Getting On-Track
Understanding Freshman Performance at Global Visions

Global Visions
2004-2009 Freshmen

INSIDE THIS REPORT
Global Visions First-Time Freshmen

47% WERE ON-TRACK in 2003-04
52% WERE ON-TRACK in 2008-09
at the end of their freshman year
Getting On-Track

Understanding Freshman Performance at Global Visions

Student performance in the freshman year predicts whether students will graduate from high school. In particular, the freshman on-track indicator, failures, grades, and absences each predict the students who will graduate and those who will drop out.\(^1\) How Global Visions students have historically performed on these indicators can provide insight into how to target interventions and supports for students. Examining how these indicators have changed over time can help school leaders determine whether past efforts have been successful or if they need improvement. This report details the freshman year at Global Visions to provide information on the state of the freshman class, how performance has changed over time, and areas where improvement may be needed.

Statistics on student work in the freshman year, the **on-track indicator**, **number of Fs**, **grade point average**, and the **number of absences** are all more predictive of high school graduation than student background (e.g., test scores, demographic information, etc). Using these data in the freshman year, one can determine which students are at risk for dropping out and how likely they are to dropout. The vast majority of students who are on-track at the end of the freshman year graduate from high school. Of the students who are off-track, have many Fs, or have low grades, only a few will graduate. Those off-track students with many Fs are also typically the students with many absences. Even students who are academically strong before entering high school will likely not graduate if they have a weak freshman year.

This report provides a detailed look at each component of the freshman year. Looking at these data for Global Visions, one can determine the characteristics of on/off-track students, whether they fail many or few of their classes, whether they are getting good grades, and whether their failures are linked to absences. This can inform the type of interventions to implement. Looking at these data over time can also support evaluating whether past efforts have been successful at Global Visions.

Using This Report

This report is divided into sections by indicator (e.g., on-track). Each section provides information on why the indicators are important, what the indicators look like at Global Visions, and how students with different backgrounds perform on them (e.g., on-track rates for young men and young women). Each section provides a list of basic questions to help understand the data and more advanced questions to help transition from statements about numbers to understanding what the numbers mean for Global Visions. After each section, consider what the data say and where problems exist before continuing.

Moving Forward

Graduation Pathways at CPS also provides a number of resources for understanding and targeting the students currently at Global Visions. The Freshman Watchlist and the Freshman Success Report assign risk levels to each of the current students at Global Visions and provide information on how those students are currently performing. The new Freshman Handbook provides promising practices for using this information and intervening with students. See http://choosethefuture.org for more information.
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Key Terms

On-track
On-Track students received no more than one semester F in a core subject (English, math, social science, or science during the school year and had enough credits (5) to advance to the next grade on time. Credits earned in summer school are not counted towards the credit total. Summer school failures are not counted towards on/off-track status. Core classes can include many courses: double-period algebra, AVID, or reading – any course code beginning with a 1, 2, 3, or 4.

Off-track
Off-track students either received more than one semester F in a core course (English, math, social science, or science) during the school year or did not have enough credits to advance to the next grade on time.

Graduate
Graduates are identified by a graduation code in the CPS student information system. Students with GEDs are not included as graduates.

Dropped out
Dropouts are identified by a “leave-code” in the CPS student information system that identifies why a student is no longer enrolled. We use the same codes as the CPS Office of Research, Evaluation and Accountability to designate students as dropouts. In addition, we treat students attending alternative high schools after the freshman year as dropouts.

Left CPS
These students are no longer enrolled in a CPS high school in a given year and have a code in the CPS student information system that designates them as leaving CPS, usually for another public school district, a private school, a correctional facility, a residential institution, or to be home-schooled. *Student transfers must be validated to qualify for this status.* Students designated as having left CPS are excluded from on-track calculations.

Absences
Absences are the amount of class and school time that students miss. The numbers in this report represent the CPS method for calculating absences. On any given school day, students receive half an absence for any absences from a class in the first half of the day and a half absence for any classes missed in the second half of the day.

EXPLORE scores
EXPLORE scores provided in this report refer to the test that students are required to take in the fall of ninth grade.
On-Track Freshmen Graduate

Two or More Core Fs in Grade 9: Unlikely to Graduate Anytime

Students who are on-track at the end of the freshman year are four times more likely to graduate from high school than students who are off-track. As the figure on the right shows, 81% of on-track students in CPS graduate from high school in four years whereas only 22% of off-track students graduate in the same time period.

