ON TRACK ACROSS FOUR COHORTS:
Ninth Grade On-Track Patterns in the School District of Philadelphia, 2013-2017

Molly Pileggi, Kendra Strouf

Why this study

This brief is an addendum to an earlier report, *Getting on Track to Graduation,* **published in May 2018 by the Philadelphia Education Research Consortium (Crofton and Neild, 2018).** Focusing on two cohorts of first-time ninth grade students (the Classes of 2019 and 2020), *Getting on Track to Graduation* examined the extent to which students earned the number and type of course credits required to be considered on-track to graduation. This brief extends analyses from the earlier report with data from two additional cohorts of first-time freshmen (the Classes of 2017 and 2018) to better understand whether the patterns described in the original report have been consistent over time.

The ninth grade is a critical year for students. In 2018, the School District of Philadelphia (SDP) established a new Ninth Grade On-Track Definition. This metric defines which course credits a student must have earned by the end of the first year of high school to be considered on track to graduation (Box 1). Philadelphia students who are on track at the end of ninth grade according to this definition are approximately twice as likely to graduate within four years as those who are off track at the end of ninth grade (Wills, 2018).

> **Box 1: SDP's Ninth Grade On-Track Definition**
>
> To be considered on-track at the end of ninth grade, a student must earn at least:
>
> - One course credit in each of the four core subjects (English, math, social studies, and science), and
>
> - One additional course credit in any subject.

Because *Getting on Track to Graduation* found an increase in on-track rates between the Class of 2019 and Class of 2020, readers wanted to know whether the increase was different from the small year-to-year fluctuations common for education outcomes. This brief addresses that question with data from two additional cohorts of first-time freshmen (the Classes of 2017 and 2018). Readers can find details of the data and variables used for this analysis in Appendix A and more detailed findings on the Classes of 2019 and 2020 in the original *Getting on Track to Graduation* report.

October 2018

**P E R C** Philadelphia Education Research Consortium

It is important for education agencies and the communities they serve to have access to analyses of trendlines in key education outcomes. For this reason, PERC hopes to update analyses of the on-track rate regularly through briefs like this one. Readers can also see three years of ninth grade on-track rates for individual schools on the SDP dashboard. To do this, navigate to https://dashboards.philasd.org/extensions/philadelphia/index.html, choose a high school, and select "College/Career" from the menu at the top of the page.

What the study found

Approximately 66 percent of first-time ninth graders were on track across all four cohorts of students, but on-track rates were highest in the most recent cohort (the Class of 2020).

Across all four years studied, 65 to 68 percent of first-time ninth graders were on track to graduate at the end of their first year of high school (Figure 1). Members of the Class of 2020, who were ninth graders in 2016-17, had the highest on-track rate compared to the three other cohorts. It will be important to look at subsequent cohorts of data to determine whether the three percentage point increase between the Class of 2019 and the Class of 2020 is the start of an upward trend or a larger-than-typical fluctuation of the type seen each year.

Figure 1. Percentage of First-time Ninth Graders On Track, by Cohort
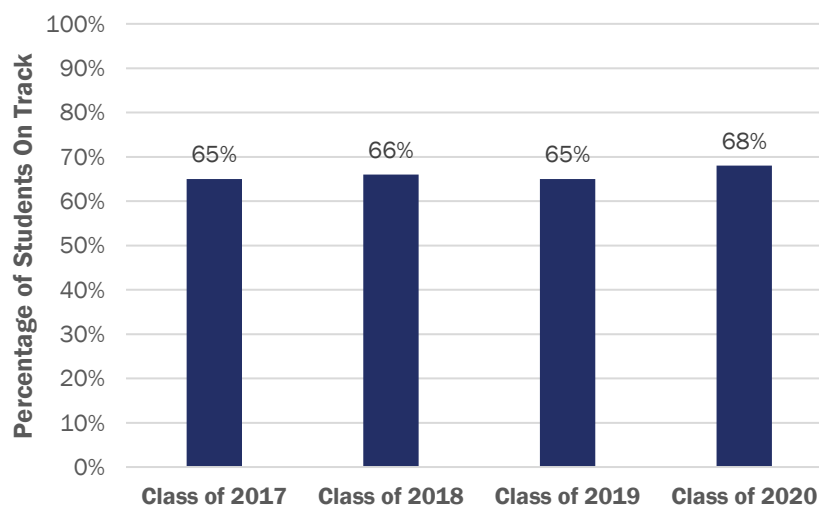
Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

In the Class of 2020, off-track students were closer to being on track than students in other years.

There are five distinct requirements that a student must meet to be considered on track at the end of the first year of high school (see Box 1 on page 1). To understand how much ground an off-track student would need to make up, we defined three categories of off-track students:

- **Almost on-track:** Students who were missing one of the five requirements.

- **Moderately off-track:** Students who were missing two or three requirements.

- **Far off-track:** Students who were missing four or five requirements.

