



STUDENTS AT A GLANCE:  
**Late Joiners**

**CONTEXT**

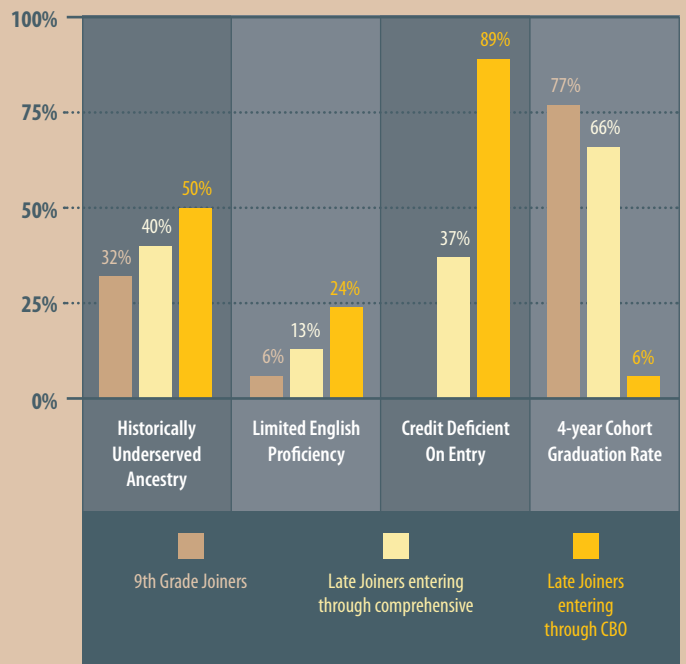
2013-2014 Cohort				
Year joined PPS	Grad	Non-Grad	Total	% Grad
2010-2011	2097	634	2731	77%
2011-2012	105	113	218	48%
2012-2013	75	112	187	40%
2013-2014	59	123	182	32%
Grand Total	2336	982	3318	70%

In the 2013-14 graduating cohort, 587 out of 3318 students, or almost 18%, had first enrolled in PPS after 9th grade. These students are referred to as Late Joiners. The 2731 students who first enrolled in PPS in 9th grade or earlier are referred to as 9th Grade Joiners. Late Joiners have a grad rate 36 percentage points lower (41%) than the average for 9th Grade Joiners (77%).

**LATE JOINERS COMPARED TO 9<sup>TH</sup> GRADE JOINERS**

Compared to 9th Grade Joiners, Late Joiners have significantly different characteristics on entry, and these characteristics influence their outcomes. They are:

- more likely to have Historically Underserved\* ancestry (44% vs. 32%)
- more likely to be economically disadvantaged (60% vs. 51%)
- almost three times as likely to be limited English proficient (16% vs. 6%)
- 60% are credit-deficient on entry (have a lower total number of credits than expected for their grade level)
- Late Joiners who joined PPS in 2013-14 (the expected grad year) had an even lower grad rate, 32%.
- Most Late Joiners (85%) had their first PPS enrollment in either a community-based program (30%) or a comprehensive high school (including MLC) (55%).
- Late Joiners whose first PPS enrollment was a CBO were even more likely than other Late Joiners to have Historically Underserved ancestry, have limited English proficiency, and be credit deficient.



**RECOMMENDATIONS**

Identify and improve supports for Late Joiners, especially Emerging Bilingual students. Supports must reach the CBO population as well as comprehensive and PPS alternative schools. Credit recovery will be an important intervention.

**FURTHER RESEARCH**

More work needs to be done to characterize this population on entry rather than at outcome. Areas to look at: SIFE (Significant Interruption of Formal Education) status, attendance and discipline history in former schools attended.

\*including "Multi-Racial" students, if their identified ancestries included Native American/Alaskan Native or Black/African American or Native Hawaiian/Pacific Islander.