The graphs and tables on the following page show the on-track rate for successive cohorts of freshmen at Global Visions and district-wide. For freshmen entering high school in 2001-02 through 2008-09, the graphs show how the on-track rate has changed overall in Global Visions and in CPS. Because freshman on-track rates can also vary greatly by student background, the graphs also show how the on-track rates have changed for males and females, and how they have changed for students with different ninth-grade EXPLORE scores (EXPLORE trends are available on page 23).

These data can assist in addressing basic questions such as:

- Have freshman on-track rates improved, declined, or remained stable over time?
- How have Global Visions freshmen performed in comparison to CPS?
- Is there a gap in on-track rates between males and females or by EXPLORE scores?
- Have on-track rates changed for some groups and not others?

More advanced questions include:

- Why has the on-track rate changed or not changed? (Was it due to changes within a subgroup? What might have changed in Global Visions?)
- If certain types of students have different on-track rates, is this because they start freshman year with different abilities or because they have different experiences in Global Visions?
- Have Global Visions interventions for freshmen been successful?

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On-Track Over Time by Gender (page 7)
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On-Track in 2008-09 by Gender and EXPLORE (page 9)
On-Track Over Time

How has the freshman on-track rate changed over time for Global Visions students?

2002 to 2009 Ninth-Graders

Table 1: Freshman On-Track Rate Over Time for Global Visions Students

<table>
<thead>
<tr>
<th>Ninth-Grade Year</th>
<th>Number of Students*</th>
<th>Global Visions On-Track</th>
<th>CPS On-Track*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>n/a</td>
<td>n/a</td>
<td>15,207 (58%)</td>
</tr>
<tr>
<td>2002-03</td>
<td>n/a</td>
<td>n/a</td>
<td>16,041 (62%)</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>68 (47%)</td>
<td>15,851 (57%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>42 (39%)</td>
<td>16,345 (59%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>40 (43%)</td>
<td>16,384 (58%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>46 (47%)</td>
<td>15,719 (57%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>25 (33%)</td>
<td>15,193 (59%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>34 (52%)</td>
<td>16,636 (64%)</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, transferred to a charter school, or started school in the spring.
On-Track Over Time by Gender

Did on-track rates differ for males and females?

2002 to 2009 Ninth-Graders at Global Visions

Table 2: Freshman On-Track Rate by Gender

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>Number of students *</th>
<th>Male On-Track</th>
<th>Female On-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>31 (40%)</td>
<td>37 (55%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>20 (36%)</td>
<td>22 (43%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>21 (40%)</td>
<td>19 (46%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>21 (43%)</td>
<td>25 (52%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>12 (26%)</td>
<td>13 (45%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>19 (50%)</td>
<td>15 (54%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>26,013</td>
<td>7,429 (57%)</td>
<td>9,207 (71%)</td>
</tr>
</tbody>
</table>

*Excludes those Global Visions students who left CPS, transferred to a charter high school, or started high school in the spring. Outcomes for categories with fewer than ten students are not shown.
**On-Track Over Time by EXPLORE**

**Did on-track rates differ by ninth-grade EXPLORE scores?**

2002 to 2009 Ninth-Graders at Global Visions

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**Table 3: Freshman On-Track Rate by EXPLORE Score**

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>Number of students *</th>
<th>Below 12 On-Track</th>
<th>12-13 On-Track</th>
<th>14-16 On-Track</th>
<th>17 Plus On-Track</th>
<th>No Score On-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>18 (50%)</td>
<td>21 (47%)</td>
<td>24 (63%)</td>
<td>n/a</td>
<td>4 (17%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>17 (52%)</td>
<td>14 (33%)</td>
<td>9 (43%)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>10 (30%)</td>
<td>12 (36%)</td>
<td>12 (63%)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>8 (31%)</td>
<td>20 (59%)</td>
<td>12 (55%)</td>
<td>n/a</td>
<td>2 (20%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>7 (29%)</td>
<td>12 (41%)</td>
<td>5 (33%)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>n/a</td>
<td>12 (52%)</td>
<td>13 (76%)</td>
<td>n/a</td>
<td>5 (28%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>26,013</td>
<td>2,062 (47%)</td>
<td>3,709 (59%)</td>
<td>5,575 (75%)</td>
<td>4,244 (88%)</td>
<td>1,046 (35%)</td>
</tr>
</tbody>
</table>

*Excludes those Global Visions students who left CPS, transferred to a charter high school, or started high school in the spring.

