND	6	0.4%
RSDNO	21		1	0.1%
RSDNO	23	GED/LOCAL SKILL CERT	1	0.1%
RSDNO	34	CORR/STATECUST(>=17)	1	0.1%
RSDNO	97	UNKNOWN	15	1.0%
RSDNO		Expected to Return to Same HS in 5th Year	273	18.7%

Last Exit Codes of OPSB 9th Graders From 2006-07 To 2009-10

2006-07 MgtType	Last EOY Exit Code Recorded	Last EOY EXIT Code Description	Total	% Total
OPSB	01	EXPELLED	9	0.7%
OPSB	02	DROPPED OUT	17	1.3%
OPSB	03	ILLNESS	2	0.2%
OPSB	04	GRADUATED (HS)	789	62.4%
OPSB	05	DROPPED OUT	6	0.5%
OPSB	06	CERTIFICATE, SPEC ED	2	0.2%
OPSB	07	DEATH/INCAPACITATION	6	0.5%
OPSB	08	TRANSFER-PUB IN DIST	36	2.8%
OPSB	09	TRANSFER-LA PUB SCH	31	2.5%
OPSB	10	TRANSFER-OUT STATE	66	5.2%
OPSB	11	TRANSFER-ADULT EDUC	11	0.9%
OPSB	12	CORR/STATECUST(<17)	100	7.9%
OPSB	13	VOTECH SCHOOL	4	0.3%
OPSB	14	NON-PUBLIC SCHOOL	36	2.8%
OPSB	15	HOME SCHOOLING	3	0.2%
OPSB	16	GED ONLY	14	1.1%
OPSB	17	EXIT FROM NON-MAND	10	0.8%
OPSB	18	NO SHOW	2	0.2%
OPSB	19	GED & INDUSTRY CERT	2	0.2%
OPSB	20	NO SHOW	4	0.3%
OPSB	21	GED/LOCAL SKILL CERT	2	0.2%
OPSB	22	GED & INDUSTRY CERT	2	0.2%
OPSB	23	LOCAL SKILLS CERT	1	0.1%
OPSB	25	UNKNOWN	19	1.5%
OPSB	97	UNKNOWN	10	0.8%
OPSB		Expected to Return to Same HS in 5th Year	78	6.3%
OPSB		Expected to Return to Same HS in 5th Year	106	8.4%
Total			1,264	245

Figure 5. 2006-07, 2007-08, 2008-09, 2009-2010, 2010-11, and 2011-12 6th-11th Year SIS Enrollment Data from DOE



## TECHNICAL APPENDIX 1

The [Student Information System Database \(SIS\)](#) files obtained from the LDOE were de-identified, end-of-year (EOY) student enrollment, assessment, demographic and discipline for the 2003-04 through the 2011-12 school sessions. They were downloaded from the LDOE's ftp site in Microsoft Excel and Access formats. All EOY files had the students' actual student IDs replaced with dummy or de-identified IDs that were created by the LDOE. These de-identified student IDs enabled the tracking of students from 2003-04 to 2011-12 while protecting their identities.

The Microsoft Access database contained the 2006-07 to 2010-11 multiple enrollment files appended to each other into one table. This table will be referred to as the master enrollment table in this appendix for easy reference. The 2011-12 EOY enrollment records were downloaded as an Excel file. They contained non-duplicated student IDs for the 2011-12 school session. The 2012-13 enrollment file was also downloaded in an Excel format. However, it was not an EOY file and only contained non-duplicated de-identified IDs and enrollment codes for the beginning of the 2012-13 school session. As a result, it could not be used in this study. For a description of the file layout of the EOY enrollment files, the reader is referred to enrollment file section in the [SIS User's Guide](#), pages 38-39.

This study is based on the analyses of SIS EOY student enrollment files for 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12. Each of these enrollment records contained multiple student records for each school that a student entered or exited during that year. "...Enrollment data provide information about a specific enrollment and/or exit in a particular school district. A new record is required each time a student is enrolled and exited and serves to detail a student's enrollment history for the entire school year..." [SIS User's Guide](#), pages 12 and 16. ROR's primary focus was on the analysis of the last entry and exit codes assigned to the students during a given school session. Therefore, the EOY enrollment files had to be modified so that each contained only non-duplicated student records with the last entry and exit codes assigned to them.

The following general procedures were used to develop the final cohort files for analysis. The creation of the 2008-09 9<sup>th</sup> grade enrollment cohort file is used as an example. The development procedures for the 2007-08 and 2006-07, 9<sup>th</sup> grade enrollment cohorts were exactly the same.

