



## GETTING STUDENTS ON TRACK AND GRADUATING ON TIME

Marta Valle High School

School Profile

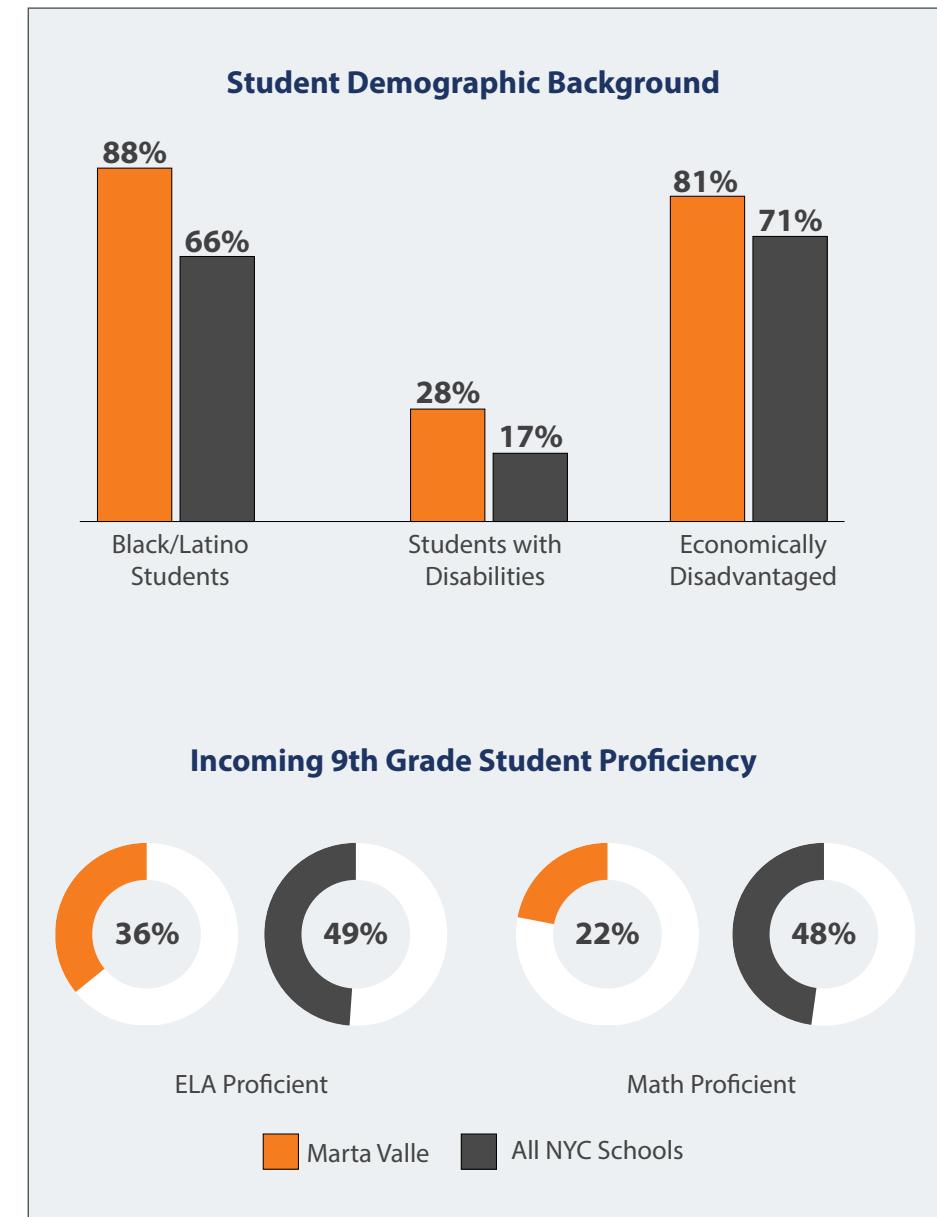
Marta Valle High School was a New York City public school serving high-need and underserved students; in the summer of 2020 it merged with University Neighborhood High School. Since it commenced its partnership with the Institute for Student Achievement (ISA) during the 2015-16 school year, the school made great strides in keeping students on track to graduation as well as graduating students in 4 years at rates that surpassed those of matched comparison students and citywide averages. During the 5-year period between the 2015–16 and 2019–20 school years, Marta Valle received a total of 386 days of ISA coaching services in math, science, social studies, and English language arts (ELA).