Outcomes for categories with fewer than ten students are not shown.

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*Getting On-Track: Understanding Freshman Performance at Global Visions*  | 8
On-Track in 2008-09 by Gender and EXPLORE
Did on-track rates differ by ninth-grade EXPLORE scores for males and females?

2008-09 Ninth-Graders at Global Visions

Did on-track rates differ by ninth-grade EXPLORE scores for males and females?

Table 4: Freshman On-Track Rates by Gender and EXPLORE scores in 2008-09

<table>
<thead>
<tr>
<th></th>
<th>Global Visions</th>
<th></th>
<th>CPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students*</td>
<td>On-Track</td>
<td>Number of Students*</td>
<td>On-Track</td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>11</td>
<td>4 (36%)</td>
<td>1,753</td>
<td>555 (32%)</td>
</tr>
<tr>
<td>Below 12</td>
<td>5</td>
<td>n/a</td>
<td>2,636</td>
<td>1,119 (42%)</td>
</tr>
<tr>
<td>12 to 13</td>
<td>10</td>
<td>4 (40%)</td>
<td>3,148</td>
<td>1,673 (53%)</td>
</tr>
<tr>
<td>14 to 16</td>
<td>12</td>
<td>9 (75%)</td>
<td>3,286</td>
<td>2,265 (69%)</td>
</tr>
<tr>
<td>17 Plus</td>
<td>0</td>
<td>n/a</td>
<td>2,139</td>
<td>1,817 (85%)</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>7</td>
<td>n/a</td>
<td>1,276</td>
<td>491 (38%)</td>
</tr>
<tr>
<td>Below 12</td>
<td>2</td>
<td>n/a</td>
<td>1,768</td>
<td>943 (53%)</td>
</tr>
<tr>
<td>12 to 13</td>
<td>13</td>
<td>8 (62%)</td>
<td>3,180</td>
<td>2,036 (64%)</td>
</tr>
<tr>
<td>14 to 16</td>
<td>5</td>
<td>n/a</td>
<td>4,163</td>
<td>3,310 (80%)</td>
</tr>
<tr>
<td>17 Plus</td>
<td>1</td>
<td>n/a</td>
<td>2,664</td>
<td>2,427 (91%)</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, transferred to a charter high school, or started school in the spring.

Outcomes for categories with fewer than ten students are not shown.
Every Failure Matters

The last section showed how the on-track rate at Global Visions changed over time, but the on-track rate is not the full story of freshman performance. The on-track rates provide a strong indication of how many students will graduate from high school four years later and how that rate differs depending on student characteristics. However, the on-track indicator is a blunt instrument for individual students. It provides no indication of how severely off-track students might be. Are off-track students failing all of their classes? Or, are they only failing a few? These two situations might call for different interventions within Global Visions.

As students fail more classes (core or otherwise), they become less likely to graduate from high school (figure at right). In CPS, nearly all (89%) students who fail no classes graduate high school in four years, whereas students only 5% of students who fail seven or more semester classes graduate in four years. Even students with one or two failures are less likely to graduate than students with no failures and are potentially in need of a targeted intervention.

The following pages show how course failures have changed at Global Visions over time and how severe the situation is for students who do fail. The failure rates are also shown for males and females and by EXPLORE scores.

These data can assist in addressing basic questions such as:

- How have failure rates changed for freshmen over time?
- Are students who fail classes failing many classes or just a few?
- Are certain types of Global Visions students more likely to fail many classes?

More advanced questions include:

- Have interventions for Global Visions freshmen been successful?
- Are some freshmen (e.g., females with high test scores) failing more courses than expected?
- If the on-track rate changed over time, did it happen among certain types of failing students?

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Semester Failures Over Time (page 11)
Failures in 2008-09 (page 12)
Failures in 2008-09 by Gender and EXPLORE (page 12)
Semester Failures Over Time

Are more students passing their classes over time?

