

# ERC Proposal Update: On-Track to Graduate Indicator

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# Timeline

- Spring 2009 – *CCSR efforts were brought to our attention*
- Summer of 2009 – *STTE sites participated in IES study to replicate the indicator*
- October 2009 – *TCSR districts expressed interest in replicating study*
- October 2009 – *made proposal to JAB to use ERC data to replicate the indicator for TCSR*
- February 2010 – *conducted analysis and presented results to TCSR*

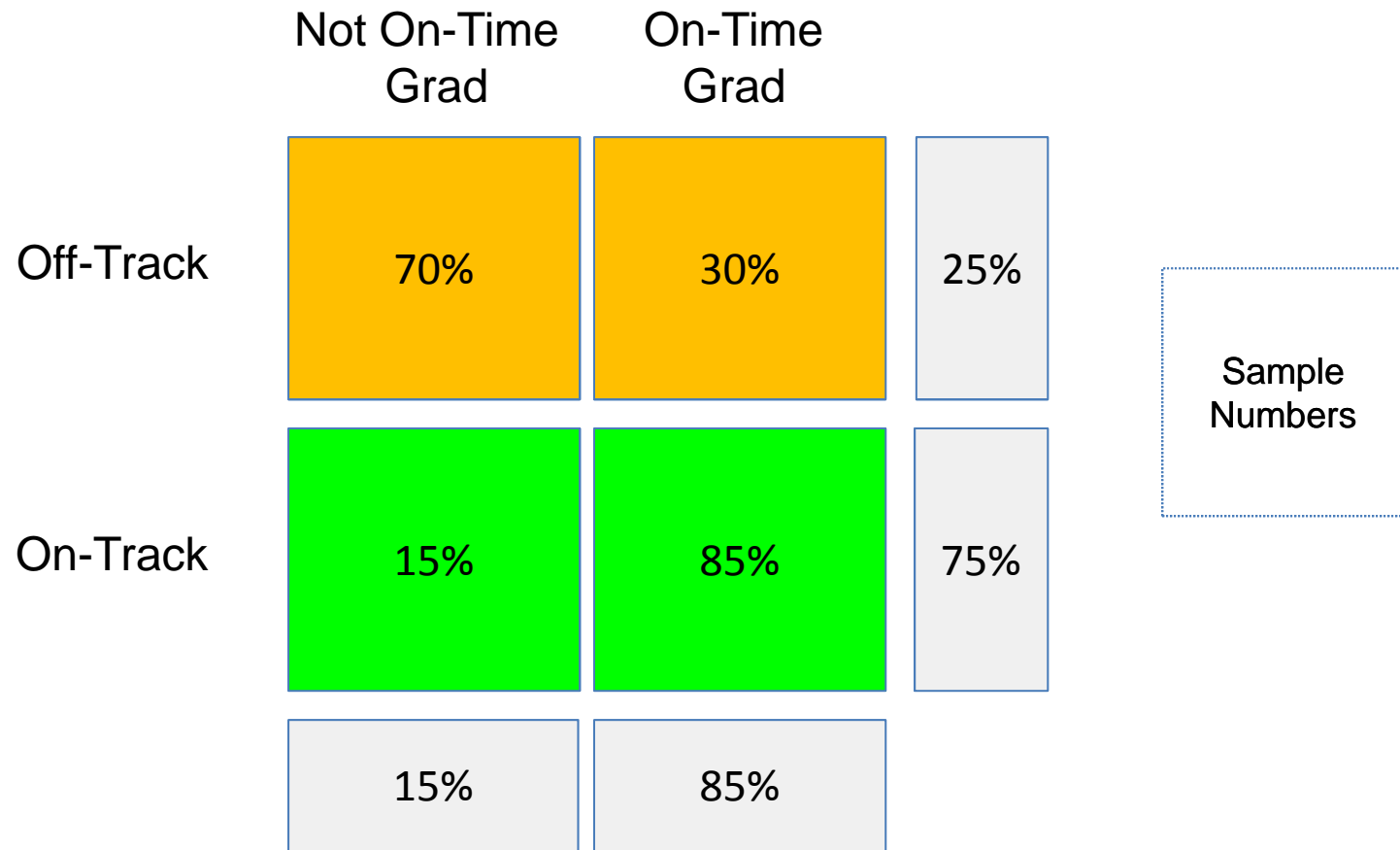
# Study Parameters and Definitions

- 2004-2005 cohort of first time 9<sup>th</sup> graders
- On-Track to Graduate
  - Student earned enough credits to be promoted to 10<sup>th</sup> grade (10 or 12 Semester credits)
  - Student had no more than 1 semester F in a core course
- Off-Track to Graduate
  - Insufficient credits only
  - Number of semester F's only
  - Both criteria

