

Wells

2007-2013 Freshmen

Getting On-Track

Understanding Freshman Performance at Wells

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INSIDE THIS REPORT

Wells First-Time Freshmen

58% WERE ON-TRACK in 2006-07

77% WERE ON-TRACK in 2012-13

at the end of their freshman year



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CHICAGO SCHOOL RESEARCH
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Getting On-Track

Understanding Freshman Performance at Wells

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 Wells 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 Wells 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 Wells, one can determine the characteristics of on/off-track students, such as whether they tend to fail many or few of their classes, whether or not they are getting good grades, and whether or not they tend to have excessive 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 Wells.

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 Wells, 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 Wells. After each section, consider what the data say and where problems exist before continuing.

Contents

Key Terms	4
On-Track Freshmen Graduate	5
On-Track Over Time	6
On-Track Over Time by Gender	7
On-Track Over Time by EXPLORE	8
On-Track in 2012-13 by Gender and EXPLORE	9
Every Failure Matters	10
Semester Failures Over Time	11
Failures in 2012-13	12
Failures in 2012-13 by Gender and EXPLORE	12
From Strong Grades to Graduates	13
Freshman GPA Over Time	14
Freshman GPA in 2012-13 by Gender and EXPLORE	15
Poor Attendance Predicts Failures	16
Average Absences Per Semester Over Time	17
Absences in 2012-13 by Gender and EXPLORE score	18
Relationships and Relevance are Related to Successful Behaviors	19
Additional Information	20
On-Track Over Time by Special Education	21
Freshman EXPLORE Scores Over Time	22
For More Information	23

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 double-period algebra, AVID, or reading, or any with a 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 Performance Office 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 homeschooling. *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 almost three times more likely to graduate from high school than students who are off-track. As the figure on the right shows, 86% of students in CPS who were on-track in ninth grade graduate from high school in four years whereas only 35% of students who were off-track in ninth grade graduate in the same time period. The same holds true at Wells: 81% of Wells on-track freshman graduate in four years while only 30% of their off-track peers do.

The graphs and tables on the following page show the on-track rate for successive cohorts of freshmen at Wells and district-wide. For freshmen entering high school in 2006-07 through 2012-13, the graphs show how the on-track rate has changed overall in Wells 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, as well as for students with different ninth-grade EXPLORE scores (EXPLORE trends are available on page 22).

These data can assist in addressing basic questions such as:

- Have freshman on-track rates improved, declined, or remained stable over time?
- How have Wells 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 of students 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 Wells?)
- If certain groups of students have different on-track rates, is this because they start freshman year with different abilities or because they have different experiences in Wells?
- Have Wells interventions for freshmen been successful?

Section Contents

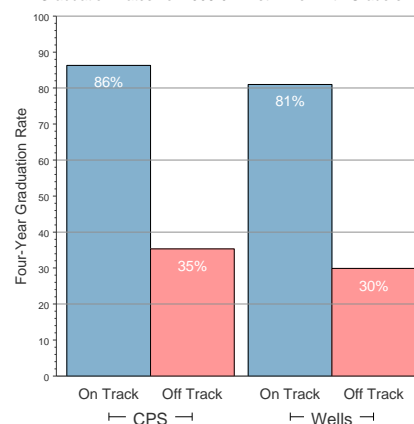
On-Track Over Time (page 6)

On-Track Over Time by Gender (page 7)

On-Track Over Time by EXPLORE (page 8)

On-Track in 2012-13 by Gender and EXPLORE (page 9)

On-track freshmen are almost three times more likely to graduate than off-track freshmen
Graduation Rates for 2006-07 First-Time Ninth-Graders



On-Track Over Time

How has the freshman on-track rate changed over time for Wells students?
2007 to 2013 Ninth-Graders

