



# Research Brief

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Applied Research Unit

## Academic Ineligibility for Extracurricular Activities

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### Executive Summary

This research brief examines academic ineligibility patterns among Montgomery County Public Schools (MCPS) middle and high school students. Chronically ineligible students are at greater risk of dropping out of high school and more likely to be disengaged from the instructional programs that prepare them for college and the workplace.

Four recommendations are:

1. School staff should focus academic interventions for students in Grades 8 and 9, specifically students with Grade 8 Marking Period Averages (MPAs) below 2.4 at end of quarter 2 and students who were ineligible during semester 1.
2. Schools should implement interventions to provide academic support for students who are ineligible for more than two marking periods per year.
3. Schools should monitor trends in student academic eligibility throughout the school year and use monitoring data to evaluate the effectiveness of practices and interventions designed to decrease ineligibility rates.
4. Middle and high school vertical articulation teams should identify and share strategies that they are using to promote student engagement and academic success.

### Background

Goal 2 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* (MCPS, 2007) is to provide an effective instructional program for all students. MCPS believes an effective instructional program includes extracurricular activities that contribute to a well-rounded education, and offers middle and high school students opportunities to participate in variety of athletic and non-athletic extracurricular activities throughout the school year.

Board of Education Policy IQD, *Academic Eligibility for Extracurricular Activities* (M-C-BOE, 2007), requires that students maintain high academic

standards while pursuing extracurricular opportunities. To be academically eligible, students must maintain an MPA of 2.0 or better and fail no more than one course per marking period. Students who do not meet these academic standards are ineligible to participate in some extracurricular activities during the subsequent marking period.

Academic eligibility for extracurricular activities is a reflection of student engagement with curriculum and instruction in their classes. Students who chronically are academically ineligible are also likely to be disengaged from the instructional programs that prepare them for college and the workplace.

This research brief examines chronic academic ineligibility patterns (i.e., ineligible three or four marking periods per year) among MCPS middle and high school students. The research questions are:

1. Are there differences in chronic academic ineligibility among middle and high school students of different races/ethnicities?
2. Over the past three years, have there been changes in the patterns of chronic academic ineligibility?
3. Are differences in the risk of chronic academic ineligibility predictable by grade level and race/ethnicity?
4. Are differences in the risk of chronic academic ineligibility during the transition from middle to high school predictable by race/ethnicity?

### Methodology

The students included in this analysis were enrolled in the same middle or high schools from August through June of academic years 2005–2006 (2006) to 2007–2008 (2008) and received marks for all four marking periods (MPs). Ineligibility patterns were not reported for students who were enrolled in English for Speakers of Other Languages (ESOL) Levels 1 or 2 or for students who received special education services that qualified them to take the alternate Maryland School Assessment (Alt-MSA) at any time during the past four school years.

Students gender, race/ethnicity, participation in Free and Reduced-price Meals System (FARMS), special education, and limited English proficiency (LEP) services, including grade level and school of enrollment, were based on MCPS records as reported at the end of each school year. Summaries of trends in chronic ineligibility rates by grade level and demographic groups are provided in the Appendix.

## Results

### *Chronic Academic Ineligibility by Race/Ethnicity*

In 2008 about 8.0% of middle and 14.0% of high school students were ineligible to participate in extracurricular activities at least three of the four marking periods (chronically ineligible). For all middle and high school students there were disproportionalities in chronic ineligibility among students of different races/ethnicities. Over the past three years, chronic ineligibility among African American and Hispanic middle and high school students has been much higher than among Asian American and White students (Appendix Table A1).

In 2008 the percentages of middle school African American (16.5%) and Hispanic (15.3%) students who were chronically ineligible were more than 7 times greater than the percentages for Asian American (2.1%) and White (2.3%) students. Racial/ethnic differences in chronic ineligibility were even more dramatic in high school than in middle school. In 2008 the percentages of high school African American (24.9%) and Hispanic (27.2%) students who were chronically ineligible were more than 4 times greater than the percentages for Asian American (6.0%) and White (5.8%) students.