In the Class of 2020, off-track students were more commonly in the *almost on-track* category compared to off-track students in other cohorts (Figure 2). Almost half of the off-track students in the Class of 2020 (48 percent) were missing one requirement only, compared to 39 to 42 percent of students in other cohorts. Compared to the other cohorts, the Class of 2020 also had lower percentages of off-track students who were moderately and far off-track.

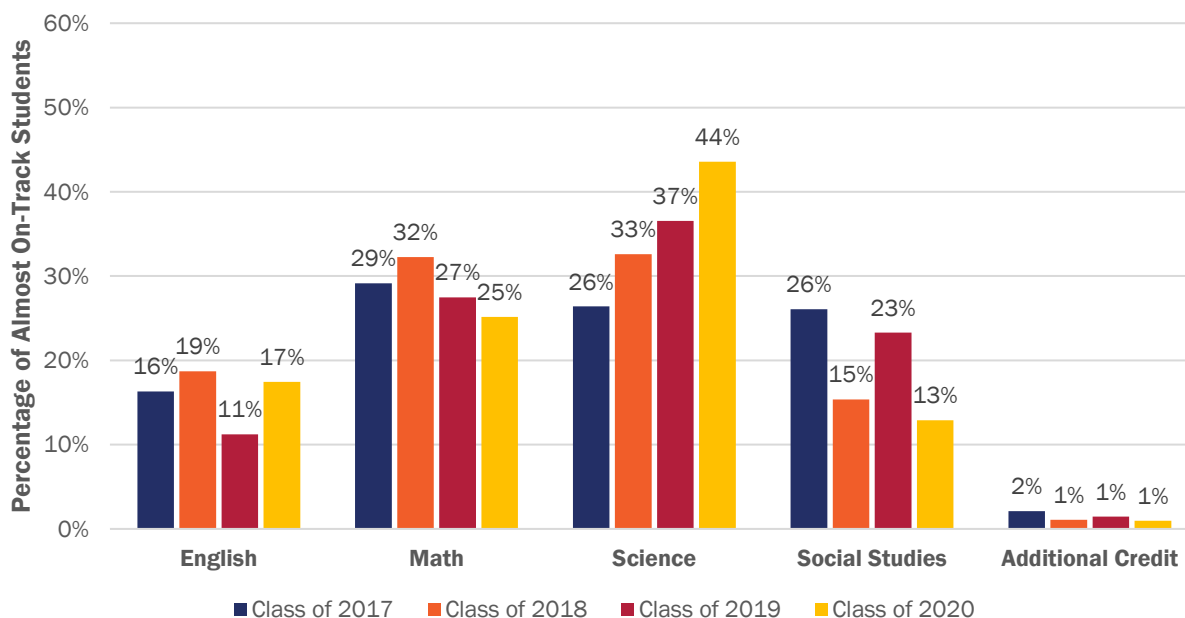**Figure 2. Number of Requirements Off-Track Students Were Missing, by Cohort**
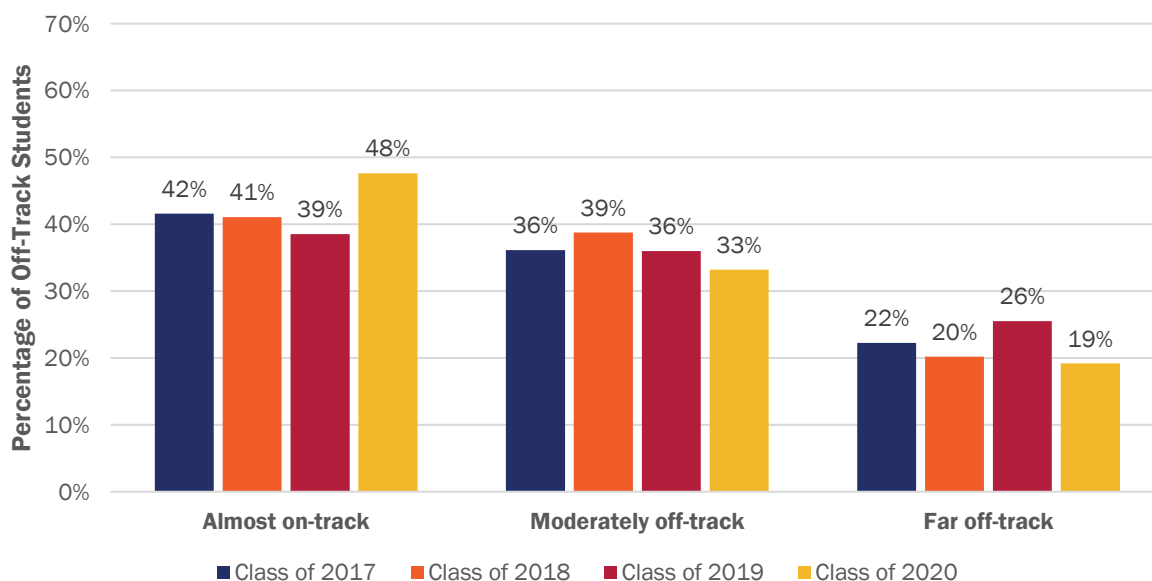
Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Almost On-Track Students

The percentage of almost on-track students missing the science requirement increased in each cohort.