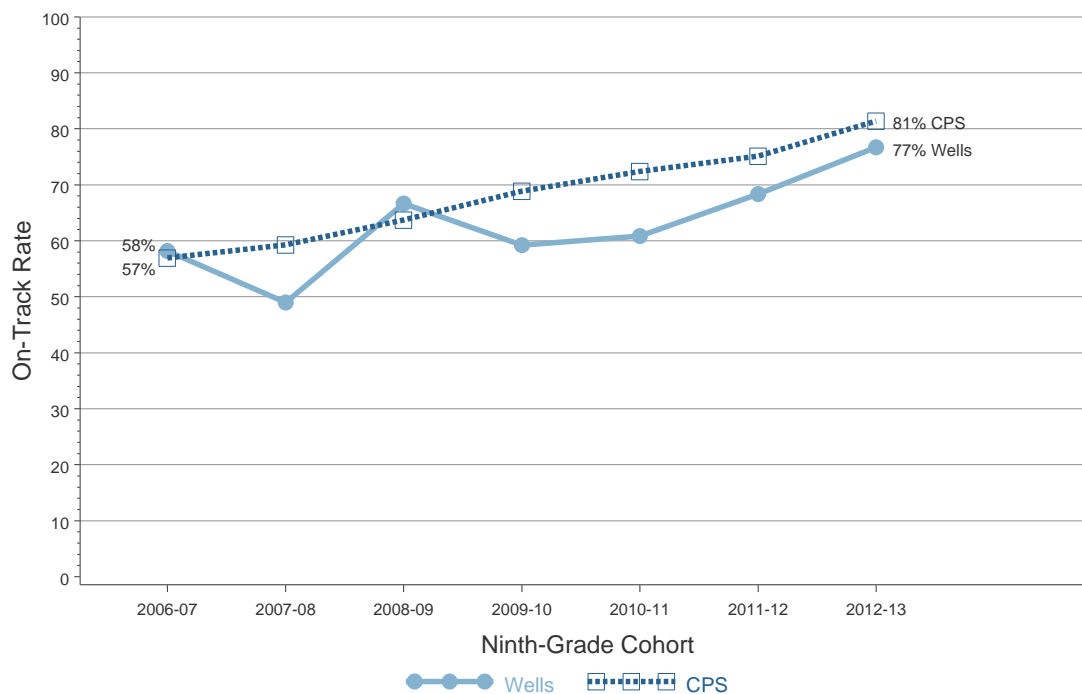


Table 1: Freshman On-Track Rate Over Time for Wells Students

9th Grade Year	Number of Students*	Wells On-Track	CPS On-Track*
2006-07	251	146 (58%)	15,720 (57%)
2007-08	145	71 (49%)	15,195 (59%)
2008-09	135	90 (67%)	16,639 (64%)
2009-10	152	90 (59%)	16,372 (69%)
2010-11	138	84 (61%)	15,813 (72%)
2011-12	117	80 (68%)	15,941 (75%)
2012-13	133	102 (77%)	16,031 (81%)

*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? 2007 to 2013 Ninth-Graders at Wells



Table 2: Freshman On-Track Rate by Gender

9th Grade Year	Number of students *	Male On-Track	Female On-Track
2006-07	251	68 (58%)	78 (59%)
2007-08	145	31 (42%)	40 (56%)
2008-09	135	40 (58%)	50 (76%)
2009-10	152	43 (55%)	47 (64%)
2010-11	138	41 (53%)	43 (70%)
2011-12	117	28 (57%)	52 (76%)
2012-13	133	39 (65%)	63 (86%)
2012-13 CPS	19,688	7,455 (77%)	8,576 (86%)

*Excludes those Wells 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?

2007 to 2013 Ninth-Graders at Wells

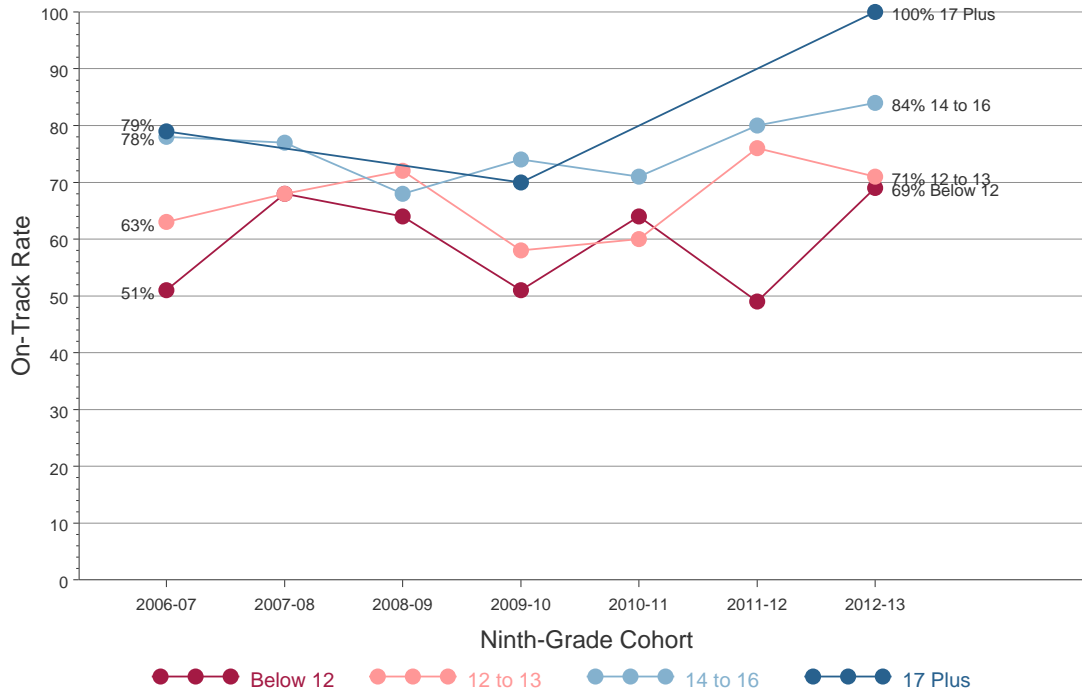


Table 3: Freshman On-Track Rate by EXPLORE Score

9th Grade Year	Number of students *	Below 12 On-Track	12-13 On-Track	14-16 On-Track	17 Plus On-Track	No Score On-Track
2006-07	251	32 (51%)	52 (63%)	46 (78%)	11 (79%)	5 (16%)
2007-08	145	17 (68%)	27 (68%)	20 (77%)	n/a	6 (12%)
2008-09	135	23 (64%)	34 (72%)	21 (68%)	n/a	5 (38%)
2009-10	152	21 (51%)	26 (58%)	28 (74%)	7 (70%)	8 (44%)
2010-11	138	30 (64%)	25 (60%)	17 (71%)	n/a	4 (24%)
2011-12	117	17 (49%)	19 (76%)	35 (80%)	n/a	n/a
2012-13	133	24 (69%)	17 (71%)	43 (84%)	12 (100%)	6 (55%)
2012-13 CPS	19,688	1,589 (66%)	2,800 (71%)	5,352 (86%)	5,519 (95%)	771 (58%)