Table 1  
Percentage of Students Who Were Academically Ineligible in 3 or 4 Marking Periods by School Level, Race/Ethnicity, and School Year

| School level and race/ethnicity | % Academically ineligible in 3 or 4 MPs |      |      |               |
|---------------------------------|---|------|------|---------------|
|                                 | 2006                                    | 2007 | 2008 | 3-year change |
| <b>Middle school</b>            | 9.5                                     | 9.2  | 8.0  | -1.5          |
| African Am.                     | 19.2                                    | 18.4 | 16.5 | -2.7          |
| Asian Am.                       | 2.6                                     | 2.6  | 2.1  | -0.5          |
| Hispanic                        | 18.9                                    | 18.1 | 15.3 | -3.6          |
| White                           | 3.3                                     | 2.8  | 2.3  | -1.0          |
| <b>High school</b>              | 15.1                                    | 14.9 | 14.0 | -1.1          |
| African Am.                     | 27.3                                    | 26.1 | 24.9 | -2.4          |
| Asian Am.                       | 6.5                                     | 6.9  | 6.0  | -0.5          |
| Hispanic                        | 30.6                                    | 30.4 | 27.2 | -3.4          |
| White                           | 6.9                                     | 6.3  | 5.8  | -1.1          |

### *Trends in Academic Ineligibility*

Between 2006 and 2008, the percentage of middle and high school students who were chronically ineligible declined 1.5 and 1.1 percentage points, respectively (Table 1). In middle and high school, decreases were 2 to 3 percentage points greater among African American and Hispanic students than among Asian American and White students. The small but steady changes in the pattern of chronic ineligibility over the past three years suggest that the overall rates are declining for all student groups and that racial/ethnic disproportionalities in chronic ineligibility are narrowing (Table 1).

### *Chronic Academic Ineligibility by Grade Level*

Students are most at risk for ineligibility during their last year of middle school (Grade 8) and their first year of high school (Grade 9). Between 2006 and 2008, the percentage of Grade 8 middle school students who were chronically ineligible was about 3 percentage points higher than for Grade 6 students. Likewise, the percentage of Grade 9 high school students who were chronically ineligible was more than 5 percentage points higher than for Grade 12 students (Appendix Tables A2-A3).

Between 2006 and 2008, about one out of every three African American and Hispanic students were chronically ineligible in Grade 9, percentages that were more than 10 points higher than for Grade 8 African American and Hispanic students (Table 2). About one in twenty Asian American and White students were chronically ineligible in Grade 9, percentages that were about 2 points higher than for Grade 8 Asian American and White students.

Table 2  
Percentage of Grade 8 and Grade 9 Students Who Were Academically Ineligible in 3 or 4 Marking Periods by Race/Ethnicity, and School Year

| Grade and race/ethnicity | % Academically ineligible in 3 or 4 MPs |      |      |               |
|--------------------------|---|------|------|---------------|
|                          | 2006                                    | 2007 | 2008 | 3-year change |
| <b>Grade 8</b>           | 11.0                                    | 10.7 | 9.2  | -1.8          |
| African Am.              | 21.4                                    | 21.2 | 18.1 | -3.3          |
| Asian Am.                | 3.2                                     | 2.9  | 2.8  | -0.4          |
| Hispanic                 | 22.5                                    | 21.2 | 16.9 | -5.6          |
| White                    | 4.3                                     | 3.7  | 3.6  | -0.7          |
| <b>Grade 9</b>           | 17.4                                    | 17.2 | 16.8 | -0.6          |
| African Am.              | 32.2                                    | 31.1 | 29.8 | -2.4          |
| Asian Am.                | 6.1                                     | 5.7  | 5.4  | -0.7          |
| Hispanic                 | 33.4                                    | 34.7 | 33.0 | -0.4          |
| White                    | 7.2                                     | 6.6  | 6.0  | -1.2          |

### Chronic Academic Ineligibility in Grades 8 and 9

Analysis of a cohort of students who enrolled in Grade 8 in 2007 and in Grade 9 in 2008 confirmed that Grade 8 ineligibility status was highly correlated with eligibility status in Grade 9 (Table 3). However, when eligibility status was not the same for two years, the difference was usually because students were ineligible more MPs in Grade 9 than in Grade 8.