Among the almost on-track students—that is, those missing one requirement only —a higher percentage were missing the science credit requirement in each successive cohort (Figure 3). In contrast, the percentage of almost on-track students missing the math requirement has decreased since the Class of 2018, while the percentage missing English or social studies varied across the cohorts without any clear pattern.

Figure 3. Percentage of *Almost On-Track* Students Missing Each Requirement, by Cohort

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

A student could be missing a requirement because they failed a course or because they did not attempt a full credit in a required subject area. Not taking a credit in a core ninth-grade subject might be an intentional decision for an individual student or may reflect curriculum choices of their school. Box 2 explains how schools' decisions about whether to offer science to ninth graders or students' decisions about whether to take a science course might affect our findings about almost on-track students.

Box 2

Students Missing a Science Credit after Excluding Specialized Schools

At a clear majority of SDP high schools, almost all students attempted at least one credit in each of the core subject areas. However, this was not the case at three specialized schools: The Workshop School, The U School, and The Philadelphia High School for the Creative and Performing Arts (C.A.P.A.). At each of these schools, less than half of the first-time ninth-grade students in the Classes of 2019 and 2020 attempted a science credit. Because of the unique models of these schools, we can infer that these may have been intentional choices made by the schools' leadership.

If we exclude those three schools from our analysis of almost on-track students, we see that the percentage of students missing science does not vary as much across the four cohorts of students as when these schools are included (Figure 4; compare Figure 3). This, along with the knowledge that two of the three schools first opened during this time, shows that it is largely these three schools that are driving the increase across cohorts in the percentage of students missing a science credit.

Figure 4. Percentage of Almost On-Track Students Missing a Science Credit, Not Including Students at Three Specialized Schools
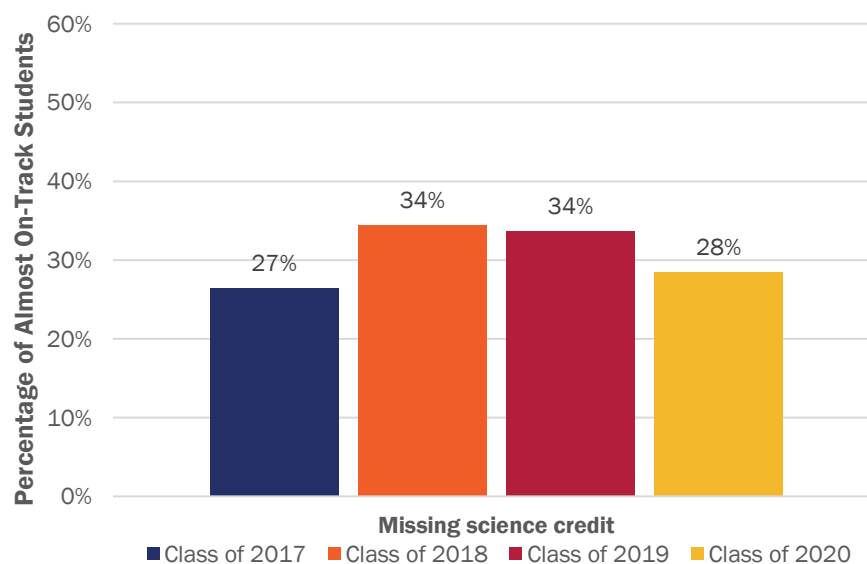
Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

The Class of 2020 on-track rates of Black and Hispanic/Latino students improved more than the rates of White students.

In our prior report, *Getting on Track to Graduation,* we showed that there were differences in on-track patterns by race and ethnicity. These same patterns existed across all four student cohorts examined here (see Appendix B for detailed findings). Asian students were most often on track, and those Asian students who were off track were most often missing only one requirement. Black and Hispanic/Latino students had the lowest on-track rates across all four cohorts of students.

However, the increase in the percentage of Black and Hispanic/Latino students who were on track in the Class of 2020 was larger than the increase in percentage of White students. This suggests that the improvement in the on-track rate in the Class of 2020 was driven more by increases for Black and Hispanic/Latino students than for White students.

Other on-track patterns by demographics, special education status, and family income level were consistent across the four cohorts studied.

In *Getting on Track to Graduation*, we also showed differences in on-track patterns between other student subgroups. Looking across the four cohorts of students, we found the size of those differences varied somewhat but told basically the same story. In addition, we found that almost all student subgroups had higher on-track rates in the Class of 2020 compared to the other cohorts. This tells us that the increased on-track rate found in the Class of 2020 came from improvements among almost all subsets of students. The findings by student subgroup are summarized below, and more detail can be found in Appendix B.

> *"The increased on-track rate found in the Class of 2020 came from improvements among almost all subsets of students."*

Gender. Across all cohorts, a higher percentage of females were on track compared to males. The difference ranged from 8 to 14 percentage points but was not clearly increasing or decreasing over time. Among off-track students, males were more often farther off track than females.