*Excludes those Wells 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 in 2012-13 by Gender and EXPLORE

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

2012-13 Ninth-Graders at Wells

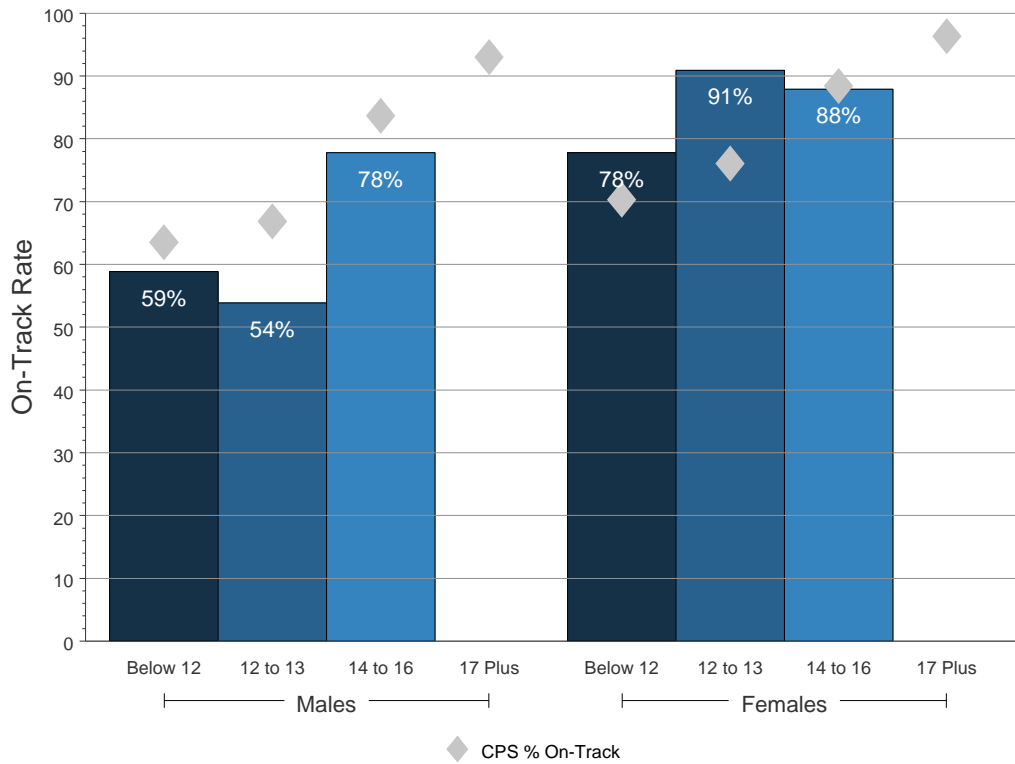


Table 4: Freshman On-Track Rates by Gender and EXPLORE scores in 2012-13

	Wells		CPS	
	Number of Students*	On-Track	Number of Students*	On-Track
Males				
No EXPLORE Score	9	n/a	753	411 (55%)
Below 12	17	10 (59%)	1,496	950 (64%)
12 to 13	13	7 (54%)	2,098	1,403 (67%)
14 to 16	18	14 (78%)	2,827	2,366 (84%)
17 Plus	3	n/a	2,499	2,325 (93%)
Females				
No EXPLORE Score	2	n/a	577	360 (62%)
Below 12	18	14 (78%)	909	639 (70%)
12 to 13	11	10 (91%)	1,837	1,397 (76%)
14 to 16	33	29 (88%)	3,377	2,986 (88%)
17 Plus	9	n/a	3,315	3,194 (96%)

*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 Wells 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 Wells.

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%) ninth-graders who fail no classes graduate high school in four years, whereas only 11% of ninth-graders 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 Wells 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.

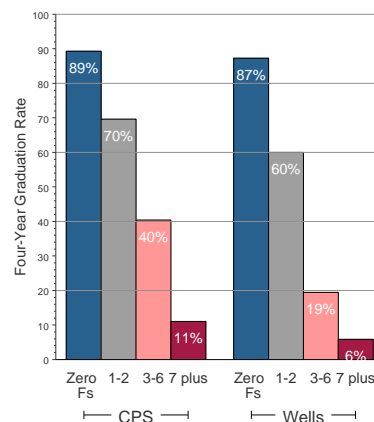
These data can assist in addressing basic questions such as:

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

More advanced questions include:

- Have interventions for Wells 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 groups of failing students?

Each failure in the freshman year makes a student less likely to graduate
Graduation Rates for 2006-07 First-Time Ninth-Graders



Section Contents

Semester Failures Over Time (page 11)

Failures in 2012-13 (page 12)

Failures in 2012-13 by Gender and EXPLORE (page 12)

Semester Failures Over Time

Are more students passing their classes over time?