Table 3  
Percentage of Students With No Change in Academic Ineligibility Status for Two Successive Grade Levels (2007 and 2008)

| Race/<br>ethnicity<br>(N Students) | Ineligible 3 or 4 MPs |         |      | % No<br>change<br>between<br>Grades<br>8 and 9 |
|------------------------------------|-----------------------|---------|------|--|
|                                    | Grade<br>8            | Grade 9 |      |  |
|                                    |                       | No      | Yes  |  |
| African Am.<br>(N = 1,908)         | No                    | 69.2    | 11.3 | 82.6   |
|                                    | Yes                   | 6.1     | 13.4 |  |
| Asian Am.<br>(N = 1,333)           | No                    | 94.2    | 3.1  | 95.4   |
|                                    | Yes                   | 1.5     | 1.2  |  |
| Hispanic<br>(N = 1,573)            | No                    | 66.1    | 13.7 | 79.7   |
|                                    | Yes                   | 6.6     | 13.6 |  |
| White<br>(N = 3,892)               | No                    | 93.7    | 2.9  | 95.7   |
|                                    | Yes                   | 1.4     | 2.1  |  |

Note: Ineligibility does not carry over from grade 8 to grade 9.

Compared with Asian American and White students, African American and Hispanic students were about three times more likely to become ineligible. About one in nine African American (11.3%) and Hispanic (13.7%) students were academically eligible most of Grade 8, but were chronically academically ineligible in Grade 9. In contrast, about 3 out of 10 Asian American (3.1%) and White (2.9%) students were academically eligible most of Grade 8, but were chronically academically ineligible in Grade 9.

### Conclusions

Over the past three years, chronic ineligibility rates have decreased slightly among middle and high school students of all races/ethnicities. The decreases for African American and Hispanic students have outpaced slightly those for Asian American and White students. However, at all grade levels, African American and Hispanic students still are disproportionately more likely to be chronically academically ineligible than Asian American and White students.

Students of all races/ethnicities and those receiving special services are at greatest risk for chronic academic ineligibility during Grades 8 and 9, the years that students move from middle to high school. However, African American and Hispanic students are particularly vulnerable, with rates for the past three years exceeding 30% of all Grade 9 students. Also higher percentages of African American and Hispanic students are seen as ineligible in two successive grade levels. Chronic academic ineligibility rates also were higher for students receiving special services, such as FARMS, special education, and LEP (Appendix Tables A1-A3).

### Recommendations

School staff should focus academic interventions for students in Grades 8 and 9, the grade levels at which students make the transition from middle to high school. Grade 8 and 9 students may be particularly vulnerable to the effects of personal, social or educational experiences that might impact their course marks and ineligibility. Qualitative analysis may help educators understand the behavior of students moving from ineligibility to eligibility or vice versa from one grade level to another. The tool available on Data Warehouse should be used by schools to identify students most at risk for academic ineligibility for Grade 9 based upon Grade 8 MPAs. A glimpse of the Data Warehouse tool is shown in Table A4 of the appendix.

Schools should implement interventions to provide academic support for students who are ineligible for more than two marking periods per year. These interventions may include such support activities as contracts, tutoring programs, mentoring, academic support classes, counseling, study halls during or after school, and after-school outreach programs.

Schools should monitor trends in student academic eligibility throughout the school year. Schools should use monitoring data to evaluate the effectiveness of practices and interventions designed to increase student academic eligibility for extracurricular activities.

Middle and high school vertical articulation teams should identify and share strategies that they are using to promote student engagement and academic success. Some strategies may include greater use of differentiated small group instruction to address individual learning needs of students; invitations to participate in extended learning opportunities both after school and during the summer; mentoring programs for incoming Grade 9 students who were chronically ineligible in Grade 8; and parent outreach

programs that inform and engage parents, and provide suggestions about how to monitor student progress at home and resolve issues that lead to academic ineligibility.

## References

Montgomery County Public Schools. (2007). *Our call to action: Pursuit of excellence*. Rockville, MD: Author.

Montgomery County Board of Education [M-C-BoE]. (2007). *Policy IQD–Academic eligibility for extracurricular activities*. Rockville, MD: Author.