2002 to 2009 Ninth-Graders at Global Visions

<table>
<thead>
<tr>
<th>Ninth-Grade Cohort</th>
<th>0 Fs</th>
<th>1-2 Fs</th>
<th>3-6 Fs</th>
<th>7 or more Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>39%</td>
<td>25%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>2002-03</td>
<td>25%</td>
<td>24%</td>
<td>26%</td>
<td>21%</td>
</tr>
<tr>
<td>2003-04</td>
<td>21%</td>
<td>26%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>2004-05</td>
<td>15%</td>
<td>24%</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>2005-06</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>2006-07</td>
<td>21%</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>2007-08</td>
<td>35%</td>
<td>30%</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>2008-09</td>
<td>22%</td>
<td>30%</td>
<td>22%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Table 5: Freshman Failure Rates Over Time at Global Visions

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>Number of Students*</th>
<th>Passed all</th>
<th>1-2 Failures</th>
<th>3-6 Failures</th>
<th>7 or more Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>126</td>
<td>49 (39%)</td>
<td>31 (25%)</td>
<td>19 (15%)</td>
<td>27 (21%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>91</td>
<td>23 (25%)</td>
<td>22 (24%)</td>
<td>24 (26%)</td>
<td>22 (24%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>93</td>
<td>27 (29%)</td>
<td>22 (24%)</td>
<td>22 (24%)</td>
<td>22 (24%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>94</td>
<td>30 (32%)</td>
<td>28 (30%)</td>
<td>17 (18%)</td>
<td>19 (20%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>16 (21%)</td>
<td>18 (24%)</td>
<td>16 (21%)</td>
<td>25 (33%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>63</td>
<td>22 (35%)</td>
<td>14 (22%)</td>
<td>19 (30%)</td>
<td>8 (13%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>25,846</td>
<td>13,028 (51%)</td>
<td>4,840 (19%)</td>
<td>4,121 (16%)</td>
<td>3,657 (14%)</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, dropped out in their freshman year, transferred to a charter school, started school in the spring, or were missing grade records.
Table 6: How many classes did students fail at Global Visions in 2008-09?

<table>
<thead>
<tr>
<th>Number of students*</th>
<th>% of all students</th>
<th>% with at least one F†</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>school</td>
<td>CPS</td>
</tr>
<tr>
<td>Passed all</td>
<td>22</td>
<td>35 %</td>
</tr>
<tr>
<td>1-2 Failures</td>
<td>14</td>
<td>22 %</td>
</tr>
<tr>
<td>3-6 Failures</td>
<td>19</td>
<td>30 %</td>
</tr>
<tr>
<td>7 or more Failures</td>
<td>8</td>
<td>13 %</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, dropped out in their freshman year, transferred to a charter school, started school in the spring, or were missing grade records.
†This shows the percent of students in each category after removing those who passed all their classes. It helps address the question: of those failing classes, were they failing many or few?

Table 7: Did failure rates differ by gender and EXPLORE score at Global Visions in 2008-09?

<table>
<thead>
<tr>
<th>Number of Students*</th>
<th>Passed all</th>
<th>1-2 Failures</th>
<th>3-6 Failures</th>
<th>7 or more Failures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>11</td>
<td>9%</td>
<td>27%</td>
<td>45%</td>
</tr>
<tr>
<td>below 12</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12 to 13</td>
<td>10</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
<tr>
<td>14 to 16</td>
<td>10</td>
<td>30%</td>
<td>60%</td>
<td>10%</td>
</tr>
<tr>
<td>17 plus</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>6</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>below 12</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12 to 13</td>
<td>13</td>
<td>62%</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>14 to 16</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>17 plus</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.
Outcomes for categories with fewer than ten students are not shown.
From Strong Grades to Graduates

The last section showed the proportion of students who received Fs in their classes. Using failures, we can identify how severe a student’s risk is of dropping out. However, just passing classes is a very low bar to set for student success. Students with low grades are less likely to show improvements in test scores or to end high school ready for college.

Similar to failures, grades in the first year of high school can also predict who will graduate: Students with high grades mostly graduate from high school. It is rare for students with the lowest grades to do so. Students with an A average historically have a 98% chance of graduating in CPS. Students averaging a D have 28% chance of graduating and those averaging an F have a 2% chance of graduating.

The data on the following pages show how student grades at Global Visions have changed over time and how they differ for males and females and by incoming test scores.

Some basic questions to consider include:

- What grades do Global Visions students earn?
- Are students getting better grades over time?
- Do certain groups of females get better grades than similar groups of males?