2007 to 2013 Ninth-Graders at Wells

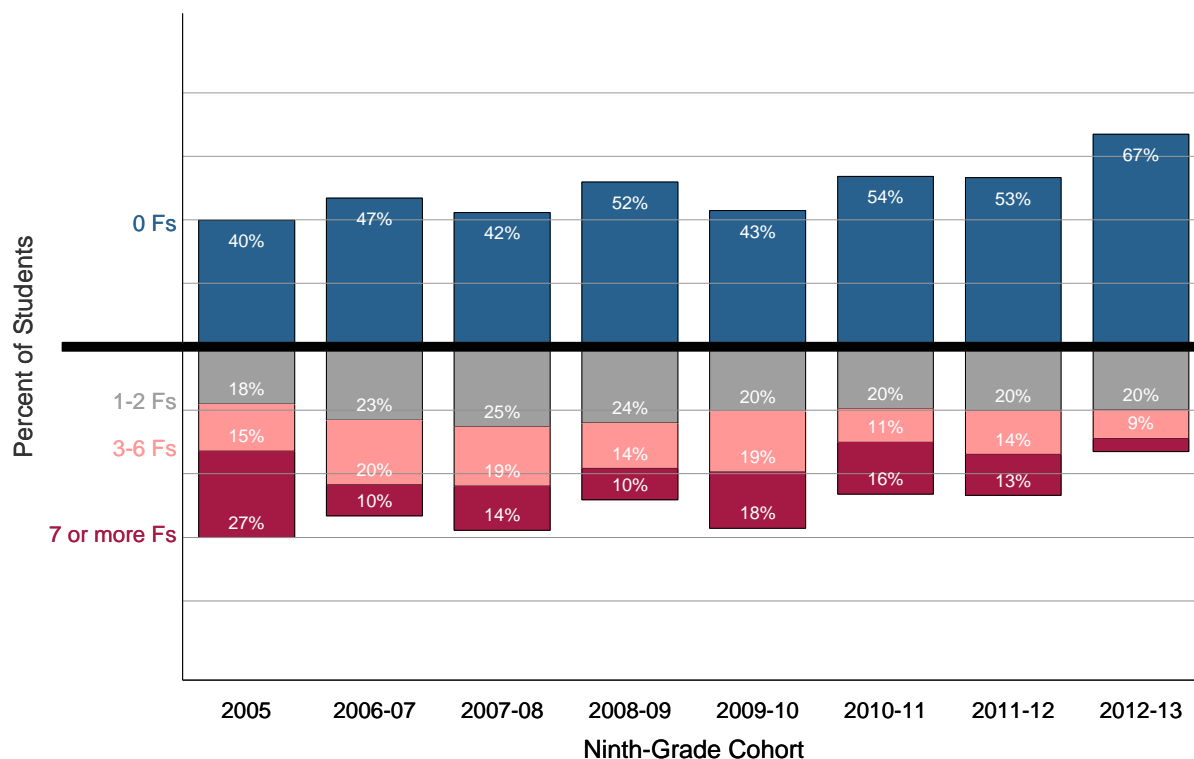


Table 5: Freshman Failure Rates Over Time at Wells

9th Grade Year	Number of Students*	0 Failures	1-2 Failures	3-6 Failures	7 or more Failures
2006-07	246	115 (47%)	57 (23%)	50 (20%)	24 (10%)
2007-08	123	52 (42%)	31 (25%)	23 (19%)	17 (14%)
2008-09	133	69 (52%)	32 (24%)	19 (14%)	13 (10%)
2009-10	147	63 (43%)	30 (20%)	28 (19%)	26 (18%)
2010-11	123	66 (54%)	24 (20%)	13 (11%)	20 (16%)
2011-12	109	58 (53%)	22 (20%)	15 (14%)	14 (13%)
2012-13	121	81 (67%)	24 (20%)	11 (9%)	5 (4%)
2012-13 CPS	19,494	13,672 (70%)	2,784 (14%)	1,746 (9%)	1,292 (7%)

*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 Wells in 2012-13?

	Number of students*	% of all students		% of students with at least one F [†]	
		school	CPS	school	CPS
0 Failures	81	67 %	70 %		
1-2 Failures	24	20 %	14 %	60 %	48 %
3-6 Failures	11	9 %	9 %	28 %	30 %
7 or more Failures	5	4 %	7 %	13 %	22 %

*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 Wells in 2012-13?

	Number of Students*	0 Failures	1-2 Failures	3-6 Failures	7 or more Failures
Males					
No EXPLORE Score	7	n/a	n/a	n/a	n/a
below 12	14	50%	21%	7%	21%
12 to 13	12	58%	17%	25%	0%
14 to 16	17	65%	18%	18%	0%
17 plus	3	n/a	n/a	n/a	n/a
Females					
No EXPLORE Score	2	n/a	n/a	n/a	n/a
below 12	16	50%	44%	6%	0%
12 to 13	11	64%	36%	0%	0%
14 to 16	30	87%	7%	3%	3%
17 plus	9	n/a	n/a	n/a	n/a

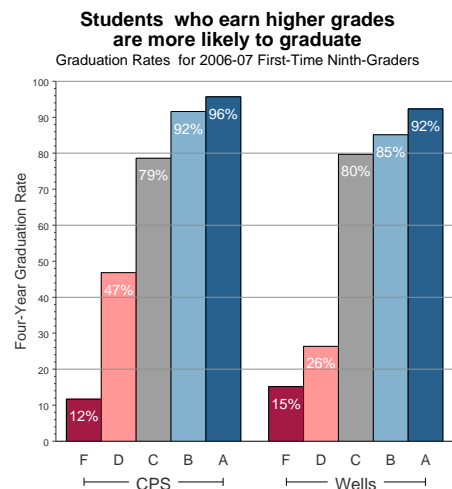
*This number excludes those students who left CPS, transferred to a charter high school, dropped out in their freshman year, started school in the spring, or were missing grade records.

