



THE SCHOOL DISTRICT OF
PHILADELPHIA

From Ninth Grade On-Track to College Matriculation:
The Path of the 2015-16 SDP Ninth-Grade Cohort
Report Summary

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What is Ninth Grade On-Track?

- The School District of Philadelphia's (SDP's) Ninth Grade On-Track metric is an established and validated tool for early identification of students who are not likely to graduate on time.
- Research has shown that the School District of Philadelphia's (SDP) Ninth Grade On-Track metric is directly linked to on-time high school graduation.
 - For example, in three recent first-time ninth-grade cohorts (2011-12 through 2013-14), four-year graduation rates were much higher for On-Track students (87.8 - 89.2%) than for Off-Track students (43.3 - 48.8%). However, no research in Philadelphia to date has focused on how On-Track status is related to college matriculation among students who graduate.

On-Track Definitions used in SDP

On-Track	Earned at least one credit in each of four core areas (English, math, science and social studies), plus one additional credit* from any source.	Firmly On-Track	Meets the On-Track criteria AND has earned an A or B in all courses.
		On Track but At Risk	Meets the On-Track criteria AND has earned at least one C or D in any course.
Off-Track	Above criteria for “On-Track” are not met.		

*Additional credits can be in any subject, including subjects in which the requirement is already fulfilled. For example, a ninth-grader with one credit each in English, math, and science, and two credits in social studies is considered to be “On-Track.” Credit totals shown for individual subject areas are not necessary for promotion at the end of 9th, 10th, and 11th grades.

Why study Ninth Grade On-Track?

- This presentation summarizes the *From Ninth Grade On-Track to College Matriculation: The Path of the 2015-16 SDP Ninth-Grade Cohort* report which can be accessed [here](#). This report:
 - Built on previous findings by examining first-fall matriculation outcomes of the 2015-16 first-time ninth-grade cohort who graduated on-time (Class of 2019) by their Ninth Grade On-Track status (Firmly On-Track, On-Track But At Risk, and Off-Track).
 - Compared matriculation outcomes across demographic and educational characteristics (Gender, Race/Ethnicity, IEP Status, EL Status, Economic Disadvantage, and GPA)

Sample and Methods

Methods

- All data used in the [*From Ninth Grade On-Track to College Matriculation: The Path of the 2015-16 SDP Ninth-Grade Cohort Report*](#) were obtained from District administrative records.
- The sample included 5,587 District students who were first-time ninth-graders in the 2015-16 school year, graduated within four years, and for whom Ninth Grade On-Track status, GPA, and first-fall matriculation status could be determined.*

*Students' Ninth Grade On-Track Status is "Not Available" if they were not enrolled in an SDP run school in ninth grade. Students enrolled in charter, private, or non-Philadelphia schools do not have a Ninth Grade On-Track Status and are not included in the analysis. Students who moved out of SDP schools after ninth grade and came back before/during twelfth grade whose final graduation status could be attributed to the School District of Philadelphia are included in the analysis. Matriculation data are obtained from the National Student Clearinghouse (NSC).