Special education status. In each cohort, students receiving special education services were on track at a substantially lower rate than their peers who were not receiving services. The difference ranged from 18 to 26 percentage points over the four cohorts studied. It is important to note that special education students might have modifications to credit earning requirements in their IEPs. In those cases, the On-Track definition may not be appropriate for those students. We did not have data available to identify students with those modifications, and for this reason, our sample for this analysis included all students who attempted at least one credit, regardless of special education status.

In addition to having lower on-track rates, the special education students who were off-track were more often farther off-track than their regular education peers. In contrast to all other trends, there

was some evidence that this trend was widening. The Class of 2020 had higher rates of far off-track special education students, while all other subsets of students had lower rates of far off-track students in that year.

English learner status. Across all four cohorts studied, English learners were on track at slightly lower rates than their peers, by 1 to 5 percentage points. Off-track English learners, however, were less often far off-track than English-proficient students. The difference ranged from 5 to 10 percentage points across the four cohorts studied.

Family income status. Students from families eligible for federal financial assistance through TANF (Temporary Assistance for Needy Families) or SNAP (Supplemental Nutrition Assistance Program) were on track at lower rates than their peers. The difference ranged from 6 to 18 percentage points across the four cohorts studied, but it did not show a clear trend of increasing or decreasing over time. Off-track students from families eligible for TANF or SNAP were also slightly farther off-track than their peers. Specifically, these students had 2 to 5 percentage points higher far off-track rates and 3 to 7 percentage points lower almost on-track rates compared to their peers.

Neighborhood high schools had the lowest on-track rates but also had the largest improvement in the Class of 2020.

Across all four cohorts, about 10 percent of students attended a comprehensive Career and Technical Education (CTE) school. The remaining 90 percent of students were fairly evenly split between neighborhood high schools and citywide or special admission schools. Given their different models, we examined how the on-track rates varied at these three categories of schools.

In each year studied, neighborhood schools had the lowest on-track rates with values ranging from 49 to 61 percent (Figure 5), signaling that those schools are the ones with the greatest need for support. However, neighborhood schools also showed the largest improvement with the Class of 2020, indicating that they were the main source of the increasing on-track rate in that year.

The school types with higher off-track rates also had a higher percentage of students missing more than one requirement. Across all four cohorts, 24 to 31 percent of off-track students at neighborhood schools were far off-track, compared to 10 to 14 percent at CTE schools and 8 to 18 percent at special admission and citywide schools.

> *"Neighborhood schools showed the largest improvement with the Class of 2020, indicating that they were the main source of the increasing on-track rate in that year."*

Figure 5. On-Track Rates by School Type and Cohort
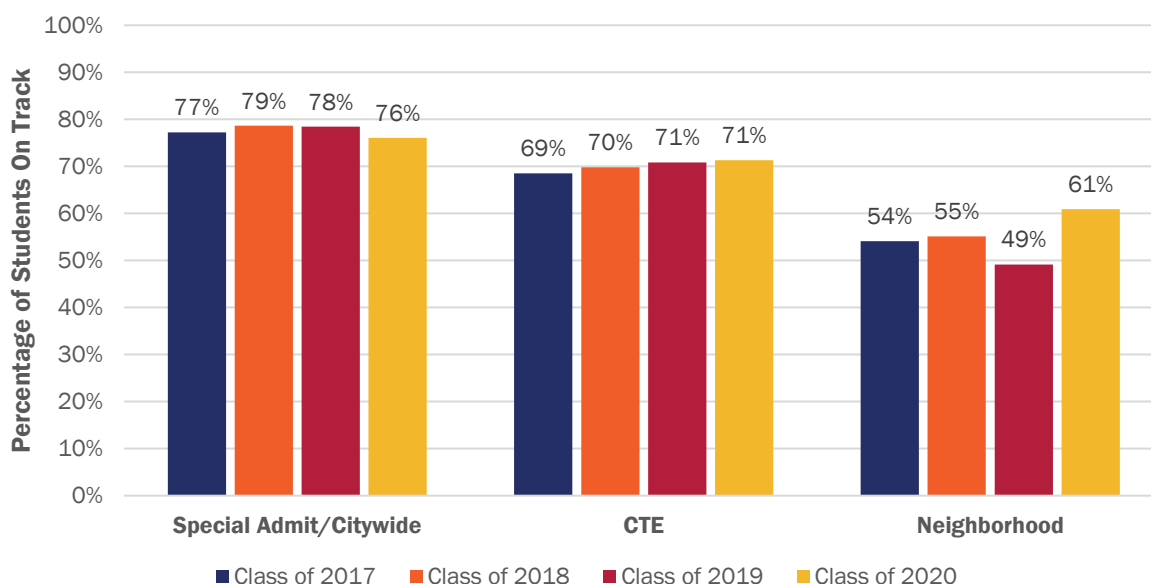
Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Implications for policy and practice

SDP and its partners can continue to track these indicators over time, beyond the four years examined in this brief. By analyzing later cohorts, we will be able to understand, for example, whether the improved on-track rate seen in the Class of 2020 was the start of a consistent, positive trend. As SDP and other stakeholders undertake additional efforts to support ninth graders, it will be important to examine whether outcomes are changing, which schools are driving any changes, and whether some subgroups of students are improving more than others. These data can help Philadelphians to understand not only *whether* indicators are moving in the right direction but also *what* might be driving the improvement and where more effort might be needed.

