On-Track to High School Graduation in Ninth Grade (Indicator 7) Report

Technical Report Notes

Table of Contents

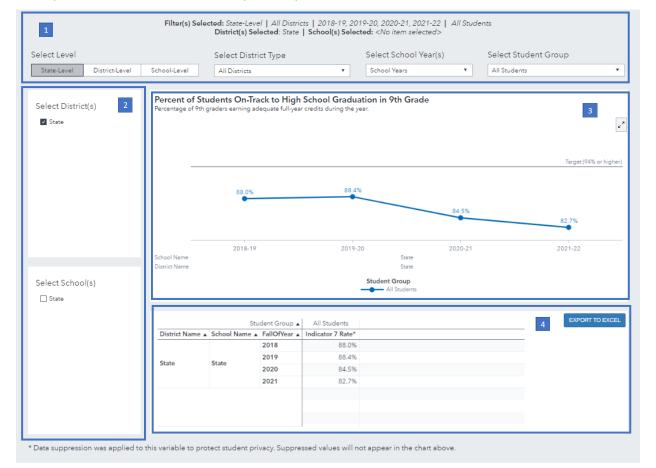## Overview

The On-track to High School Graduation in Ninth Grade report (On-track report) provides trend data, disaggregated by student groups, for the percentage of students who are considered on-track to high school graduation at the end of Grade 9 (on-track percentage). This measure is Indicator 7 of Connecticut's Next Generation Accountability System (NGAS). While the overall accountability index was not published for 2019-20 and 2020-21 due to the pandemic, these school years are included in the On-track report.

A student is considered on-track to high school graduation if, at the end of ninth grade, they have earned a sufficient number of credits. In *school years up to 2020-21, students needed to have earned at least five credits* to be considered on-track. **Beginning in 2021-22, the minimum required number of credits increased to six**, in order to align with the overall increase in required credits for high school graduation as implemented in Connecticut General Statute (CGS) §10-221a.

The on-track percentage is applicable to all districts and schools that **offer Grade 9**, <u>as well as</u> all districts and schools where **the ninth graders had been enrolled in eighth grade during the previous year**. This provides insight on how well middle schools are preparing their students for success in high school. See the calculation rules section below for more information on how this is applied.

How to Use this Report

Descriptions for each section of the report are provided below.

1. In the menu at the top of the page, select the **report level** (state, district, or school), the **district type** (see Appendix A for descriptions of the district types included), **school year(s)**, and **student group category** (see Appendix B for descriptions of the student-group categories) you would like to view. Your selected filters will be listed above the menu for reference.
2. On the left side of the report, the **district and school filters** can be used to select the districts and schools you wish to view. The list of districts/schools available for selection will depend on your report level and district type selections in the menu above. For optimal viewing, we recommend **five (5) districts/schools or fewer**.
3. The line graph in the middle of the report shows the **trend in the on-track percentage** based on your selected filters. The target line (94%) is based on the Indicator 7 target from the NGAS and reflects the 94% target for the four-year cohort graduation rate (Indicator 8). **Hover over any data point for a tooltip** with more information. The **chart can be maximized** by hovering over the chart and then clicking the arrow button in the upper right corner.
   NOTE: The minimum number of credits required changed from five to six* beginning in the 2021-22 school year, which should be considered when making inferences based on these data.
4. The data displayed in the line graph can be **viewed in tabular form** at the bottom of the report. The **table can be maximized** by hovering over the table and then clicking the arrow button in the upper right corner. Click the **Export to Excel** button to the right of the table to export the data as a csv file.

Measure Calculations

On-Track Percentage

The on-track percentage is calculated by dividing the number of ninth-grade students who earned at least six* credits during the current school year (numerator) by the total number of ninth-grade students during the current school year (denominator).

- Student enrollment in Grade 9 is determined using the June collection of the Public School Information System (PSIS), which occurs on the last day of school for each year.
- The number of credits earned by each student is determined using the Teacher-Course-Student (TCS) collection.

State-Level & Districts/Schools with Grade 9 (but not Grade 8)

For districts and/or schools that **serve students in Grade 9 only** (i.e., do not serve students in Grade 8), such as a traditional 9-12 high school, the following definitions apply. These definitions are also used to calculate the **statewide** on-track percentage.

- *Denominator*: Number of students enrolled in the state, district, or school for Grade 9 during the current school year.
- *Numerator*: Number of students in the denominator that earned at least six* credits during the current school year in ninth grade.

---

* As described in the Overview, the minimum number of credits increased from 5 to 6 beginning in 2021-22.

Districts/Schools with Grade 8 (but not Grade 9)

For districts and schools that **serve students in Grade 8 only** (i.e., do not serve students in Grade 9), such as a traditional 6-8 middle school or K-8 school district, the following definitions apply.