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.²

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. As the figure to the right shows, this pattern holds both system wide, and within Wells. Students with an A average historically have a 96% chance of graduating in CPS. Students averaging a D have 47% chance of graduating and those averaging an F have a 12% chance of graduating.



The data on the following pages show how student grades at Wells 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 Wells 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 Wells freshmen been successful?

Section Contents

Freshman GPA Over Time (page 14)

Freshman GPA in 2012-13 by Gender and EXPLORE (page 15)

Freshman GPA Over Time

Are freshmen earning higher grades in their classes over time?

2007 to 2013 Ninth-Graders at Wells

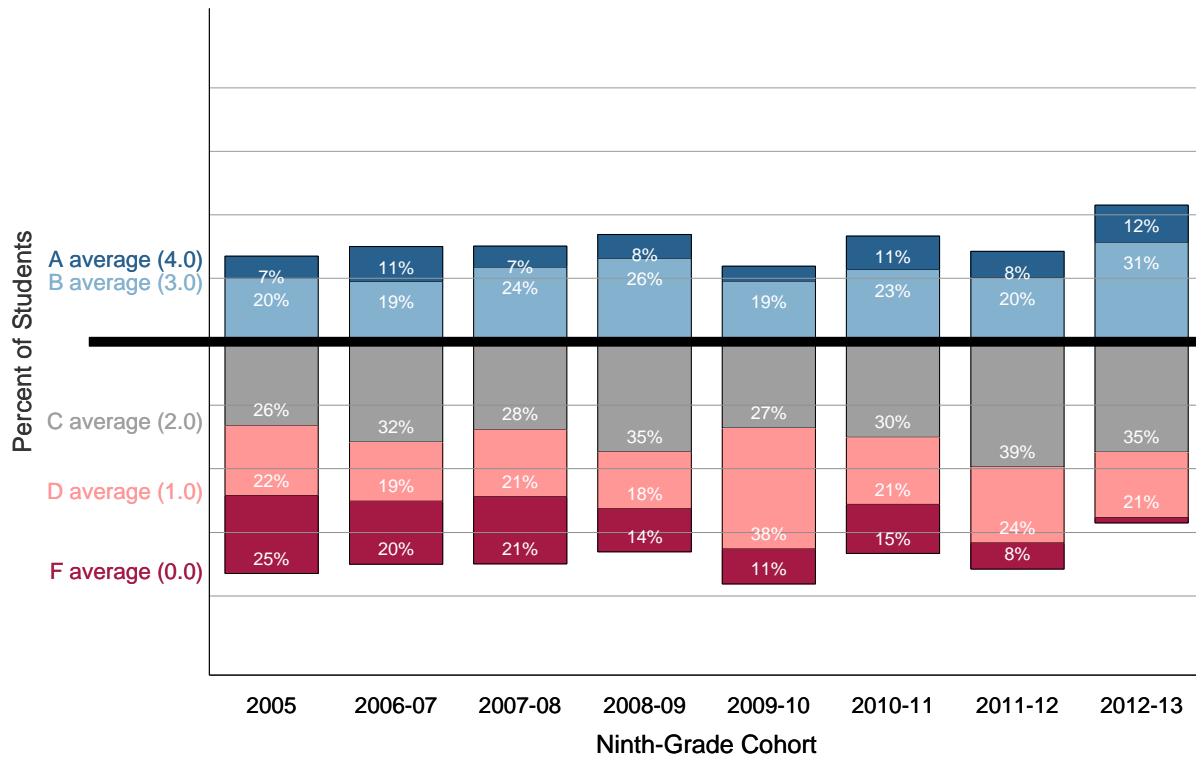


Table 8: Freshman Grades Over Time at Wells

9th Grade Year	Number of Students*	A	B	C	D	F
2006-07	247	27 (11%)	47 (19%)	78 (32%)	46 (19%)	49 (20%)
2007-08	123	8 (7%)	29 (24%)	34 (28%)	26 (21%)	26 (21%)
2008-09	133	10 (8%)	35 (26%)	46 (35%)	24 (18%)	18 (14%)
2009-10	147	7 (5%)	28 (19%)	40 (27%)	56 (38%)	16 (11%)
2010-11	123	13 (11%)	28 (23%)	37 (30%)	26 (21%)	19 (15%)
2011-12	109	9 (8%)	22 (20%)	43 (39%)	26 (24%)	9 (8%)
2012-13	121	14 (12%)	38 (31%)	42 (35%)	25 (21%)	2 (2%)
2012-13 CPS	19,484	3,399 (17%)	6,488 (33%)	5,738 (29%)	3,004 (15%)	855 (4%)

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 Wells in 2012-13?

