

Usage: Grade 9, CPS Accountability, Informative

The Annual Freshman On-Track Rate (FOT) is the percentage of students who were high school freshmen for the first time who accumulated enough course credits by the end of freshman year to be considered “On-Track” to graduate within four years. The measure originated from research conducted by The University Of Chicago Consortium on Chicago School Research (CCSR) which found that freshmen who earned at least five full-year course credits and who failed no more than one semester of a core subject course (English, Math, Social Studies or Science) were over 3.5 times more likely to graduate in four years than off-track freshmen.¹

How is it calculated?	Example Calculation																								
<p>The number of first-time freshmen who earned at least 5.0 credits and failed no more than 0.5 core course credits, divided by the total number of first-time freshmen, rounded to the nearest tenth. The FOT rate attributes students who were enrolled on the 20th day of instruction to their “annualized” school, which is the school in which they were enrolled for the highest proportion of the school year (July 1 to June 30).</p> <p>Numerator Students On-Track to graduate on time:</p> <ol style="list-style-type: none"> Are first-time CPS freshmen who accumulated ≥ 5 course credits during their first year of high school <i>and</i> Failed ≤ 0.5 core course credits during the school year. A failed core course is defined as a letter grade of “F” on the student transcript in English, Math, Social Studies, or Science <i>and</i> Do not have dropout final leave statuses in IMPACT SIM² <p>Denominator The count of CPS students who were enrolled on the 20th day of instruction each year whose annualized grade level is 9, who also were not found to have had an annualized grade level equal to 9 for any of the past five school years (inclusive of the school year being calculated). Freshmen whose final leave status codes are dropout codes are included.² Verified transfers and deaths are excluded.</p> <p>Rules and Caveats</p> <ul style="list-style-type: none"> Students who transfer out of CPS within the last 150 days of the end of the school year are excluded.³ Schools have a grace period through the final day of July each year to finish credit assignment. Grade changes submitted past this deadline will not be included.. Students whose annualized school is among the following types are excluded: CPS students in non-CPS schools (Specialized Day or Residential Facilities), special education, alternative and correctional facilities The FOT rates reported on CPS Dashboard throughout the year are not the same as the annual, summative FOT rate used in the CPS School Quality Rating Policy. Dashboard On-Track metrics add credits that are <i>assumed to be earned at a point in time</i> to a student’s <i>actual earned credits</i>, in order to forecast a “snapshot” On-Track status at marking periods when credits are not awarded (non-semester marking periods). CPS Dashboard On-Track charts only include students who were at a school <i>as of the most recently closed marking period</i>. However, schools can review the On-Track history for students who transfer between marking periods on their Student Profile Pages. 	<p>School A had 130 ninth grade students enrolled at their school during the school year.</p> <ul style="list-style-type: none"> 50 freshmen each accumulated 5 credits, but also failed first semester of math. They did not have dropout leave statuses at YEP. 25 freshmen each accumulated 5 credits and had no failures. They did not have dropout leave statuses at YEP. 12 freshmen were correctly verified as having transferred to other CPS high schools, where they were enrolled for the majority of the school year. School A was not the “<i>annualized school</i>” for these students. 5 freshmen were repeating the ninth grade 10 freshmen were unverified fall out of CPS transfers on June 30 5 freshmen notified School A that they were dropping out of high school in order to pursue their General Education Diploma (GED). 3 freshmen were missing grade entries for 2 core courses 20 freshmen failed 1 or more core courses <p>Numerator:</p> <table border="0"> <tr> <td style="padding-right: 10px;">50</td> <td>Earned 5 credits and failed 1 semester core course</td> </tr> <tr> <td style="padding-right: 10px;">+ 25</td> <td>Earned 5 credits and failed 0 courses</td> </tr> <tr> <td style="padding-right: 10px;">= 75</td> <td>Freshmen are On-Track at High School A</td> </tr> </table> <p>Denominator:</p> <table border="0"> <tr> <td style="padding-right: 10px;">130</td> <td>Freshmen enrolled at High School A in the year</td> </tr> <tr> <td style="padding-right: 10px;">- 12</td> <td>Freshmen properly verified to have transferred to other CPS schools which became their annualized schools for reporting</td> </tr> <tr> <td style="padding-right: 10px;">- 5</td> <td>Freshmen repeating ninth grade</td> </tr> <tr> <td style="padding-right: 10px;">= 113</td> <td>Freshmen in the denominator</td> </tr> </table> <p>High School A’s Freshman On-Track Rate: 75 Freshmen On-Track \div 113 Freshmen = 66.4%</p> <p>Note that 38 freshmen were “Off-Track” ...</p> <table border="0"> <tr> <td style="padding-right: 10px;">10</td> <td>Were fall transfers out of the district that were unverified at YEP (dropouts)</td> </tr> <tr> <td style="padding-right: 10px;">+ 5</td> <td>Consented to drop out of high school</td> </tr> <tr> <td style="padding-right: 10px;">+ 3</td> <td>Had multiple missing core course grades, which were defaulted to failures in the calculation</td> </tr> <tr> <td style="padding-right: 10px;">+ 20</td> <td>Failed 1 or more core courses</td> </tr> <tr> <td style="padding-right: 10px;">= 38</td> <td>Off-track freshmen</td> </tr> </table> <p>High School A’s Freshman Off-Track Rate: 38 Freshmen Off-Track \div 113 Freshmen = 33.6%</p>	50	Earned 5 credits and failed 1 semester core course	+ 25	Earned 5 credits and failed 0 courses	= 75	Freshmen are On-Track at High School A	130	Freshmen enrolled at High School A in the year	- 12	Freshmen properly verified to have transferred to other CPS schools which became their annualized schools for reporting	- 5	Freshmen repeating ninth grade	= 113	Freshmen in the denominator	10	Were fall transfers out of the district that were unverified at YEP (dropouts)	+ 5	Consented to drop out of high school	+ 3	Had multiple missing core course grades, which were defaulted to failures in the calculation	+ 20	Failed 1 or more core courses	= 38	Off-track freshmen
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Tips to Improve Data Quality