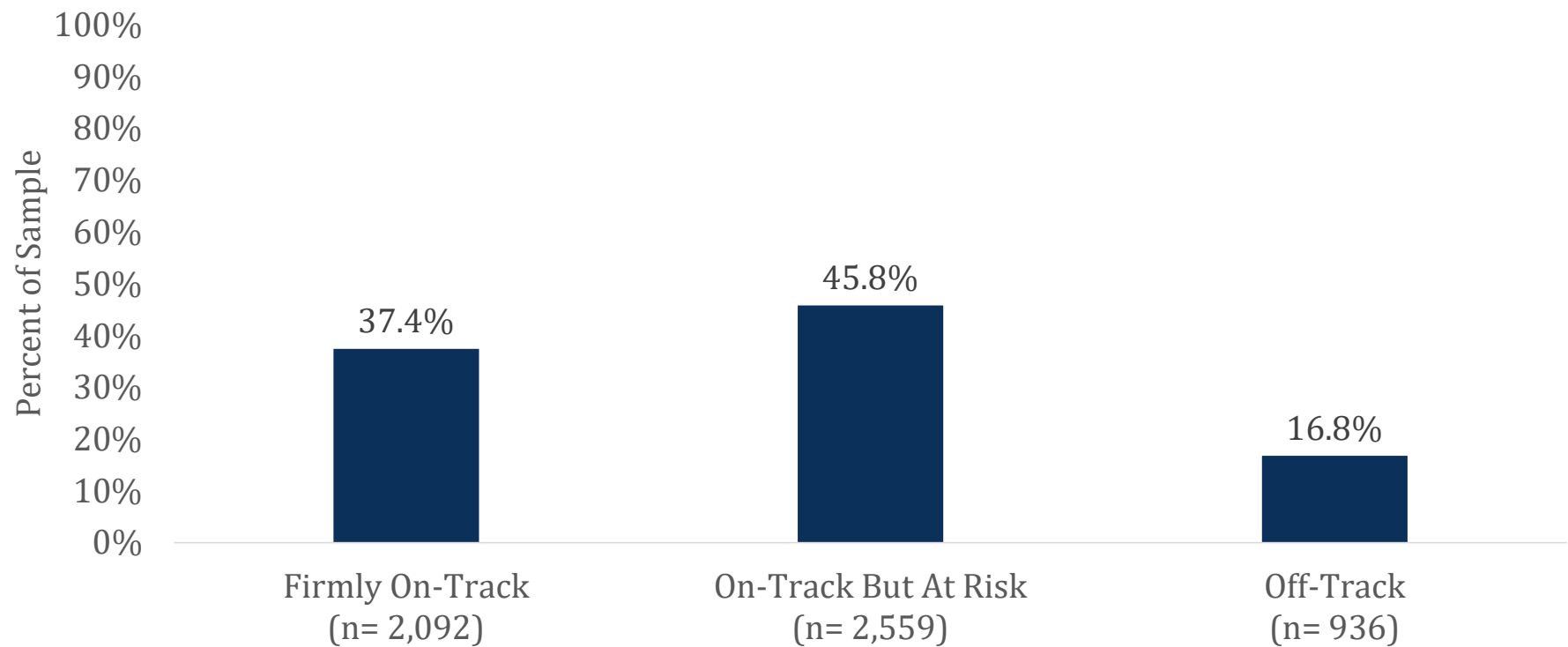
Research Questions

Among SDP students who were first-time ninth-graders in 2015-16 and graduated on time in 2019 (within four years):

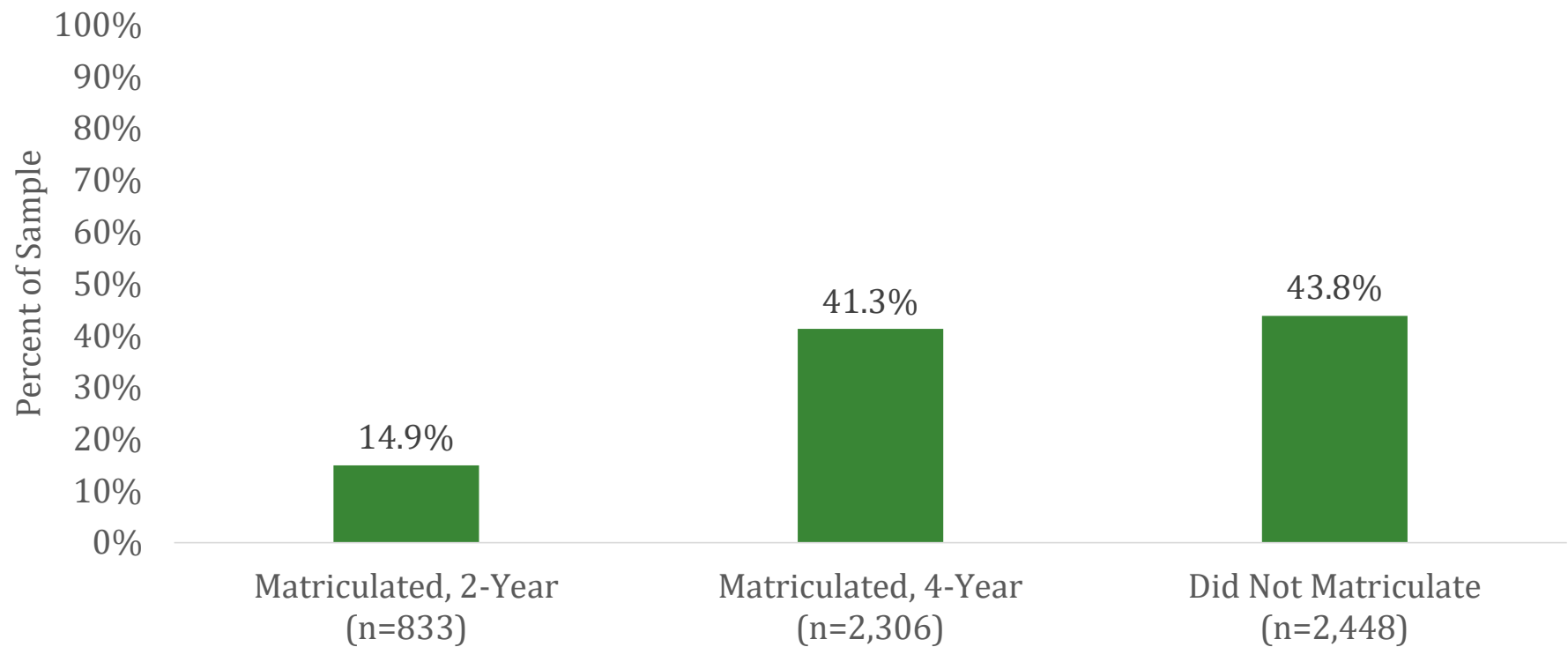
1. What percentage of students matriculated into a two- and a four-year college in the fall following their high school graduation based on their Ninth Grade On-Track status? For example, did a higher percentage of students who were Firmly On-Track in ninth grade matriculate into a two-year college compared to students who were On-Track But At Risk or Off-Track?
2. Did the percentage of students who matriculated into two- and four-year colleges differ by subgroup (gender, race/ethnicity, English Learner [EL] status, special education status, economic disadvantage, or GPA at graduation)? For example, did a higher percentage of female students matriculate into a two-year college compared to male students?
3. Among Ninth Grade On-Track and demographic subgroups, what percentage of students matriculated into two- and four-year colleges? For example, did a higher percentage of female students who were Firmly On-Track in ninth grade matriculate into a two-year college compared to male students who were Firmly On-Track?