# **Academic Ineligibility for Extracurricular Activities**

## **Appendix**

Table A1  
Middle and High School Academic Ineligibility 2006 to 2008 by Demographic Group

| Demographic group     | N Students |       |       | Ineligibility      |      |      |                         |      |      |
|-----------------------|------------|-------|-------|--------------------|------|------|-------------------------|------|------|
|                       | 2006       | 2007  | 2008  | % Never ineligible |      |      | % Ineligible 3 or 4 MPs |      |      |
|                       | 2006       | 2007  | 2008  | 2006               | 2007 | 2008 | 2006                    | 2007 | 2008 |
| <b>Grades 6 to 8</b>  |            |       |       |                    |      |      |                         |      |      |
| All                   | 28469      | 28208 | 28277 | 78.4               | 79.2 | 80.8 | 9.5                     | 9.2  | 8.0  |
| Male                  | 14554      | 14351 | 14416 | 73.5               | 73.8 | 75.7 | 12.5                    | 12.2 | 10.8 |
| Female                | 13915      | 13857 | 13861 | 83.6               | 84.7 | 86.2 | 6.4                     | 6.0  | 5.0  |
| African Am.           | 6304       | 6323  | 6197  | 59.6               | 61.9 | 65.2 | 19.2                    | 18.4 | 16.5 |
| Asian Am.             | 4212       | 4213  | 4345  | 91.8               | 92.5 | 93.0 | 2.6                     | 2.6  | 2.1  |
| Hispanic              | 5070       | 5257  | 5554  | 60.1               | 60.9 | 63.9 | 18.9                    | 18.1 | 15.3 |
| White                 | 12806      | 12326 | 12103 | 90.6               | 91.3 | 92.3 | 3.3                     | 2.8  | 2.3  |
| FARMS                 | 6046       | 6685  | 6901  | 54.4               | 56.2 | 58.9 | 23.2                    | 22.1 | 19.0 |
| Special Ed.           | 3521       | 3449  | 3415  | 58.7               | 59.5 | 61.1 | 20.2                    | 20.6 | 18.6 |
| LEP                   | 619        | 874   | 816   | 65.4               | 68.9 | 71.6 | 15.0                    | 14.4 | 11.9 |
| <b>Grades 9 to 12</b> |            |       |       |                    |      |      |                         |      |      |
| All                   | 40635      | 40630 | 40599 | 69.8               | 69.6 | 70.9 | 15.1                    | 14.9 | 14.0 |
| Male                  | 20536      | 20720 | 20653 | 64.5               | 64.5 | 66.0 | 18.8                    | 18.1 | 16.9 |
| Female                | 20099      | 19910 | 19946 | 75.2               | 74.9 | 76.1 | 11.3                    | 11.5 | 11.0 |
| African Am.           | 8699       | 8873  | 9101  | 50.2               | 50.9 | 53.2 | 27.3                    | 26.1 | 24.9 |
| Asian Am.             | 6098       | 6203  | 6246  | 83.1               | 82.9 | 84.2 | 6.5                     | 6.9  | 6.0  |
| Hispanic              | 6587       | 6952  | 7279  | 47.1               | 46.4 | 50.3 | 30.6                    | 30.4 | 27.2 |
| White                 | 19156      | 18493 | 17858 | 82.2               | 82.8 | 83.8 | 6.9                     | 6.3  | 5.8  |
| FARMS                 | 6085       | 6665  | 7439  | 45.7               | 45.3 | 47.4 | 31.2                    | 31.1 | 29.4 |
| Special Ed.           | 4253       | 4084  | 4068  | 47.8               | 47.1 | 49.3 | 29.7                    | 30.3 | 28.0 |
| LEP                   | 1563       | 1634  | 1703  | 56.0               | 56.3 | 60.2 | 22.9                    | 22.8 | 20.5 |

*Note.* Ineligibility rates are reported for students who were enrolled in the same high school from August to June and received marks for all four marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004–2005 to 2007–2008) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be  $100 \pm 0.1$  because of rounding.