References

Crofton, Molly, and Ruth Curran Neild. (2018). *Getting On Track to Graduation: Ninth Graders' Credit Accumulation in the School District of Philadelphia, 2015-2017.* Philadelphia: The Philadelphia Education Research Consortium.

Wills, Theodore. (2018). *Defining 9th Grade Success: A New 9th Grade On Track Definition.* Philadelphia: The School District of Philadelphia Office of Research and Evaluation.

Appendix A. Data and Variables

This study uses student-level data for first-time ninth graders in the SDP's Classes of 2017, 2018, 2019, and 2020. The data include no personally identifying information so that no individual student could be identified.

The study sample was limited to first-time ninth graders who were enrolled in at least one credit-bearing course. To determine first-time ninth grade status, we examined students' enrollment data in their expected ninth grade year (e.g. the 2015-2016 school year for the Class of 2019) and, if available, their enrollment data in the prior year. Students were included in the sample if their enrollment records showed that they were enrolled in ninth grade in the studied year and, for students who had enrollment data from the prior year, in eighth grade or a lower grade in the prior year. If a student had enrollment records in more than one grade during a school year, we used the last record for that year.

Key variables are:

High school attended: The SDP data indicate the school each student attended for ninth grade. For students who attended more than one school, we used the last school attended.

Possible credits and subject area of each course attempted: For each course in which a student was enrolled, the SDP data indicated how many credits the course could contribute toward graduation and in which core subject, if any.

Credits earned for each course: The SDP data indicated the number of credits earned for each course in which they were enrolled.

English learner status: The SDP data included an indicator of whether a student was classified as English learner and receiving linguistic support.

Low-income status: The SDP data included an indicator of whether a student's family received public assistance through Temporary Assistance for Needy Families (TANF) and/or Supplemental Nutrition Assistance Program (SNAP). While this measure identifies the most economically disadvantaged students, it underestimates the number of students living at or close to poverty compared to the previously available Free and Reduced Price Lunch eligibility measures. The SDP has implemented a universal feeding program since 2014 and no longer receives the paperwork used to classify students as eligible for Free or Reduced Price lunch, a measure traditionally used to identify low-income students.

Special education status: The data included an indicator of whether students were receiving special education services other than gifted and talented services.

Appendix B. On-Track Patterns by Student Subgroups

Table B-1. Percentage of On-Track Students, by Student Characteristic and Year

	Class of			
	2017	**2018**	**2019**	**2020**
Gender				
Female	69% (of 4,347 students)	73% (of 4,267 students)	72% (of 3,988 students)	73% (of 4,385 students)
Male	61% (4,381)	59% (4,259)	59% (4,075)	64% (4,454)
Race / Ethnicity				
Asian	84% (848)	91% (856)	88% (782)	90% (905)
Black	60% (4,809)	61% (4,639)	61% (4,511)	64% (4,728)
Hispanic/Latino	60% (1,582)	59% (1,610)	58% (1,501)	63% (1,752)
White	75% (1,208)	78% (1,161)	76% (1,007)	76% (1,122)
Special Education Status (SPED)				
Not SPED	68% (7,314)	71% (7,143)	69% (6,669)	71% (7,424)
SPED	49% (1,414)	45% (1,383)	46% (1,394)	53% (1,415)
Family Income Level				
Not eligible for federal financial assistance	75% (3,735)	72% (3,726)	75% (2,892)	72% (3,417)
Eligible for federal financial assistance (lowest income)	57% (4,993)	62% (4,800)	60% (5,171)	66% (5,422)

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Table B-2. How Far Off-Track Students Were, by Student Characteristic and Year