Managing to your IMPACT Data Quality Index (DQI)⁴ throughout the year promotes data integrity. Try to get “all A’s” before IMPACT Year End Processing (YEP)⁵ begins.

Recommendations

- Ensure teachers adhere to grade entry deadlines, and understand IMPACT Gradebook Calculation Settings (revised in 2013).⁶
- Check your CPS Dashboard student level Freshman On-Track roster regularly.
- Begin a process early and throughout the year to locate students who have not arrived, and to resolve lingering invalid or unverified leave statuses. *Before* YEP, resolve any remaining registration and enrollment data errors in the school IMPACT DQI.
- Be certain transfer verifications and grade level assignment history can pass an audit. For example, a student who leaves high school to enroll in a G.E.D. program should be coded as a dropout (Consent to Withdraw), not an out-of-district transfer. Students with multiple, mid-year grade level changes also can cause inaccurate On-Track rates and trigger an audit.
- After the annual spring deadline for Student Projections in IMPACT SIM, consider only initiating new within-district CPS Transfer Processes when the receiving CPS school *will enroll the student before* YEP. If the receiving CPS school does not enroll the student prior to YEP, these students will be counted as dropouts, inflating Freshman On-Track and One Year Dropout Rates.
- Check the IMPACT News & Announcements regularly.

Where does this get reported?

	CPS	CPS Accountability	ISBE	ISBE Accountability	INFO	Informative
Report Name	Frequency	Use	Reference			
CPS School Quality Rating Policy	Annual	CPS	http://cps.edu/sqrp			
cps.edu/performance School Data page	Annual	INFO	http://cps.edu/Performance/Pages/Performance.aspx			
CPS School Progress Report	Annual	INFO	http://cps.edu/schoolprogressreports			
CPS Dashboard	Daily	INFO	https://dashboard.cps.edu/Dashboard/login/login.jsp			
REACH Students Principal Evaluation System	Annual	CPS	http://www.cps.edu/Pages/reachstudents.aspx			