More advanced questions include:

- Are students doing the bare minimum to pass their classes?
- How likely are students to graduate, given the grades they receive?
- Do males with low/high test scores get the same grades as females with low/high test scores?
- Have interventions for Global Visions freshmen been successful?

Section Contents

Freshman GPA Over Time (page 14)
Freshman GPA in 2008-09 by Gender and EXPLORE (page 15)
Freshman GPA Over Time

Are freshmen earning higher grades in their classes over time?

2002 to 2009 Ninth-Graders at Global Visions

Table 8: Freshman Grades Over Time at Global Visions

<table>
<thead>
<tr>
<th>Ninth-Grade Year</th>
<th>Number of Students*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>126</td>
<td>2 (2%)</td>
<td>21 (17%)</td>
<td>47 (37%)</td>
<td>43 (34%)</td>
<td>13 (10%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>91</td>
<td>0 (0%)</td>
<td>13 (14%)</td>
<td>34 (37%)</td>
<td>27 (30%)</td>
<td>17 (19%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>93</td>
<td>1 (1%)</td>
<td>18 (19%)</td>
<td>26 (28%)</td>
<td>35 (38%)</td>
<td>13 (14%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>93</td>
<td>4 (4%)</td>
<td>18 (19%)</td>
<td>31 (33%)</td>
<td>28 (30%)</td>
<td>12 (13%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>1 (1%)</td>
<td>6 (8%)</td>
<td>24 (32%)</td>
<td>28 (37%)</td>
<td>16 (21%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>63</td>
<td>3 (5%)</td>
<td>12 (19%)</td>
<td>21 (33%)</td>
<td>24 (38%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>25,645</td>
<td>2,664 (10%)</td>
<td>7,109 (28%)</td>
<td>7,981 (31%)</td>
<td>5,587 (22%)</td>
<td>2,304 (9%)</td>
</tr>
</tbody>
</table>

Note: GPA is rounded to the nearest 1.0 (A = 4.0; B = 3.0; C = 2.0; D = 1.0; F = 0.0).
*This number excludes those students who left CPS, attended a charter school, dropped out in their freshman year, were missing grades, or started school in the spring.
Table 9: Did grades differ by gender and EXPLORE score at Global Visions in 2008-09?

<table>
<thead>
<tr>
<th>Number of Students*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>below 12</td>
<td>11</td>
<td>0%</td>
<td>9%</td>
<td>27%</td>
<td>45%</td>
</tr>
<tr>
<td>12 to 13</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>14 to 16</td>
<td>10</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>17 plus</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>below 12</td>
<td>6</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12 to 13</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>14 to 16</td>
<td>13</td>
<td>0%</td>
<td>46%</td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td>17 plus</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.

Outcomes for categories with fewer than ten students are not shown.
Poor Attendance Predicts Failures

The on-track indicator shows how Global Visions students are doing overall and the proportion of freshmen who will graduate four years later. But, it is not fully available until the end of the freshman year (CPS provides a predicted on-track rate early in the year). Failures and grades are both available earlier in the school year for targeting at-risk students and can be used for determining the severity of the dropout risk and the type of interventions that might be appropriate. Yet, neither is available before the end of the marking period. Attendance information, however, is available immediately and predicts failures as well as graduation.

Students who attend class fail fewer courses and are more likely to graduate (figure at right). Students who skip class or school entirely often fail their classes and often fail to graduate. In CPS, freshmen who miss fewer than one week of class fail almost no classes. Freshmen missing just one week of class fail more than one class on average. With every additional week of absences, students fail many more classes. The pattern at Global Visions is similar to the pattern across CPS. The data on the following pages show how student absences (averaged between fall and spring) at Global Visions have changed over time and how they differ for males and females and by incoming test scores.

Some basic questions to consider include:

- How many absences do Global Visions students have?
- Are freshmen missing less school over time?
- Do females come to school more than males?

More advanced questions include:

- Are the students who were failing classes doing so because of absences?
- Are males with low/high test scores absent the same amount as females with low/high test scores?
- Have interventions for Global Visions freshmen been successful?

Section Contents

Average Absences Per Semester Over Time (page 17)
Absences in 2008-09 by Gender and EXPLORE (page 18)
Did freshmen in 2008-09 have fewer absences than previous freshmen?