1. The 2008-09 statewide EOY enrollment files for 9<sup>th</sup> grade students were extracted from the master enrollment Access table. It should be noted that the terms file and table as used here are synonymous. Each 2008-09 student file contained the de-identified ID, year of the school session, school's ID code, entry date code, exit date code, grade placement code, and management type code, i.e., RSDNO or OPSB. The ID, entry dates and exit dates were then sorted and filtered to obtain only non-duplicated, de-identified student IDs with the last enrollment and exit code assigned to that student for that particular beginning cohort year. This file was called the 2008-09 9<sup>th</sup> grade baseline file. It was used to establish the basic

information needed for the 2008-09 cohort, i.e., original number of 9<sup>th</sup> grade OPSB or RSDNO students in the cohort who would be tracked over the next 4. The 2008-09 management type was obtained by linking the site code of that file to the site code of the [Minimum Foundation Program's \(MFP\)](#) "Multiple Statistics By Site For MFP & other Funded Membership - October Oct 2008".

2. The 2009-10, 2010-11 and 2011-12 statewide EOY enrollment records for all students were also extracted from the same master Access enrollment table. These files had the same record layout as the 2008-09 9<sup>th</sup> grade baseline file. The ID, entry dates and exit dates for each file were then also sorted and filtered to obtain only non-duplicated, de-identified student IDs with the last enrollment and exit codes assigned to the student for that particular beginning cohort year.
3. The non-duplicated files created from this process were the 2008-09 9<sup>th</sup> grade enrollment file; the 2009-10 statewide enrollment file; the 2010-11 statewide enrollment file; and the 2011-12 statewide enrollment file.
4. The 2008-09 9<sup>th</sup> grade statewide file was first linked to the 2009-2010 statewide enrollment file to create the 2008-09 to 2009-10 file which contained the same number of students who were originally enrolled in 2008-09 and all of their entry and exit codes for 2009-10. The 2008-09 9<sup>th</sup> statewide grade file was then linked to the 2010-2011 statewide enrollment file to create the 2008-09 to 2010-11 file which contained the same number of students who were originally enrolled in 2008-09 and all of their entry and exit codes for 2010-11. The 2008-09 9<sup>th</sup> statewide grade file was finally linked to the 2011-2012 statewide enrollment file to create the 2008-09 to 2011-12 file which contained the same number of students who were originally enrolled in 2008-09 and all of their entry and exit codes for 2011-12.
5. Each of the files were then appended to each other in a new Access table with the same file layout: 2008-09 9<sup>th</sup> statewide file; 2009-10 statewide file; 2010-11 statewide file; and 2011-12 statewide file. The ID, entry dates and exit dates then also sorted and filtered to obtain only non-duplicated, de-identified student IDs with the last enrollment and exit codes assigned to that student during 2008-09 to 2011-12 school sessions.
6. This file was then then used to analyze final entry and exit codes for the 2008-09 9<sup>th</sup> grade enrollment cohorts in both the RSDNO and OPSB.

## Endnotes

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<sup>1</sup> The concept of cohort used by ROR is different from that used by the Louisiana Department of Education (LDOE). The LDOE defines a 9<sup>th</sup> grade cohort as "... all students who entered 9<sup>th</sup> grade for the first time in the state

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of Louisiana in a given academic year...” ([Bulletin 111](#), Chapter 6, pp5-7). However, this definition does not address to the research objectives of ROR and is, therefore, not used. It is also very difficult to extract first-time 9<sup>th</sup> given the current structure of the SIS enrollment files. Inquiries by ROR for clarity on identifying first-time 9<sup>th</sup> graders to the LDOE were never answered.

<sup>2</sup> A general overview of the purpose and procedures used to collect data for SIS can be found in the [SIS User’s Guide](#), pp 11-12.

<sup>3</sup> Table 1 is based on the analysis of exit code 4; Table 2 is based on the analysis of exit code 2; Table 3 is based on the analyses of exit codes 10, 14 and 16; Table 4 is based on the analyses of exit codes 8 and 9. It also included those exit code fields that were left blank to indicate that the student was expected to enroll in the same high school during the next school year. A complete list and description all exit codes used by the LDOE, as well as the documentation needed to verify their validity, can be found in the [SIS User’s Guide](#), pp 55-56.

<sup>4</sup> Former IT staff member, Jason France, has extensively addressed the issues of lax LDOE monitoring of exit codes and specifically the exit code for “leaving the state or country” in [Crazy Crawfish’s Blog](#).

<sup>5</sup> The LDOE has now “beefed up” its monitoring procedures to validate exit codes 10, 14, 16 and 20 ([Bulletin 111](#), Chapter 6, pp 5-6)