# On-Track Indicator for Graduation

	< 10 or 12 Sem. Credits	≥ 10 or 12 Sem. Credits
≥ 2 Core Sem. F's	Off Track	Off Track
< 2 Core Sem. F's	Off Track	On Track

# On-Track Indicator for Graduation



# ERC Data Analysis – I

## Step 1: Calculate the 2 indicators

- Calculate number of semester credits completed.  
(from 9<sup>th</sup> grade *Course* file – where *Credit* = 1)
  
- Calculate the number of F's on core courses.  
(from 9<sup>th</sup> grade *Course* file –  
where *Credit* = 0 on *Core Course* – see list)

# ERC Data Analysis – II

## Step 2: Retain appropriate sample

- First-time 9<sup>th</sup> graders in 2004-2005, who did not *leave or drop* that year.
- *Gradtype* codes for IEPs excluded.
- *Leavers* enrolled in other districts excluded.
- Only graduation within four years considered to be *on-time*.

# On-Track Indicator - Chicago Results I

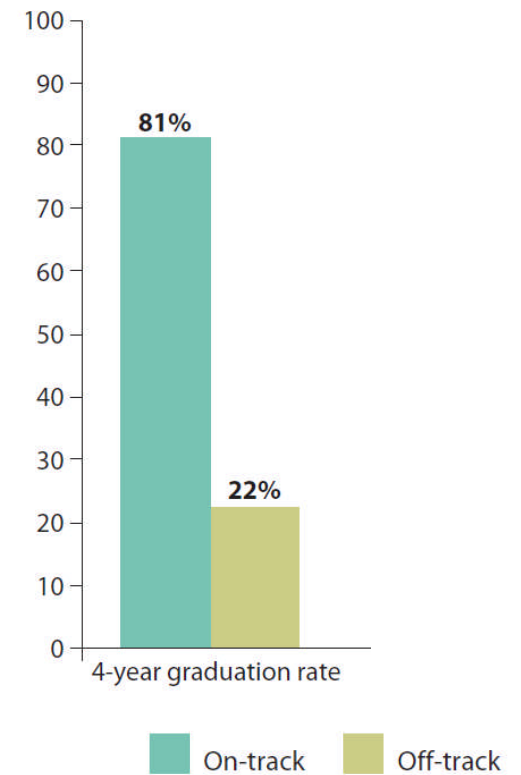
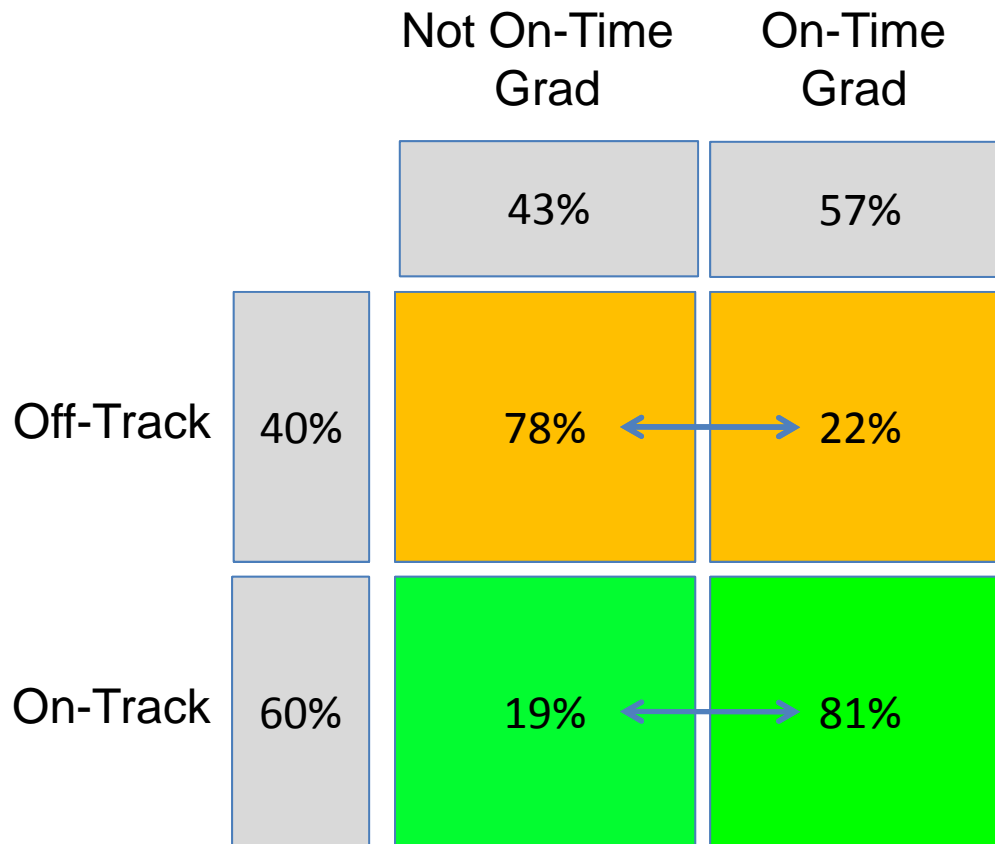
(Ainsworth & Easton, 2005)