## Serving Higher Need and Underserved Students

On average, Marta Valle High School served a larger portion of higher need and historically underserved students than New York City public high schools do: 81% of Marta Valle students came from households facing economic hardship, 28% were identified as having disabilities, and 88% were Black or Latino. In addition, nearly two thirds of the school's incoming 9th graders were below grade level proficiency in ELA, and more than three quarters were below grade level proficiency in math.

## Keeping 9th Graders on Track to Graduation

The first year of high school is a critical transition period. Students on track in 9th grade are more likely to continue

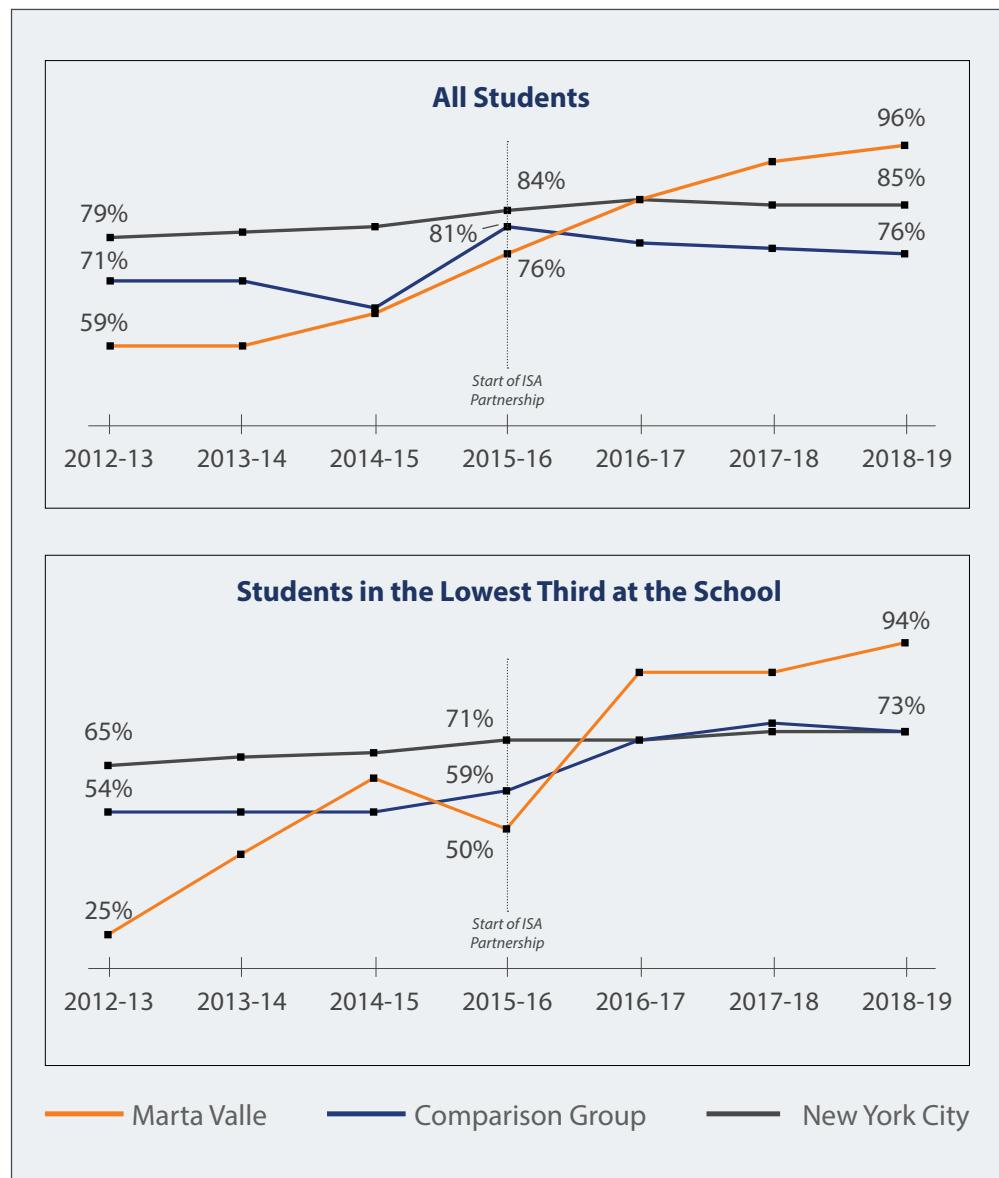


to do well in the following years and graduate on time.<sup>i</sup> Prior to its ISA partnership, the percentage of 9th graders (overall and in the bottom third of academic performance) who were on track was lower at Marta Valle than the percentage in its comparison group and among students citywide. During the 2015–16 school year, a new principal brought ISA coaching to Marta Valle in support of the school's revitalization.

