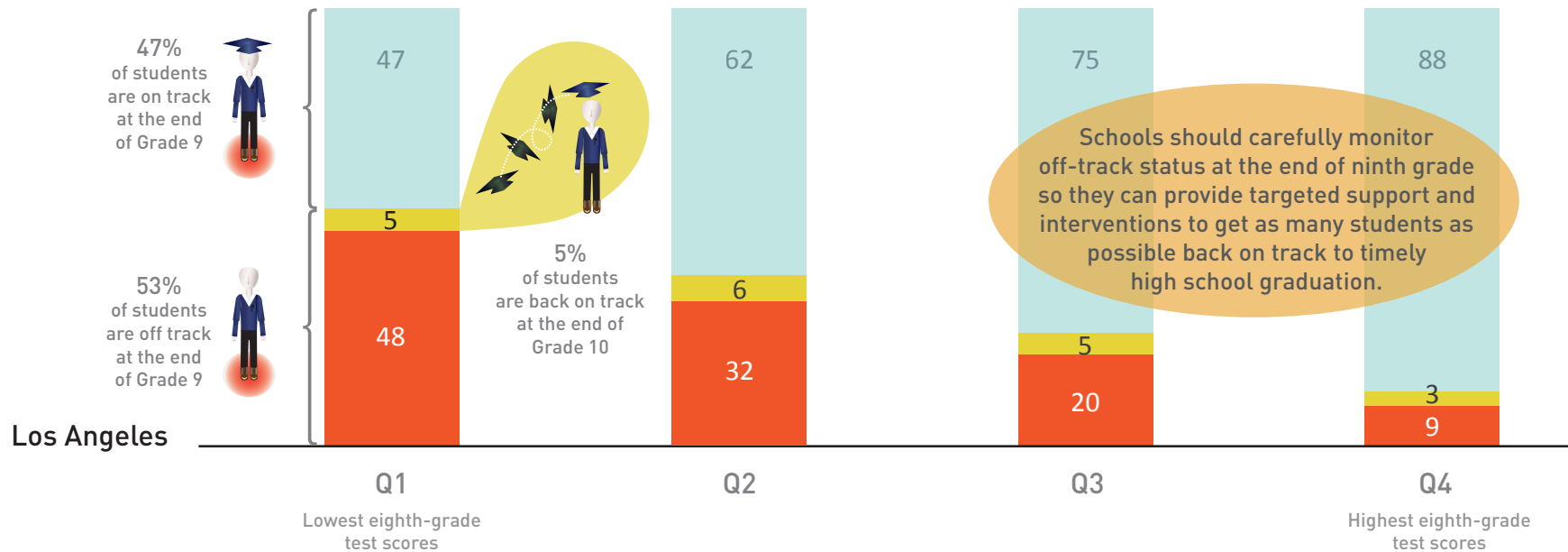


Are students who are off track to graduate in ninth grade able to get back on track?

Not often enough.

The Strategic Performance Indicator on “Off-Track Status” reveals that many students who enter high school with lower levels of prior achievement are less likely to successfully complete the ninth grade, and those who falter in the ninth grade are much less likely to graduate from high school. Nevertheless, high schools can capitalize on readily available information to identify these students early in high school and can target them for additional outreach and supports aimed at getting them back on track to timely high school graduation.



WHAT ARE STRATEGIC PERFORMANCE INDICATORS?

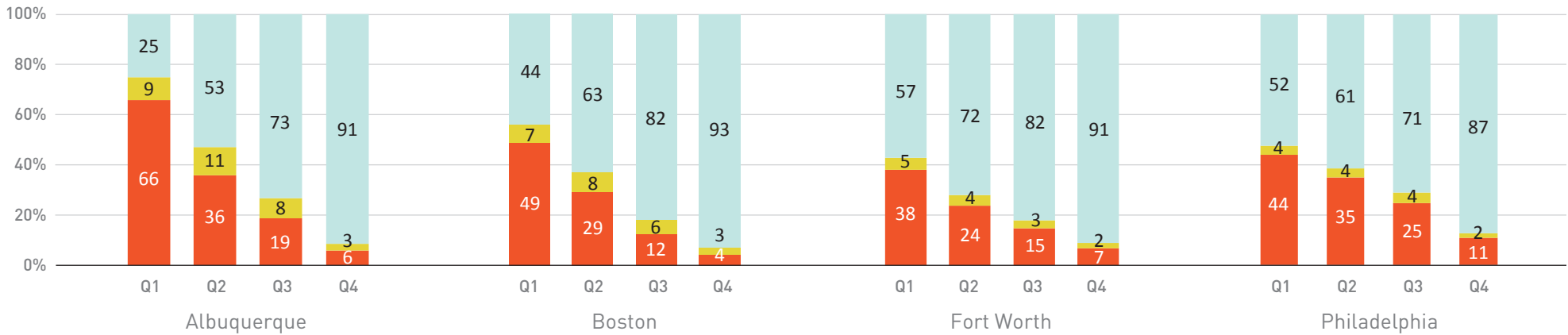
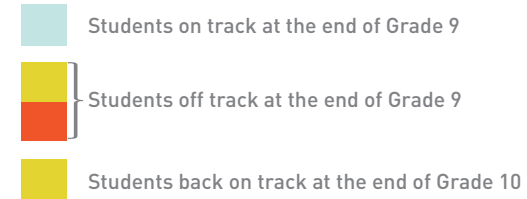
Strategic Performance Indicators (SPIs) are measures that reveal policy and management levers that have the potential to improve student outcomes. SPIs are derived from the Strategic Data Project (SDP) Diagnostics, rigorous descriptive analyses that SDP performs on a common set of issues using existing data from partnering education agencies. SDP’s goal is that education agencies will adopt these SPIs, creating benchmarking information to understand their success in working toward key outcomes over time. Results are included for Albuquerque Public Schools (NM), Boston Public Schools (MA), Fort Worth Independent School District (TX), Los Angeles Unified School District (CA), and the School District of Philadelphia (PA).

Housed at the Center for Education Policy Research at Harvard University, SDP’s mission is to transform the use of data in education to improve student achievement.

All SPI infographics and memos are available at www.gse.harvard.edu/sdp

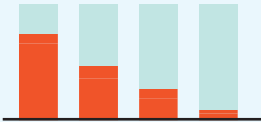
What are the results in other partner districts?

The graphs below provide the off-track patterns for the four other districts. In each district, sizable shares of students who are off track at the end of ninth grade fail to regain on-track status by the end of 10th grade.



How do we examine off-track status?

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First, we divide ninth grade students into quartiles of prior achievement based on eighth-grade standardized test scores.
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Next, we create district-specific definitions of ninth and 10th-grade on-track status based on credit accumulation overall and in specific courses.
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Within each quartile, we identify which students are on or off track at the end of ninth grade and examine the rate at which off-track ninth graders are able to get back on track by the end of 10th grade.

WHY DOES THIS MATTER?



- Students who are off track at the end of ninth grade are far less likely than their on-track peers to graduate from high school.

Tracking this information closely and marrying it to additional information about students can focus a district's attention on at-risk students while there is time to intervene and improve a student's chances of timely high school graduation, which would have a lifelong impact.