Table A2  
Middle School Academic Ineligibility in 2006 to 2008 by Grade Level and Race/Ethnicity

| Grade level and race/ethnicity | N Students |      |      | Ineligibility      |      |      |                         |      |      |
|--------------------------------|------------|------|------|--------------------|------|------|-------------------------|------|------|
|                                |            |      |      | % Never ineligible |      |      | % Ineligible 3 or 4 MPs |      |      |
|                                | 2006       | 2007 | 2008 | 2006               | 2007 | 2008 | 2006                    | 2007 | 2008 |
| Grade 6                        | 9121       | 9162 | 9215 | 81.1               | 82.4 | 83.4 | 8.0                     | 7.5  | 6.4  |
| African Am.                    | 1998       | 2079 | 2001 | 62.7               | 67.1 | 67.5 | 17.1                    | 15.8 | 14.8 |
| Asian Am.                      | 1380       | 1382 | 1450 | 93.3               | 93.7 | 94.1 | 2.2                     | 1.9  | 1.3  |
| Hispanic                       | 1679       | 1729 | 1862 | 63.4               | 65.2 | 68.9 | 16.3                    | 15.6 | 12.3 |
| White                          | 4040       | 3944 | 3878 | 93.3               | 94.0 | 94.5 | 2.0                     | 1.5  | 1.1  |
| FARMS                          | 2067       | 2270 | 2350 | 57.0               | 61.2 | 61.3 | 20.5                    | 19.0 | 16.5 |
| Special Ed.                    | 1115       | 1215 | 1125 | 61.9               | 64.4 | 65.8 | 18.8                    | 17.2 | 14.7 |
| LEP                            | 230        | 348  | 326  | 60.9               | 67.2 | 69.9 | 17.8                    | 15.8 | 13.5 |
| Grade 7                        | 9492       | 9449 | 9460 | 78.5               | 78.9 | 80.8 | 9.5                     | 9.2  | 8.2  |
| African Am.                    | 2138       | 2082 | 2091 | 60.5               | 59.8 | 65.4 | 18.9                    | 18.2 | 16.6 |
| Asian Am.                      | 1377       | 1416 | 1427 | 91.3               | 92.2 | 93.6 | 2.3                     | 3.0  | 2.1  |
| Hispanic                       | 1700       | 1785 | 1840 | 61.2               | 62.0 | 62.5 | 18.1                    | 17.5 | 16.8 |
| White                          | 4249       | 4139 | 4072 | 90.4               | 91.3 | 92.5 | 3.7                     | 3.3  | 2.2  |
| FARMS                          | 2010       | 2234 | 2312 | 54.8               | 55.5 | 59.3 | 23.3                    | 21.8 | 19.7 |
| Special Ed.                    | 1202       | 1087 | 1197 | 61.0               | 57.8 | 62.7 | 18.5                    | 21.4 | 18.0 |
| LEP                            | 180        | 264  | 251  | 71.7               | 68.2 | 72.5 | 10.6                    | 13.3 | 12.7 |
| Grade 8                        | 9856       | 9597 | 9602 | 75.9               | 76.3 | 78.5 | 11.0                    | 10.7 | 9.2  |
| African Am.                    | 2168       | 2162 | 2105 | 56.0               | 58.9 | 62.9 | 21.4                    | 21.2 | 18.1 |
| Asian Am.                      | 1455       | 1415 | 1468 | 90.7               | 91.5 | 91.2 | 3.2                     | 2.9  | 2.8  |
| Hispanic                       | 1691       | 1743 | 1852 | 55.6               | 55.7 | 60.3 | 22.5                    | 21.2 | 16.9 |
| White                          | 4517       | 4243 | 4153 | 88.3               | 88.7 | 90.0 | 4.3                     | 3.7  | 3.6  |
| FARMS                          | 1969       | 2181 | 2239 | 51.3               | 51.5 | 56.0 | 26.0                    | 25.7 | 20.9 |
| Special Ed.                    | 1204       | 1147 | 1093 | 53.5               | 55.8 | 54.3 | 23.3                    | 23.5 | 23.3 |
| LEP                            | 209        | 262  | 239  | 65.1               | 71.8 | 72.8 | 15.8                    | 13.7 | 8.8  |

*Note.* Ineligibility rates are reported for students who were enrolled in the same high school from August to June and received marks for all four marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004–2005 to 2007–2008) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be  $100 \pm 0.1$  because of rounding.