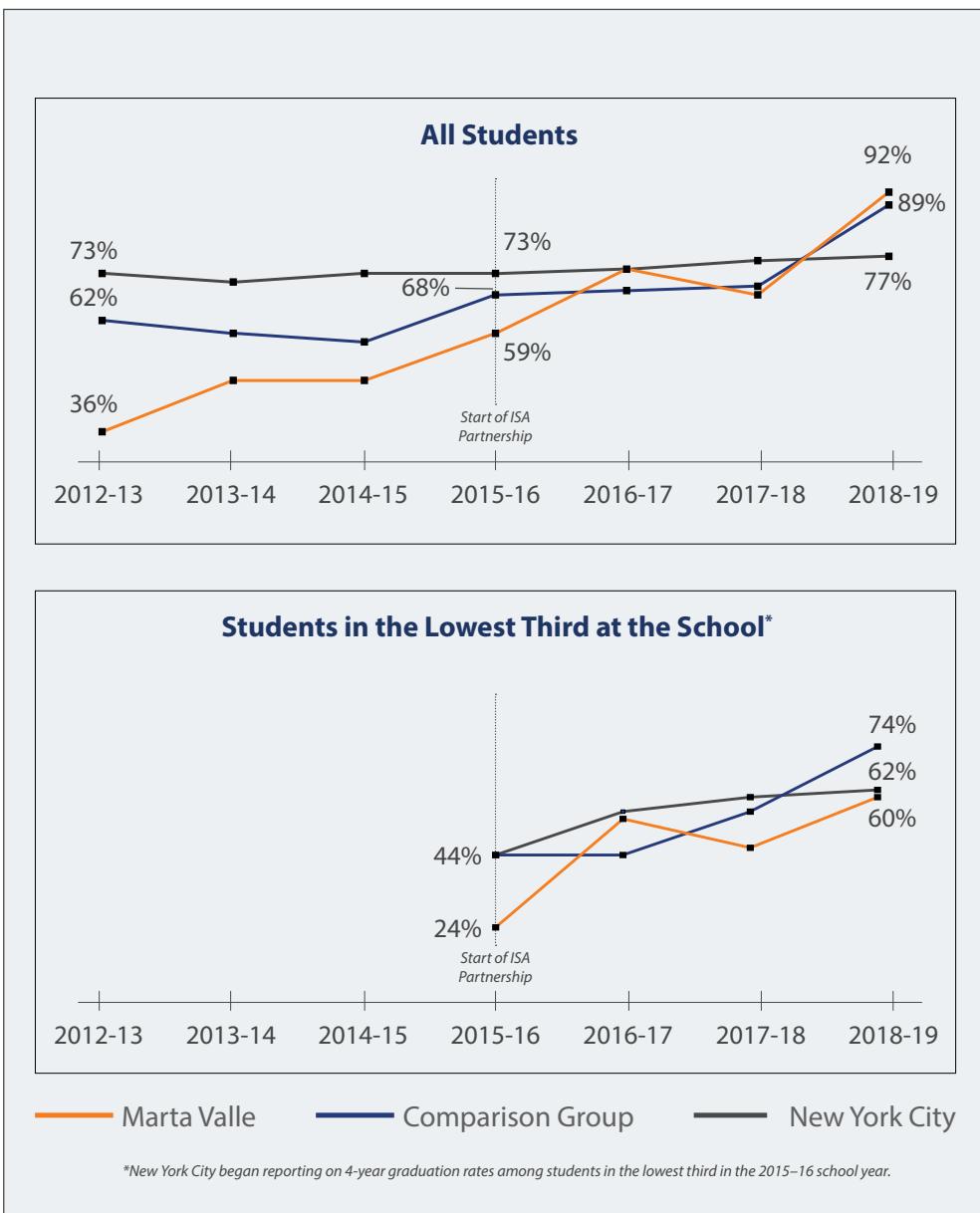
Through its partnership with ISA, Marta Valle saw increased success in keeping its 9th graders on track to graduate. Over the course of that partnership, the percentage of 9th graders on track at Marta Valle surpassed rates of those on track both at its comparison group schools<sup>ii</sup> and among students citywide. This trend was true for Marta Valle students overall and also for those in the bottom third of academic performance.