	Class of			
	2017	**2018**	**2019**	**2020**
Female				
Almost on-track	46%	46%	43%	56%
Moderately off-track	33%	36%	36%	30%
Far off-track	21%	18%	21%	13%
Number off-track	(of 1,363 students)	(of 1,141 students)	(of 1,135 students)	(of 1,204 students)
Male				
Almost on-track	38%	38%	35%	41%
Moderately off-track	39%	41%	36%	36%
Far off-track	23%	21%	29%	23%
Number off-track	(1,716)	(1,729)	(1,664)	(1,602)
Asian				
Almost on-track	46%	37%	50%	58%
Moderately off-track	40%	43%	27%	31%
Far off-track	14%	20%	23%	11%
Number off-track	(138)	(76)	(94)	(93)
Black				
Almost on-track	42%	43%	38%	48%
Moderately off-track	35%	39%	37%	34%
Far off-track	22%	18%	25%	18%
Number off-track	(1,928)	(1,811)	(1,780)	(1,700)
Hispanic/Latino				
Almost on-track	39%	39%	39%	44%
Moderately off-track	39%	39%	36%	34%
Far off-track	22%	21%	25%	22%
Number off-track	(635)	(653)	(624)	(655)
White				
Almost on-track	43%	36%	33%	49%
Moderately off-track	32%	33%	35%	30%
Far off-track	26%	31%	31%	21%
Number off-track	(303)	(255)	(242)	(267)
Not Special Education				
Almost on-track	45%	44%	43%	52%
Moderately off-track	37%	40%	37%	36%
Far off-track	18%	16%	20%	13%
Number off-track	(2,361)	(2,103)	(2,050)	(2,146)
Special Education				
Almost on-track	30%	32%	26%	34%
Moderately off-track	34%	35%	32%	26%
Far off-track	36%	33%	41%	41%
Number off-track	(718)	(767)	(749)	(660)

Table B-2, continued				
Family income level				
Not eligible for federal financial assistance				
Almost on-track	45%	45%	41%	52%
Moderately off-track	37%	38%	35%	32%
Far off-track	18%	17%	24%	16%
Number off-track	(931)	(1,047)	(716)	(942)
Eligible for federal financial assistance (lowest income)				
Almost on-track	40%	39%	38%	45%
Moderately off-track	36%	39%	36%	34%
Far off-track	24%	22%	26%	21%
Number off-track	(2,148)	(1,823)	(2,083)	(1,864)

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Appendix C: Ninth Grade On Track by School

Getting on Track to Graduation summarized high schools' ninth grade on-track rates using four groupings: (1) Less than 50 percent of ninth graders on track, (2) 50 to 64 percent on track; (3) 65 to 89 percent on track; and (4) 90 percent or more on track (see Table 1 in *Getting on Track to Graduation*). Tables C-1, C-2, and C-3 provide these on-track groupings for each school, for each of the four cohorts covered in this brief. Tables C-1 and C-3 are organized alphabetically by school, and Table C-2 is organized by the percentage on track for the most recent cohort.

Tables C-1/2 and Table C-3 include slightly different groups of students. Each approach provides an important perspective on on-track rates, and each has both benefits and drawbacks.

- **Tables C-1 and C-2 group students by the last school attended during the year.** This means that some students began the school year elsewhere and attended the school for less than a full year. For example, a student who transferred from School A to School B in March would be included in School B's on-track rate (but not School A's on-track rate). While this approach has the benefit of including all students, including those who are mobile between schools, the drawback is that this may not be the best test of the school's success with ninth graders, since the student spent most of the school year at School A.

- **For another perspective, Table C-3 includes only those students who were enrolled in the school for at least 165 days.** Importantly, this is the criteria for inclusion in the Ninth Grade On Track calculations displayed in SDP's School Profiles. While this is a good test of how a school is doing for ninth graders who are enrolled in that school all year (or almost all year), the disadvantage is that mobile students are not included in the calculations. Specifically, the 165-day restriction removes 3,619 students from the calculations, across all cohorts and schools, which accounts for 9 percent of the total sample used in Tables C-1 and C-2.

Key to Table C-1

■	<50% of ninth graders on track
■	50% - 64% of ninth graders on track
■	65% - 89% of ninth graders on track
■	90+% of ninth graders on track
■	Data not available

Table C-1. Ninth Grade On Track Category, by Cohort and Last School Attended (Alphabetically by School)

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Academy @ Palumbo	90+%	90+%	90+%	90+%
Arts Academy @ Rush	90+%	90+%	90+%	90+%
Bartram	50-64%	<50%	<50%	50-64%
Bodine	65-89%	65-89%	65-89%	65-89%
Building 21	Data not available *	<50% §	<50% §	<50% §
Carver Engineering & Science	65-89%	65-89%	90+%	65-89%
Central	65-89%	90+%	90+%	90+%
Constitution	65-89%	65-89%	65-89%	90+%
C.A.P.A.	90+%	90+%	65-89% §	<50% §
Dobbins	50-64%	Data not available	50-64%	65-89%
Edison	<50%	<50%	<50%	50-64%
Fels	50-64%	65-89%	50-64%	65-89%
Frankford	50-64%	50-64%	<50%	65-89%
Franklin	50-64%	<50%	<50%	65-89%
Franklin Learning Center	<50%	65-89%	50-64%	50-64%
Furness	50-64%	50-64%	50-64%	50-64%
G.A.M.P.	90+%	90+%	90+%	90+%
Girls	65-89%	90+%	90+%	90+%
H.S. of the Future	<50%	65-89%	65-89%	65-89%
Hill-Freedman	90+%	90+%	90+%	65-89%
Kensington	Data not available *	Data not available *	Data not available *	<50%
Kensington Business	<50%	<50%	<50%	Data not available *
Kensington CAPA	65-89%	50-64%	50-64%	50-64%
Kensington Health	<50%	50-64%	<50%	65-89%
Kensington Urban Ed	<50%	50-64%	<50%	Data not available *
King	<50%	<50%	<50%	65-89%
Lankenau	<50%	65-89%	65-89%	65-89%
Lincoln	<50%	<50%	<50%	50-64%
Mastbaum	50-64%	65-89%	<50%	50-64%
Masterman	90+%	90+%	90+%	90+%
Motivation	<50%	65-89%	65-89%	65-89%
Northeast	65-89%	65-89%	65-89%	65-89%
Overbrook	<50%	<50%	<50%	<50%
Parkway C.C.	65-89%	90+%	65-89%	65-89%
Parkway N.W.	90+%	90+%	65-89%	65-89%