	Number of Stu- dents*	A	B	C	D	F
Males						
No EXPLORE Score	7	n/a	n/a	n/a	n/a	n/a
below 12	14	0%	7%	43%	43%	7%
12 to 13	12	0%	17%	42%	42%	0%
14 to 16	17	6%	41%	24%	29%	0%
17 plus	3	n/a	n/a	n/a	n/a	n/a
Females						
No EXPLORE Score	2	n/a	n/a	n/a	n/a	n/a
below 12	16	6%	25%	50%	19%	0%
12 to 13	11	9%	27%	45%	18%	0%
14 to 16	30	13%	50%	30%	3%	3%
17 plus	9	n/a	n/a	n/a	n/a	n/a

*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 Wells 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 Wells is similar to the pattern across CPS. The data on the following pages show how student absences (averaged between fall and spring) at Wells 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 Wells students have?
- Are freshmen missing less school over time?
- Do females come to school more than males?

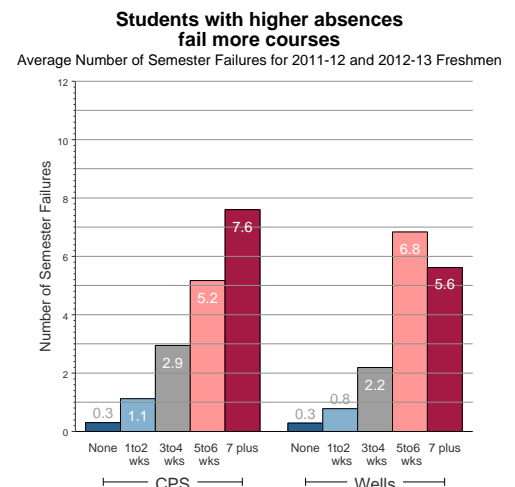
More advanced questions include:

- 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 Wells freshmen been successful?

Section Contents

Average Absences Per Semester Over Time (page 17)

Absences in 2012-13 by Gender and EXPLORE (page 18)



Average Absences Per Semester Over Time

Did freshmen in 2012-13 have fewer absences than previous freshmen?