In the 2018–19 school year, nearly all 9th graders (96%) at Marta Valle earned the required credits for promotion to 10th grade (10 credits or more, or "on track"). This rate of promotion was 20 percentage points higher than that of students in Marta Valle's comparison group<sup>ii</sup> (76%) and 11 percentage points higher than the citywide average (85%). Included in this increase were Marta Valle's highest need 9th graders: 94% of Marta Valle's 9th graders entering at the bottom third of academic performance (i.e., with respect to 8th grade ELA and

### Percentage of 9th Graders Earning Enough Credits to Be Promoted to 10th Grade: 2012-2019



## Four Year Graduation Rates: 2012-2019



math scores<sup>iii</sup>) were on track, a rate 21 percentage points higher than the rates both at its comparison group and among students citywide. During the same time of ISA's partnership with Marta Valle, other trends were occurring in comparison schools and citywide.

While Marta Valle's percentage of students on track increased by 20 percentage points (76% to 96%), the percentages in comparison schools and citywide decreased by 5 percentage points and by 1 percentage point, respectively, over the same 4-year period. Additionally, among 9th grade students in the bottom third of academic performance, on-track rates increased by 44 percentage points at Marta Valle (50% to 94%) compared to increases of 14 percentage points among comparison students at other schools (59% to 73%) and 2 percentage points citywide (71% to 73%).

## Graduating More Students On Time

Beyond 9th grade students being on track for promotion, Marta Valle's students also demonstrated success graduating within 4 years. In 2019, the school's 4-year graduation rate of 92% surpassed those of comparable students attending other schools (89%) and the citywide graduation rate (77%). Prior to its partnership with ISA, Marta Valle's 4-year graduation rates were well below those of its comparison group



and the citywide rate. During its partnership with ISA, Marta Valle's 4-year graduation rate increased by 33 percentage points (from 59% to 92%). Over the same period, 4-year graduation rates increased by 21 percentage points among comparable students attending other schools and by 4 percentage points citywide. ISA's partnership with Marta Valle was associated with the school's graduation rates rising to equal and then surpassing those of comparison students and the citywide 4-year graduation rate.

Considering students in the lowest third of academic performance citywide<sup>iv</sup>, in 2019 the 4-year graduation rate at Marta Valle was 60%, which was somewhat lower than that of comparable students attending other schools (74%) and the citywide (62%) rate. However, at the start of Marta Valle's partnership with ISA, the 4-year graduation rate for students in its lowest third (24%) was 20 percentage points lower than the comparison group and citywide rates (both 44%). By 2019, that gap in on-time graduation rates among students in the lowest third of academic performance had narrowed to 14 percentage points in the comparison group and 2 percentage points citywide.



## References

### Marta Valle 2018–19 School Quality Guide—Online Edition

[https://tools.nycenet.edu/guide/2019/#dbn=01M509&report\\_type=HS](https://tools.nycenet.edu/guide/2019/#dbn=01M509&report_type=HS)

### NYC Department of Education School Quality Reports Educator Guide: High Schools 2017–18

<https://infohub.nyced.org/docs/default-source/default-document-library/2017-18-educator-guide-hs--11-8-2018.pdf>

## Endnotes

- i Allensworth, E., & Easton, J. (2005). *The on-track indicator as a predictor of high school graduation*. Consortium on Chicago School Research.
- ii Comparison group students for high schools in New York City are constructed by matching each student at the school to the 50 most similar students from other schools throughout the city based on their prior test scores, individual demographic factors, and school demographic factors. The similar students identified for each student are then grouped together into a large comparison group for the school.
- iii For detail on how New York City calculates student membership in a school's lowest third category, please see the NYC Department of Education School Quality Reports Educator Guide (pp. 4–5), cited above.
- iv With respect to graduation rates, "lowest third" is defined citywide with respect to ELA scores, math scores, and other criteria. For detail on how New York City calculates student membership in the lowest third category, please see the city's NYC Department of Education School Quality Reports Educator Guide (pp. 4–5), cited above.

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