Table C-1, continued

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Parkway West				
Penn Treaty				
Philadelphia Military				
Philadelphia Virtual				
Randolph Technical				
Robeson				
Roxborough				
Saul				
Sayre				
Science Leadership Academy				
Science Leadership Academy @ Beeber	*			
South Philadelphia				
Strawberry Mansion				
Swenson Arts/Tech				
The Linc	*			
The U School	*	§	§	§
Washington				
West Philadelphia				
Workshop School		§	§	§

Notes: This analysis retrospectively applies the Ninth Grade On-Track Definition, developed in 2018, to examine what the on-track rates would have been for earlier cohorts if the definition had been in place. In addition, school-level course catalog and district-level course classifications may have changed over time. This analysis applies a single current definition to past course performance.

*School was not operating during this year.

§ School has an alternative approach to credit accumulation and/or a curriculum sequence that does not include science for all ninth graders.

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Key to Table C-2

(dark red)	<50% of ninth graders on track
(orange)	50% - 64% of ninth graders on track
(gold)	65% - 89% of ninth graders on track
(navy)	90+% of ninth graders on track
(gray)	Data not available

Table C-2. Ninth Grade On Track Category, by School and Cohort (Arranged by Most Recent Category)

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Academy @ Palumbo	90+%	90+%	90+%	90+%
Arts Academy @ Rush	90+%	90+%	90+%	90+%
G.A.M.P.	90+%	90+%	90+%	90+%
Masterman	90+%	90+%	90+%	90+%
Philadelphia Military	90+%	90+%	90+%	90+%
Science Leadership Academy	90+%	90+%	90+%	90+%
Central	65-89%	90+%	90+%	90+%
Girls	65-89%	90+%	90+%	90+%
Constitution	65-89%	65-89%	65-89%	90+%
Hill-Freedman	90+%	90+%	90+%	65-89%
Science Leadership Academy @ Beeber	*	90+%	90+%	65-89%
Carver Engineering & Science	65-89%	65-89%	90+%	65-89%
Saul	65-89%	65-89%	90+%	65-89%
Swenson Arts/Tech	65-89%	65-89%	90+%	65-89%
Parkway N.W.	90+%	90+%	65-89%	65-89%
Parkway C.C.	65-89%	90+%	65-89%	65-89%
Bodine	65-89%	65-89%	65-89%	65-89%
Northeast	65-89%	65-89%	65-89%	65-89%
Roxborough	50-64%	65-89%	65-89%	65-89%
Dobbins	50-64%	(data not available)	65-89%	65-89%
Robeson	65-89%	50-64%	65-89%	65-89%
H.S. of the Future	<50%	65-89%	65-89%	65-89%
Lankenau	<50%	65-89%	65-89%	65-89%
Motivation	<50%	65-89%	65-89%	65-89%
Fels	50-64%	65-89%	50-64%	65-89%
Frankford	50-64%	50-64%	<50%	65-89%
Kensington Health	<50%	50-64%	<50%	65-89%
King	<50%	<50%	<50%	65-89%
Sayre	<50%	<50%	<50%	65-89%
Penn Treaty	50-64%	50-64%	65-89%	50-64%
The Linc	*	<50%	65-89%	50-64%
Washington	65-89%	50-64%	50-64%	50-64%
Kensington CAPA	65-89%	50-64%	50-64%	50-64%
Furness	50-64%	50-64%	50-64%	50-64%
Philadelphia Virtual	(data not available)	(data not available)	50-64%	50-64%

Table C-2, continued

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Mastbaum				
Franklin Learning Center				
Bartram				
West Philadelphia				
Edison				
South Philadelphia				
Lincoln				
C.A.P.A.			§	§
Randolph Technical				
Parkway West				
Workshop School		§	§	§
Franklin				
Overbrook				
Strawberry Mansion				
Building 21	*	§	§	§
The U School	*	§	§	§
Kensington	*	*	*	
Kensington Urban Ed				*
Kensington Business				*

Notes: This analysis retrospectively applies the Ninth Grade On-Track Definition, developed in 2018, to examine what the on-track rates would have been for earlier cohorts if the definition had been in place. In addition, school-level course catalog and district-level course classifications may have changed over time. This analysis applies a single current definition to past course performance.