2008 to 2013 Ninth-Graders at Wells

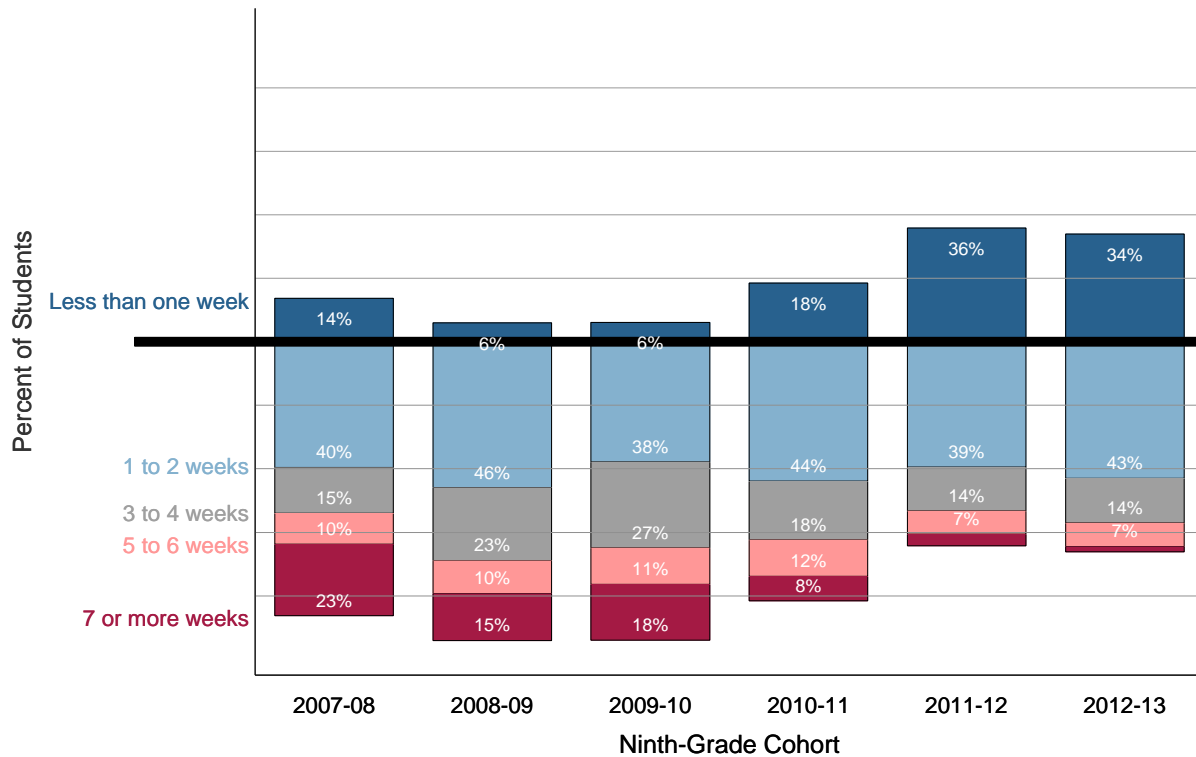


Table 10: Freshman Absences Over Time at Wells

9th Grade Year	Number of Students*	Less than 1 week	1 to 2 weeks	3 to 4 weeks	5 to 6 weeks	7 or more weeks
2007-08	124	17 (14%)	49 (40%)	18 (15%)	12 (10%)	28 (23%)
2008-09	135	8 (6%)	62 (46%)	31 (23%)	14 (10%)	20 (15%)
2009-10	148	9 (6%)	56 (38%)	40 (27%)	17 (11%)	26 (18%)
2010-11	130	24 (18%)	57 (44%)	24 (18%)	15 (12%)	10 (8%)
2011-12	109	39 (36%)	43 (39%)	15 (14%)	8 (7%)	4 (4%)
2012-13	121	41 (34%)	52 (43%)	17 (14%)	9 (7%)	2 (2%)
2012-13 CPS	19,506	9,417 (48%)	6,807 (35%)	1,809 (9%)	750 (4%)	723 (4%)

*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 Wells in 2012-13?

	Number of Students*	Less than 1 week	1 to 2 weeks	3 to 4 weeks	5 to 6 weeks	7 or more weeks
Males						
No EXPLORE Score	7	n/a	n/a	n/a	n/a	n/a
below 12	14	43%	29%	7%	14%	7%
12 to 13	12	33%	42%	0%	25%	0%
14 to 16	17	53%	29%	18%	0%	0%
17 plus	3	n/a	n/a	n/a	n/a	n/a
Females						
No EXPLORE Score	2	n/a	n/a	n/a	n/a	n/a
below 12	16	31%	63%	6%	0%	0%
12 to 13	11	18%	64%	18%	0%	0%
14 to 16	30	33%	37%	23%	7%	0%
17 plus	9	n/a	n/a	n/a	n/a	n/a

*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 Wells. 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.”³

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 are expected to work hard and plan for the future, schools also have better attendance and better course performance.

The CPS/CCSR My Voice, My School Surveys assess relationships and relevance in high schools, among other practices, values, and behaviors that help schools organize for improvement. The most recent years of survey results are now available to the public for every participating school in the district. These results can be viewed online at <https://cps.5-essentials.org>. Principals and school personnel who wish to see their survey results from 2005-2009 can email ccsr-survey@uchicago.edu for access.

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. 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 Wells special education freshmen have similar on-track rates to general education freshmen?
- Have on-track rates changed differently for some groups of Wells freshmen over time?
- Have students entered Wells with higher or lower test scores over time?

More advanced questions include:

- Are Wells interventions working for all freshmen?
- Are some Wells 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)

Freshman EXPLORE Scores Over Time (page 22)

On-Track Over Time by Special Education

Did on-track rates differ for special education students? 2007 to 2013 Ninth-Graders at Wells

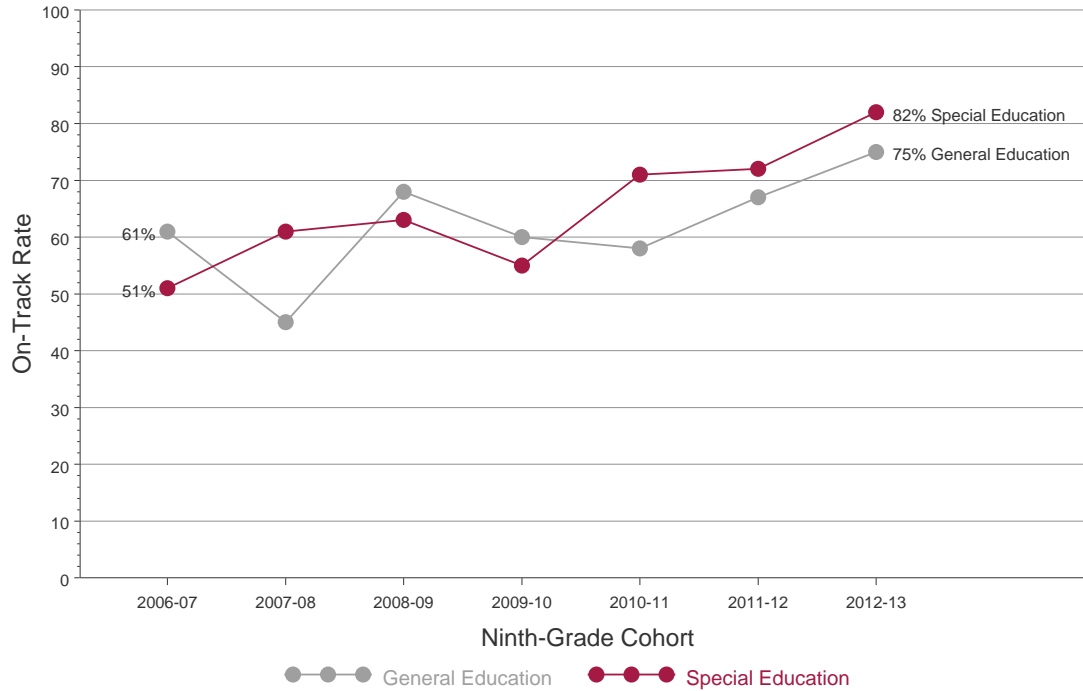


Table 12: Freshman On-Track Rate by Special Education

9th Grade Year	Number of students *	General-Ed On-Track	Special-Ed On-Track
2006-07	251	110 (61%)	36 (51%)
2007-08	145	49 (45%)	22 (61%)
2008-09	135	71 (68%)	19 (63%)
2009-10	152	74 (60%)	16 (55%)
2010-11	138	60 (58%)	24 (71%)
2011-12	117	62 (67%)	18 (72%)
2012-13	133	74 (75%)	28 (82%)
2012-13 CPS	19,688	13,93 (82%)	2,101 (77%)

*Excludes those Wells 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?