Table A3  
High School Academic Ineligibility in 2006 to 2008 by Grade Level and Demographic Groups

| Grade level and demographic group | N Students |       |       | Ineligibility      |      |      |                         |      |      |
|-----------------------------------|------------|-------|-------|--------------------|------|------|-------------------------|------|------|
|                                   |            |       |       | % Never ineligible |      |      | % Ineligible 3 or 4 MPs |      |      |
|                                   | 2006       | 2007  | 2008  | 2006               | 2007 | 2008 | 2006                    | 2007 | 2008 |
| Grade 9                           | 10406      | 10425 | 10299 | 68.1               | 68.9 | 69.8 | 17.4                    | 17.2 | 16.8 |
| African Am.                       | 2320       | 2371  | 2427  | 46.7               | 47.0 | 49.9 | 32.2                    | 31.1 | 29.8 |
| Asian Am.                         | 1473       | 1561  | 1512  | 86.2               | 87.4 | 87.1 | 6.1                     | 5.7  | 5.4  |
| Hispanic                          | 1892       | 1911  | 2000  | 44.0               | 43.9 | 47.6 | 33.4                    | 34.7 | 33.0 |
| White                             | 4692       | 4553  | 4328  | 82.8               | 84.4 | 85.1 | 7.2                     | 6.6  | 6.0  |
| FARMS                             | 1893       | 1999  | 2218  | 41.4               | 40.3 | 43.1 | 36.8                    | 37.9 | 35.8 |
| Special Ed.                       | 1243       | 1202  | 1217  | 42.8               | 42.0 | 47.6 | 35.4                    | 37.4 | 34.0 |
| LEP                               | 334        | 354   | 351   | 63.2               | 59.0 | 62.4 | 18.0                    | 18.4 | 21.1 |
| Grade 10                          | 10406      | 10072 | 10197 | 68.7               | 69.6 | 71.9 | 17.2                    | 15.5 | 14.5 |
| African Am.                       | 2298       | 2171  | 2296  | 46.3               | 49.5 | 53.7 | 32.3                    | 28.6 | 27.8 |
| Asian Am.                         | 1487       | 1547  | 1623  | 84.2               | 85.3 | 87.1 | 7.5                     | 6.1  | 4.9  |
| Hispanic                          | 1724       | 1771  | 1791  | 45.3               | 45.9 | 49.6 | 33.6                    | 30.8 | 28.4 |
| White                             | 4870       | 4555  | 4461  | 82.8               | 83.0 | 84.7 | 7.2                     | 6.5  | 5.5  |
| FARMS                             | 1609       | 1751  | 1850  | 43.0               | 43.3 | 47.1 | 35.4                    | 31.7 | 30.6 |
| Special Ed.                       | 1074       | 998   | 1010  | 42.5               | 44.2 | 47.1 | 34.5                    | 32.1 | 29.4 |
| LEP                               | 448        | 445   | 480   | 53.8               | 60.4 | 64.4 | 25.7                    | 21.1 | 16.0 |
| Grade 11                          | 9950       | 10065 | 9911  | 71.1               | 70.7 | 72.1 | 14.0                    | 14.5 | 13.2 |
| African Am.                       | 2059       | 2172  | 2157  | 53.7               | 51.9 | 55.4 | 24.4                    | 25.0 | 22.6 |
| Asian Am.                         | 1551       | 1527  | 1552  | 82.8               | 82.1 | 85.8 | 6.0                     | 7.7  | 6.1  |
| Hispanic                          | 1553       | 1687  | 1775  | 49.5               | 48.4 | 53.5 | 29.9                    | 29.7 | 24.8 |
| White                             | 4765       | 4651  | 4403  | 81.9               | 83.9 | 82.9 | 6.9                     | 6.2  | 6.4  |
| FARMS                             | 1378       | 1569  | 1746  | 50.5               | 48.1 | 50.8 | 27.5                    | 29.2 | 26.5 |
| Special Ed.                       | 918        | 964   | 918   | 50.4               | 50.6 | 50.9 | 26.8                    | 28.0 | 26.7 |
| LEP                               | 466        | 482   | 497   | 55.4               | 52.5 | 60.8 | 24.2                    | 26.8 | 20.7 |

(continued)