		< Min. Credits	≥ Min. Credits
		27%*	64%*
2 + Core F's	37%*	Off-track 23%	Off-track 14%
0 or 1 Core F's	64%*	Off-track 4%	On-track 60%

\* Marginals and 2X2 cells total more than 100% due to rounding error.

# On-Track Indicator - Chicago Results II

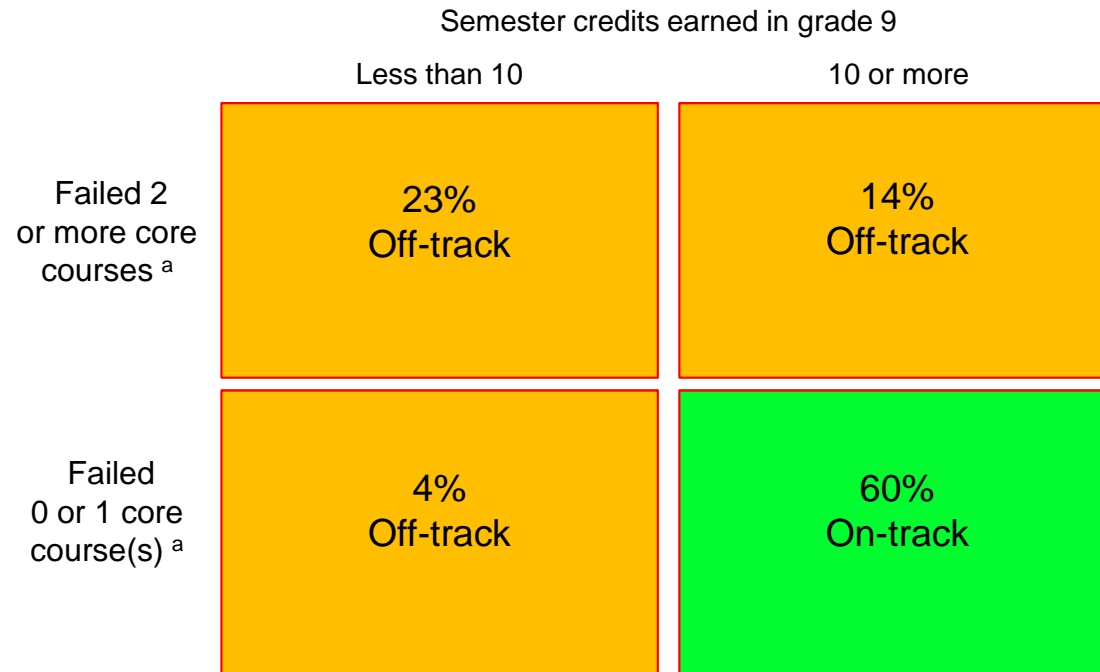
(Ainsworth & Easton, 2005)



# Sample ISD

10 credits required for promotion

**Figure A1** Percentage of students who are classified as on- and off-track for graduation at the end of grade 9



<sup>a</sup> Core courses: English, math, science, social studies. See supplemental materials packet for a list of course titles.

Note: Totals may not equal 100 percent due to rounding.

Source: 2004/05 PEIMS data accessed via the Education Research Center at University of Texas at Dallas.