2007 to 2013 Ninth-Graders at Wells

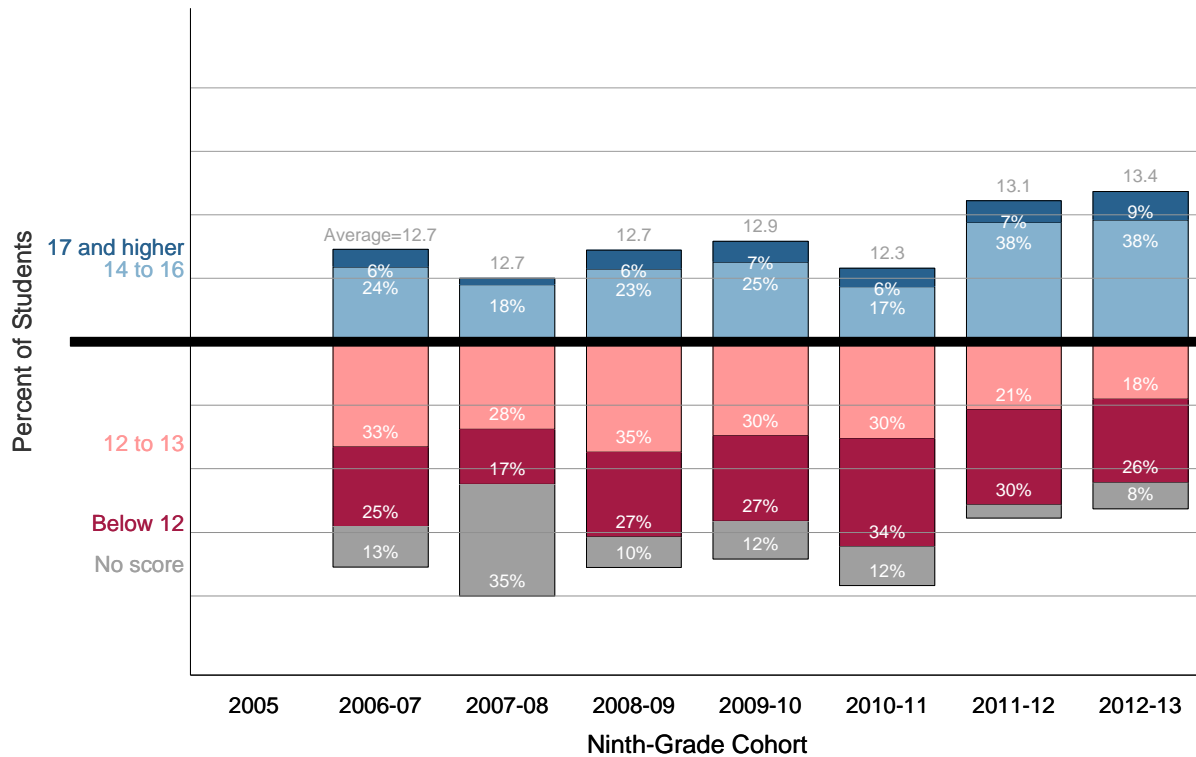


Table 13: Freshman EXPLORE Scores Over Time

9th Grade Year	Number of Students*	17 and higher	14-16	12-13	Below 12	No score
2006-07	251	14 (6%)	59 (24%)	83 (33%)	63 (25%)	32 (13%)
2007-08	145	3 (2%)	26 (18%)	40 (28%)	25 (17%)	51 (35%)
2008-09	135	8 (6%)	31 (23%)	47 (35%)	36 (27%)	13 (10%)
2009-10	152	10 (7%)	38 (25%)	45 (30%)	41 (27%)	18 (12%)
2010-11	138	8 (6%)	24 (17%)	42 (30%)	47 (34%)	17 (12%)
2011-12	117	8 (7%)	44 (38%)	25 (21%)	35 (30%)	5 (4%)
2012-13	133	12 (9%)	51 (38%)	24 (18%)	35 (26%)	11 (8%)
2012-13 CPS	19,688	5,814 (30%)	6,204 (32%)	3,935 (20%)	2,405 (12%)	1,330 (7%)

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.

For More Information

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*

<https://ccsr.uchicago.edu/publications/track-indicator-predictor-high-school-graduation>

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*

<https://ccsr.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>

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End Notes

¹Allensworth and Easton (2007).

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

³Allensworth and Easton (2007), p. 30.

References

Allensworth, Elaine M., Macarena Correa and Steve Ponisciak (2008). *From High School to the Future: ACT Preparation—Too Much, Too Late*. Chicago: Consortium on Chicago School Research.

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Roderick, Melissa, Jenny Nagaoka, and Elaine Allensworth (2006). *From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges*. Chicago: Consortium on Chicago School Research.