2008 to 2009 Ninth-Graders at Global Visions

Table 10: Freshman Absences Over Time at Global Visions

<table>
<thead>
<tr>
<th>Ninth-Grade Year</th>
<th>Number of Students*</th>
<th>Less than 1 week</th>
<th>1 to 2 weeks</th>
<th>3 to 4 weeks</th>
<th>5 to 6 weeks</th>
<th>7 or more weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>75</td>
<td>6 (8%)</td>
<td>27 (36%)</td>
<td>27 (36%)</td>
<td>9 (12%)</td>
<td>6 (8%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>63</td>
<td>14 (22%)</td>
<td>27 (43%)</td>
<td>13 (21%)</td>
<td>8 (13%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>25,645</td>
<td>8,343 (33%)</td>
<td>9,156 (36%)</td>
<td>3,652 (14%)</td>
<td>1,971 (8%)</td>
<td>2,523 (10%)</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, attended a charter school, dropped out in their freshman year, were missing grades, or started school in the spring.
Table 11: Did absence rates differ by gender and EXPLORE score at Global Visions in 2008-09?

<table>
<thead>
<tr>
<th></th>
<th>Number of Students*</th>
<th>Less than 1 week</th>
<th>1 to 2 weeks</th>
<th>3 to 4 weeks</th>
<th>5 to 6 weeks</th>
<th>7 or more weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>11</td>
<td>9%</td>
<td>18%</td>
<td>27%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>below 12</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12 to 13</td>
<td>10</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14 to 16</td>
<td>10</td>
<td>30%</td>
<td>60%</td>
<td>10%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>17 plus</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No EXPLORE Score</td>
<td>6</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>below 12</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12 to 13</td>
<td>13</td>
<td>31%</td>
<td>38%</td>
<td>15%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>14 to 16</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>17 plus</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.

Outcomes for categories with fewer than ten students are not shown.
Relationships and Relevance are Related to Successful Behaviors

Understanding freshman performance, using the on-track indicator, grades, failures, and absences, is a key to improving graduation rates at Global Visions. These student behaviors are early warning signs for dropouts. The next step is to understand why students behave as they do. Schools that have better course performance and positive student behaviors are those with “strong teacher-student relationships and where students see high school as relevant for their future.”

Students who trust and are supported by their teachers are more likely to attend and pass classes. When students see high school as important for their future and when students are expected to work hard and plan for the future, schools also have better attendance and better course performance.

The CCSR biennial surveys assess the relationships and relevance in high schools. Because survey results are confidential, we do not provide them in this public report. Principals and school personnel who wish to see their survey results may access a special supplement to this report through the CCSR survey results site – http://ccsr.uchicago.edu/ssr.
Additional Information

This section provides additional information—as requested by school leaders—related to freshman performance. The graphs in this section show how the on-track rate has changed for students receiving special education services and students in AVID. In addition, there are some graphs for understanding how the composition of the student body has changed over time.

Some basic questions to consider include:

- Do Global Visions special education freshmen have similar on-track rates to general education freshmen?
- Are Global Visions freshmen in AVID more likely to be on-track?
- Have on-track rates changed differently for some groups of Global Visions freshmen over time?
- Have students entered Global Visions with higher or lower test scores over time?

More advanced questions include:

- Are Global Visions interventions working for all freshmen?
- Are some Global Visions freshmen in need of special interventions?
- Have changes in the abilities of incoming freshmen affected on-track rates?

Section Contents

On-Track Over Time by Special Education (page 21)
On-Track Over Time by AVID (page 22)
Freshman EXPLORE Scores Over Time (page 23)
On-Track Over Time by Special Education

Did on-track rates differ for special education students?
2002 to 2009 Ninth-Graders at Global Visions

![Graph showing on-track rates for special education students over time]

Table 12: Freshman On-Track Rate by Special Education

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>Number of students *</th>
<th>General-Ed On-Track</th>
<th>Special-Ed On-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>49 (44%)</td>
<td>19 (59%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>27 (34%)</td>
<td>15 (56%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>27 (44%)</td>
<td>13 (41%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>37 (50%)</td>
<td>9 (39%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>14 (24%)</td>
<td>11 (65%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>30 (54%)</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>26,013</td>
<td>14,52 (65%)</td>
<td>2,111 (58%)</td>
</tr>
</tbody>
</table>