- *Denominator*: Number of students enrolled in the district or school for **Grade 8 during the** *previous* **school year** who were also enrolled in any CT public school for Grade 9 during the current school year**.**
- *Numerator*: Number of students from the denominator that earned at least six* credits during the current school year in ninth grade.

Districts/Schools with both Grades 8 and 9

For districts and schools that serve students in both Grade 8 and Grade 9, such as a 6-12 or K-12 school or district, the following definitions apply.

- *Denominator*: Number of students enrolled in the district or school for **Grade 9 during the current school year** **PLUS** the number of students enrolled in the district or school for **Grade 8 during the previous school year** who were also enrolled in any CT public school for Grade 9 during the current school year.
- *Numerator*: Number of students from the denominator that earned at least six* credits during the current school year in ninth grade.

For these districts/schools, students who were enrolled in the district/school during **both 8th and 9th grade will count twice** toward the denominator (and numerator, if the student was on-track).

Visit the TCS Help Site for a detailed explanation of this calculation.

Unduplicated Count of Students

To avoid misinterpretation of the number of students enrolled, this report displays the unduplicated count of students, rather than providing denominators based on the calculation rules above. For districts and schools that offer eighth or ninth grade only (but not both) as well as the state-level totals, the unduplicated count of students will equal the denominator used to calculate the on-track percentage. For districts and schools that offer both eighth and ninth grade, the unduplicated count of students will **not** match the denominator used to calculate the on-track percentage.

Contact

For more information on the On-Track to High School Graduation in Ninth Grade report, you can contact Danielle Bousquet (danielle.bousquet@ct.gov) or Renee Savoie (renee.savoie@ct.gov).

---

* As described in the Overview, the minimum number of credits increased from 5 to 6 beginning in 2021-22.

Appendix A: District Types

- **Public School Districts**: Traditional public school districts operated by one town.
- **Regional School Districts**: Public school districts operated by two or more towns (CGS §10-39a).
- **College Affiliated School Districts**: District comprised of magnet schools operated by a college or university.
- **CT Technical Education and Career District**: A statewide school district of technical education and career schools offering full- or part-time programs in vocational, technical, technological, and postsecondary education and training (CGS §10-95).
- **Endowed and Incorporated Academies Districts**: School districts comprised of incorporated or endowed high schools or academies approved by the State Board of Education (CGS §10-34).
- **Public Charter School Districts**: Public, non-sectarian school districts established under a charter and organized as a nonprofit entity under state law (CGS §10-66aa).
- **Regional Education Service Center School Districts**: School districts established in a regional state planning area after submission by four or more boards of education and approval by the State Board of Education for the purpose of cooperative action to furnish programs and services (CGS §10-66a).
- **Alliance Districts**: School districts with among the lowest Accountability Index measures in the state or those previously identified as Alliance Districts (CGS §10-262u).
- **Opportunity Districts**: A subset of Connecticut's Alliance Districts – the ten lowest performing districts in the state based on the Accountability Index (CGS §10-262u).
- **Priority Districts**: Districts that are designated as Priority in accordance with state statute (CGS §10-266p).
- **Commissioner's Network Schools**: The Commissioner's Network represents a commitment between local stakeholders and the CSDE to dramatically improve student achievement in 25 low performing schools. Network schools remain part of their local school districts, but the districts and the CSDE secure school-level flexibility and autonomy for the schools in exchange for heightened accountability (CGS §10-223h).
- **Turnaround Schools**: Schools with low overall performance as measured by Connecticut's Next Generation Accountability System (CGS §10-223e).
- **Focus Schools**: Schools with consistently lagging academic achievement, growth, or graduation rates for students with high needs – students with disabilities, English learners, and students from low-income families (CGS §10-223e).

Appendix B: Student Group Categories

- **All Students**
- **English Learner Status (EL)**
    - *English Learners:* English language learners are students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program" (CGS §10-17e).
    - *Non-English Learners*
- **Free/Reduced Price Meal Eligibility (2-level)**
    - *Eligible for Free or Reduced-Price Meals:* Students in this category are eligible for free or reduced-price meals or free milk in accordance with the Income Guidelines for the National School Lunch Program.
    - *Not Eligible for Free or Reduced-Price Meals*
- **Gender**
    - *Female*
    - *Male*
    - *Non-Binary*
- **High Needs (F/R, EL or SWD)**
    - *High Needs:* To be included in the High Needs student group, a student must be a student with a disability, an English Learner, or a student eligible for free or reduced-price meals.
    - *Not High Needs*
- **Race/Ethnicity**
    - *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
    - *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
    - *Black or African American:* A person having origins in any of the black racial groups of Africa.
    - *Hispanic/Latino of any race*: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
    - *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
    - *Two or More Races:* A person who identifies as two or more races, not including Hispanic/Latino
    - *White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Special Education Status (SWD)**
    - *Students with Disabilities:* Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with 504 Plans.
    - *Students without Disabilities*