*School was not operating during this year.

§ School has an alternative approach to credit accumulation and/or a curriculum sequence that does not include science for all ninth graders.

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Key to Table C-3

(dark red)	<50% of ninth graders on track
(orange)	50% - 64% of ninth graders on track
(yellow/gold)	65% - 89% of ninth graders on track
(navy)	90+% of ninth graders on track
(gray)	Data not available

Table C-3, Ninth Grade On Track Category Using Only Students Who Were Enrolled for at Least 165 days, by Cohort and School (Alphabetically by School)

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Academy @ Palumbo	90+%	90+%	90+%	90+%
Arts Academy @ Rush	90+%	90+%	90+%	90+%
Bartram	50-64%	<50%	<50%	65-89% ^
Bodine	65-89%	65-89%	65-89%	65-89%
Building 21	* (Data not available)	<50% §	<50% §	<50% §
Carver Engineering & Science	65-89%	65-89%	90+%	65-89%
Central	65-89%	90+%	90+%	90+%
Constitution	65-89%	65-89%	65-89%	90+%
C.A.P.A.	90+%	90+%	90+% ^§	<50% §
Dobbins	50-64%	(Data not available)	65-89%	65-89%
Edison	<50%	50-64% ^	<50%	50-64%
Fels	50-64%	65-89%	50-64%	65-89%
Frankford	50-64%	50-64%	<50%	65-89%
Franklin	50-64%	<50%	<50%	<50%
Franklin Learning Center	<50%	65-89%	<50%	50-64%
Furness	65-89% ^	65-89% ^	50-64%	50-64%
G.A.M.P.	90+%	90+%	90+%	90+%
Girls	65-89%	90+%	90+%	90+%
H.S. of the Future	<50%	65-89%	65-89%	65-89%
Hill-Freedman	90+%	90+%	90+%	65-89%
Kensington	* (Data not available)	* (Data not available)	* (Data not available)	<50%
Kensington Business	<50%	<50%	<50%	* (Data not available)
Kensington CAPA	65-89%	50-64%	50-64%	65-89% ^
Kensington Health	<50%	50-64%	50-64% ^	65-89%
Kensington Urban Ed	50-64% ^	50-64%	50-64%	* (Data not available)
King	<50%	50-64% ^	<50%	65-89%
Lankenau	<50%	65-89%	65-89%	65-89%
Lincoln	50-64% ^	<50%	<50%	50-64%
Mastbaum	50-64%	65-89%	<50%	65-89% ^
Masterman	90+%	90+%	90+%	90+%
Motivation	<50%	65-89%	65-89%	65-89%
Northeast	65-89%	65-89%	65-89%	65-89%
Overbrook	<50%	<50%	<50%	<50%
Parkway C.C.	65-89%	90+%	65-89%	65-89%

Table C-3, continued

School	Class of 2017	Class of 2018	Class of 2019	Class of 2020
Parkway N.W.				
Parkway West		^		
Penn Treaty	^			
Philadelphia Military				
Philadelphia Virtual			^	
Randolph Technical	^			
Robeson				
Roxborough	^			
Saul				
Sayre	^	^		
Science Leadership Academy				
Science Leadership Academy @ Beeber	*			
South Philadelphia				
Strawberry Mansion				
Swenson Arts/Tech				
The Linc	*			
The U School	*	§	§	§
Washington				^
West Philadelphia				
Workshop School		§	§	§

Notes: This analysis retrospectively applies the Ninth Grade On-Track Definition, developed in 2018, to examine what the on-track rates would have been for earlier cohorts if the definition had been in place. In addition, school-level course catalog and district-level course classifications may have changed over time. This analysis applies a single current definition to past course performance.

*School was not operating during this year.

§ School has an alternative approach to credit accumulation and/or a curriculum sequence that does not include science for all ninth graders.

^ School falls into a different on-track category in this year when restricting the sample to students who were enrolled at this school for at least 165 school days (compare on-track category for all students, Table C-1).

Source: Authors' calculations based on student data from the School District of Philadelphia, 2013-17.

Revision

This report was updated in February 2019 with the addition of Appendix C.

Acknowledgements

About the Philadelphia Education Research Consortium

The mission of the Philadelphia Education Research Consortium is to provide timely, actionable, rigorous, and non-partisan research on the most pressing issues facing Philadelphia public education. To do this, PERC seeks to engage the region's colleges and universities, nonprofits, and the Philadelphia public education sector in respectful, mutually beneficial research-practice partnerships. By providing Philadelphia's leaders and citizenry with high-quality information about progress, challenges, and effective strategies in education, PERC aims to increase education opportunities and achievement for all Philadelphia students.

Suggested Citation

Pileggi, Molly, and Kendra Strouf. (2018). *On Track Across Four Cohorts: Ninth Grade On-Track Patterns in the School District of Philadelphia, 2013-2017*. Philadelphia: The Philadelphia Education Research Consortium.