*Excludes those Global Visions students who left CPS, transferred to a charter high school, or started high school in the spring. Outcomes for categories with fewer than ten students are not shown.
On-Track Over Time by AVID

Did on-track rates differ for AVID and non-AVID students?
2002 to 2009 Ninth-Graders at Global Visions

Table 13: Freshman On-Track Rate by AVID Participation

<table>
<thead>
<tr>
<th>9th Grade Year</th>
<th>Number of students *</th>
<th>Non-AVID On-Track</th>
<th>AVID On-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>68 (47%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>42 (39%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>15 (35%)</td>
<td>25 (49%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>46 (47%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>25 (33%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>34 (52%)</td>
<td>n/a</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>26,013</td>
<td>14,11 (63%)</td>
<td>2,519 (69%)</td>
</tr>
</tbody>
</table>

*Excludes those Global Visions students who left CPS, transferred to a charter high school, or started high school in the spring.
Outcomes for categories with fewer than ten students are not shown.
### Freshman EXPLORE Scores Over Time

Are EXPLORE scores for incoming freshmen increasing or decreasing over time?

2002 to 2009 Ninth-Graders at Global Visions

<table>
<thead>
<tr>
<th>Ninth-Grade Year</th>
<th>Number of Students*</th>
<th>17 and higher</th>
<th>14-16</th>
<th>12-13</th>
<th>Below 12</th>
<th>No score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2002-03</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
<td>2 (1%)</td>
<td>38 (26%)</td>
<td>45 (31%)</td>
<td>36 (25%)</td>
<td>23 (16%)</td>
</tr>
<tr>
<td>2004-05</td>
<td>107</td>
<td>4 (4%)</td>
<td>21 (20%)</td>
<td>42 (39%)</td>
<td>33 (31%)</td>
<td>7 (7%)</td>
</tr>
<tr>
<td>2005-06</td>
<td>94</td>
<td>5 (5%)</td>
<td>19 (20%)</td>
<td>33 (35%)</td>
<td>33 (35%)</td>
<td>4 (4%)</td>
</tr>
<tr>
<td>2006-07</td>
<td>97</td>
<td>5 (5%)</td>
<td>22 (23%)</td>
<td>34 (35%)</td>
<td>26 (27%)</td>
<td>10 (10%)</td>
</tr>
<tr>
<td>2007-08</td>
<td>75</td>
<td>0 (0%)</td>
<td>15 (20%)</td>
<td>29 (39%)</td>
<td>24 (32%)</td>
<td>7 (9%)</td>
</tr>
<tr>
<td>2008-09</td>
<td>66</td>
<td>1 (2%)</td>
<td>17 (26%)</td>
<td>23 (35%)</td>
<td>7 (11%)</td>
<td>18 (27%)</td>
</tr>
<tr>
<td>2008-09 CPS</td>
<td>26,013</td>
<td>4,803 (18%)</td>
<td>7,449 (29%)</td>
<td>6,328 (24%)</td>
<td>4,404 (17%)</td>
<td>3,029 (12%)</td>
</tr>
</tbody>
</table>

Note: EXPLORE scores are taken from the fall of ninth grade.

*This number excludes those students who left CPS, attended a charter school, or started school in the spring.
Related CCSR studies

For more information on the on-track indicator and how it is related to graduation, see *The On-Track Indicator as a Predictor of High School Graduation*
http://ccsr.uchicago.edu/content/publications.php?pub_id=10

For information on the freshman year and how students can stay on-track, see *What Matters for Staying On-Track and Graduating in Chicago Public Schools*
http://ccsr.uchicago.edu/content/publications.php?pub_id=116

For Principals

Principals have access to additional trend information in a report produced by the CPS Office of Research, Evaluation, and Accountability (REA). Go to http://research.cps.k12.il.us/ or contact REA for more information.

CPS has made various data reports available to target current ninth graders. These reports, the Freshman Watchlist and Freshman Success Report, are available on the CPS Dashboard and at http://choosethefuture.org/research.

The Office of Graduation Pathways at CPS has also published a handbook for improving freshman performance. It provides examples of practices from several schools in CPS. Contact Graduation Pathways for additional information.

Acknowledgements

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End Notes

1 Allensworth and Easton (2007).
2 Roderick, Nagaoka, and Allensworth (2006); Allensworth, Correa, and Ponisciak (2008).

References