Table A3  
High School Academic Ineligibility in 2006 to 2008 by Grade Level and Demographic Groups

| Grade level and demographic group | N Students |       |       | Ineligibility      |      |      |                         |      |      |
|-----------------------------------|------------|-------|-------|--------------------|------|------|-------------------------|------|------|
|                                   |            |       |       | % Never ineligible |      |      | % Ineligible 3 or 4 MPs |      |      |
|                                   | 2006       | 2007  | 2008  | 2006               | 2007 | 2008 | 2006                    | 2007 | 2008 |
| Grade 12                          | 9873       | 10068 | 10192 | 71.3               | 69.1 | 70.0 | 11.5                    | 12.3 | 11.4 |
| African Am.                       | 2022       | 2158  | 2221  | 55.2               | 55.4 | 54.1 | 18.9                    | 19.4 | 18.7 |
| Asian Am.                         | 1587       | 1568  | 1559  | 79.3               | 76.8 | 76.7 | 6.6                     | 8.4  | 7.6  |
| Hispanic                          | 1418       | 1583  | 1713  | 51.0               | 47.8 | 50.7 | 23.8                    | 25.5 | 21.8 |
| White                             | 4829       | 4735  | 4666  | 81.4               | 80.1 | 82.6 | 6.3                     | 5.9  | 5.4  |
| FARMS                             | 1205       | 1346  | 1625  | 50.8               | 52.0 | 50.0 | 21.2                    | 22.7 | 22.2 |
| Special Ed.                       | 1018       | 920   | 923   | 57.0               | 53.0 | 52.4 | 20.5                    | 21.6 | 19.8 |
| LEP                               | 315        | 353   | 375   | 52.7               | 53.5 | 52.3 | 22.2                    | 23.8 | 25.3 |

*Note.* Ineligibility rates are reported for students who were enrolled in the same high school from August to June and received marks for all four marking periods (MPs). Results do not include students who took Alt-MSA during any of the school years (2004–2005 to 2007–2008) or were enrolled in ESOL level 1 or 2 at the end of the school year. The sums of the percentages may be  $100 \pm 0.1$  because of rounding.

**Table A4**  
**Data Warehouse Tool to Identify Students' Academic Ineligibility**

|    | School   | ID            | Name       | Grade     | Ethnicity                     | Gender | FARMS | LEP | IEP | 504 | Average<br>MPA |
|----|----------|---------------|------------|-----------|-------------------------------|--------|-------|-----|-----|-----|----------------|
| 1  | School 1 | <u>000001</u> | Student 1  | 8th Grade | African American,Not Hispanic | Female | Yes   | No  | No  | No  | 0.00           |
| 2  | School 1 | <u>000002</u> | Student 2  | 8th Grade | African American,Not Hispanic | Male   | Yes   | No  | No  | No  | 0.71           |
| 3  | School 1 | <u>000003</u> | Student 3  | 8th Grade | Hispanic                      | Male   | Yes   | No  | No  | No  | 0.85           |
| 4  | School 1 | <u>000004</u> | Student 4  | 8th Grade | African American,Not Hispanic | Male   | Yes   | No  | No  | No  | 0.85           |
| 5  | School 1 | <u>000005</u> | Student 5  | 8th Grade | Hispanic                      | Male   | Yes   | No  | No  | No  | 1.14           |
| 6  | School 1 | <u>000006</u> | Student 6  | 8th Grade | Hispanic                      | Male   | No    | No  | No  | No  | 1.14           |
| 7  | School 1 | <u>000007</u> | Student 7  | 8th Grade | African American,Not Hispanic | Male   | No    | No  | No  | No  | 1.14           |
| 8  | School 1 | <u>000008</u> | Student 8  | 8th Grade | African American,Not Hispanic | Male   | Yes   | No  | No  | No  | 1.14           |
| 9  | School 1 | <u>000009</u> | Student 9  | 8th Grade | African American,Not Hispanic | Male   | No    | No  | No  | No  | 1.16           |
| 10 | School 1 | <u>000010</u> | Student 10 | 8th Grade | Hispanic                      | Male   | Yes   | No  | No  | No  | 1.28           |
| 11 | School 1 | <u>000011</u> | Student 11 | 8th Grade | African American,Not Hispanic | Male   | No    | No  | No  | No  | 1.28           |
| 12 | School 1 | <u>000012</u> | Student 12 | 8th Grade | White,Not Hispanic            | Female | No    | No  | No  | No  | 1.28           |

*Note.* The above table displays pseudo information and should be used as an example only. The data reported are not real.