References

1. June 2005 by Elaine M. Allensworth and John Q. Easton: [The On-Track Indicator as a Predictor of High School Graduation](#)
2. CPS Enrollment & Leave Code Guide: http://impact.cps.k12.il.us/downloads/SIM_EnrollmentandLeaveCodeQuickGuide.pdf
3. Unverified Out of District Transfers: http://impact.cps.k12.il.us/downloads/dqi/Unverified_Out_of_District_Transfers.pdf
4. CPS IMPACT Data Quality Index: <http://impact.cps.k12.il.us/dataquality.shtml>
5. IMPACT YEP Quick Guides: http://impact.cps.k12.il.us/downloads/QuickGuide_ClosingTheSchoolYear_HS.pdf and http://impact.cps.k12.il.us/downloads/QuickGuide_ClosingTheSchoolYear_ES.pdf
6. Gradebook Total Points Logic Option: http://impact.cps.k12.il.us/downloads/Gradebook_Setup_and_Calculation%20Settings.pdf

Resources

- CPS Freshman On-Track Handbook: <http://www.chooseyourfuture.org/support-staff/freshman-on-track-handbook>
- CPS Credit Recovery: <http://www.chooseyourfuture.org/credit-recovery>
- Historical reference: CPS Board Report 10-0728-PO3: <http://policy.cps.k12.il.us/documents/302.6.pdf>
- Illinois Longitudinal Data System Data Checks and Audit Procedures : <http://www.isbe.net/SFSF/htm/audit.htm>
- National Center for Education Statistics: <http://nces.ed.gov/ipeds/glossary/?charindex=F>
- IMPACT Student Projections Quick Guide: http://impact.cps.k12.il.us/downloads/QuickGuide_StudentProjections2013.pdf

Questions?

You can find Frequently Asked Questions on the CPS.edu School Data page at: <http://www.cps.edu/Performance>. Network Data Strategists and the CPS Office of Accountability are available to answer your questions. We value your input. Thank you for submitting your feedback online here: <http://tinyurl.com/metricfeedback>

CPS Data Governance Council 2013-2014 FOT Decisions		
	MOST RECENT (2012-2013) CALCULATION RULE	PROPOSED CHANGES FOR 2013-2014 CALCULATION DATA GOVERNANCE COUNCIL DECISIONS
20th Day Enrollment	<p>Enrollment on the 20th day of instruction is used as a key part of the way we identify “who” should be included in the denominator. Freshmen enrolled after the 20th day of instruction are excluded from the FOT rate.</p> <p>cps.edu publication reference</p>	<p>Use enrollment as of the final day of Quarter 1 each year. Exclude students enrolled after this $180 \div 4 = 45^{\text{th}}$ day of instruction.</p> <p>Analysis proposed to inform decision/communication:</p> <ul style="list-style-type: none"> 2012-2013 difference in first time freshmen enrollment counts by school and by network on 20th day versus final day of Q1; include their final On-Track status in the dataset
150 day rule	<p>Unverified freshmen transfers out of CPS that occurred greater than 150 calendar days prior to the final day of the end of the fiscal school year (June 30th annually) are excluded from the calculation. This year, this would mean any first-time freshman who stopped attending high school after January 31st would be excluded from the calculation, whether or not those transfers were verified.</p> <p>cps.edu publication reference</p>	<p>Decrease the number of days from 150 to 60. This year, this would mean any unverified out of district freshmen transfers that occur after May 1st, 2014 will be excluded from the calculation.</p> <p>Analysis proposed to inform decision/communication:</p> <ul style="list-style-type: none"> Review how many unverified freshmen transfers happened \geq May 1st in 2012-2013 versus \geq January 31st that same year, by school and by Network; include their final On-Track status and dropout status in the dataset
Credit Recovery	<p>Credits recovered by freshmen ‘off-track’ in CPS approved alternative programs (e.g. virtual credit recovery) and/or evening SIM are excluded from the calculation.</p> <p>Choose Your Future publication reference</p>	<p>Include credit recovery data in the 2013-2014 calculation.</p> <p>Analysis proposed to inform decision/communication:</p> <ul style="list-style-type: none"> Data availability and collection capacity across all schools (charters and regular schools) Rerun 2012-2013 FOT using available Credit Recovery earned in the 2012-2013 school year, report by school and by Network.