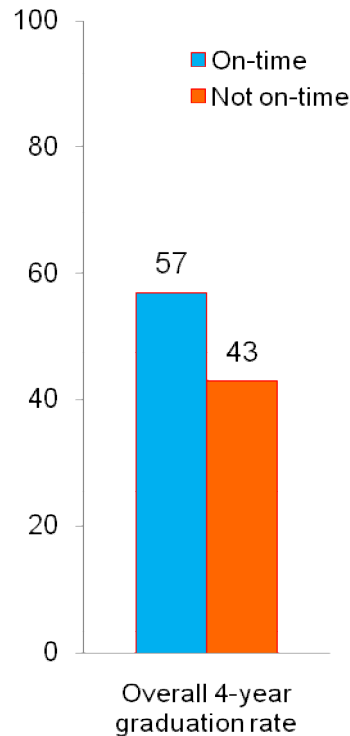
*The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.*

# Sample ISD

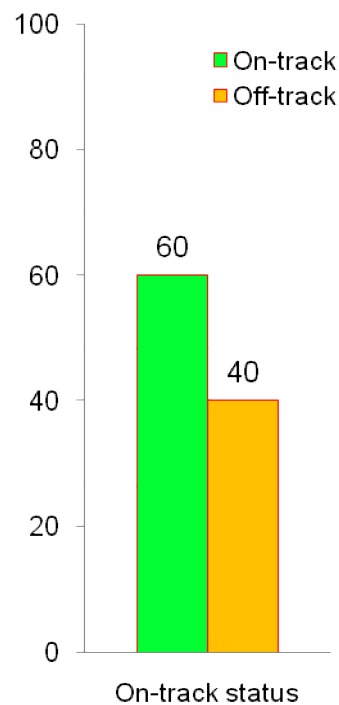
10 credits required for promotion

Overall graduation rates (on-time and not on-time) and on- and off-track status for students graduating

**Figure A2**



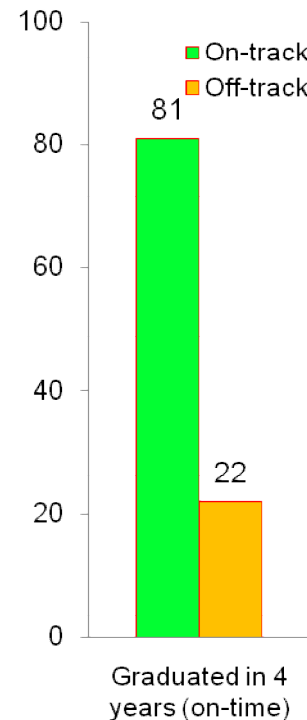
**Figure A3**



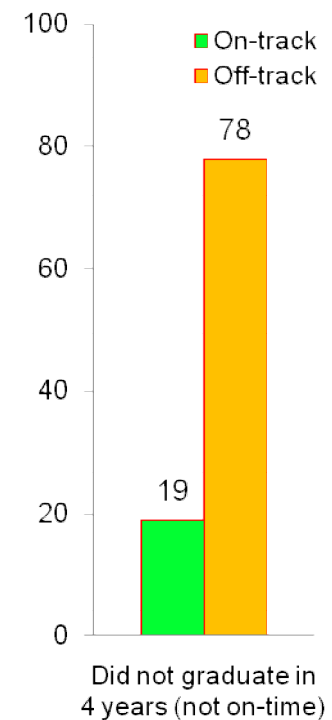
Note: Total number of students = 1000.  
Source: 2005-2008 PEIMS data accessed via the Education Research Center at the University of Texas at Dallas.

Overall graduation rates (on-time and not on-time) by on- and off-track student status

**Figure A4**



**Figure A5**



Note: Total number of students = 1000. See figure A1 for description of the calculation for determining off-track. Totals may not equal 100 percent due to rounding.  
Source: 2005-2008 PEIMS data accessed via the Education Research Center at the University of Texas at Dallas.

The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

# District Results Packet

- Preliminary On-Track Indicator Tables
- List of assumptions and *Core Courses* included
- List of Group Discussion questions



**TCSR**<sup>TM</sup>

Texas Consortium on School Research

# Small Group Discussion

## Why is indicator work important to you?

- Validate the indicator
- These results are for the sole purpose of understanding the potential use of early warning indicators so action can be taken
- Identify districts whose current practices are yielding different results – best practices
- Develop practices using information gained from indicators to intervene with off-track students
- Track change over time

# Next Steps

- Collect information from districts who are currently having a high success rate intervening and graduating off-track students
- Identify Best Practices for graduating off-track students
- Pilot and study practices in districts who are not seeing same success
- Recalculate indicator for additional cohorts
- Look for other indicators that could help identify off-track students
- Collaborate and share experiences
- Conduct Webinar