Analysis and Findings

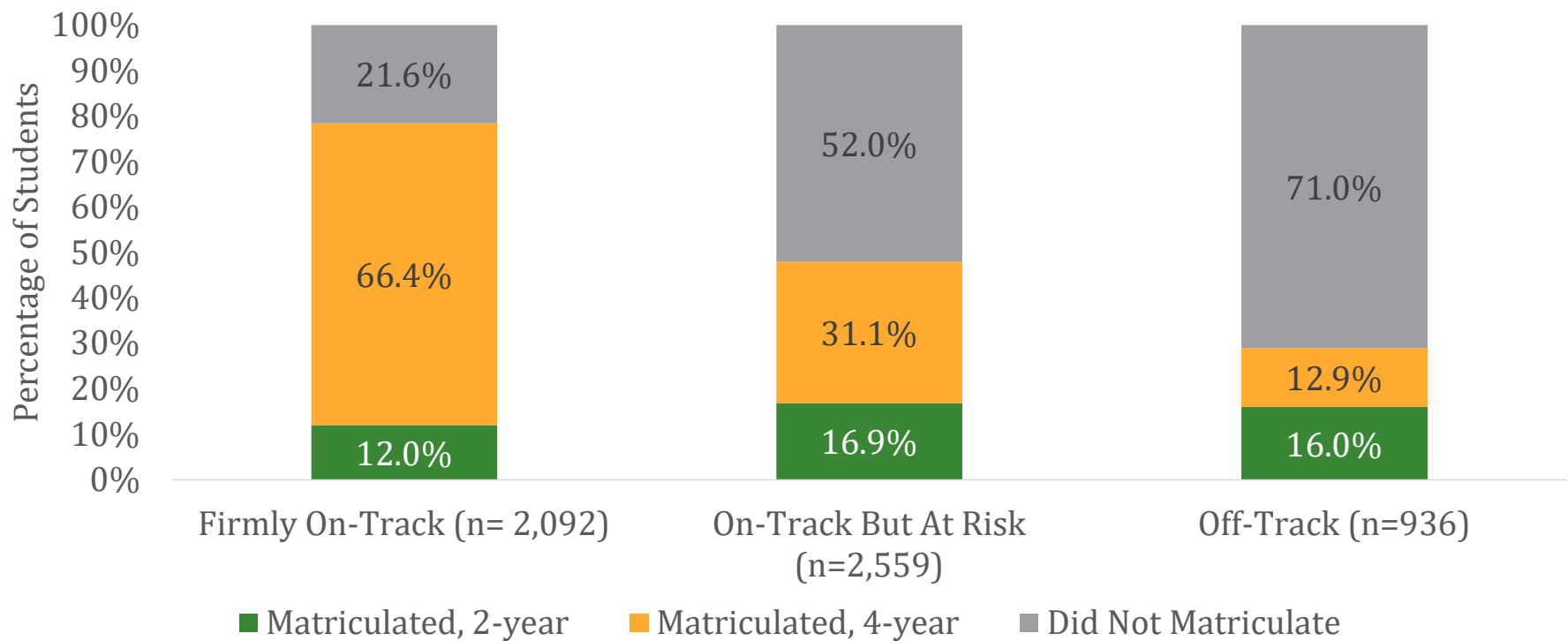
Percentage of 2015-16 ninth-graders who were Firmly On-Track, On Track But At Risk, and Off-Track



Percentage of 2015-16 ninth-graders who matriculated into two- and four-year colleges in 2019



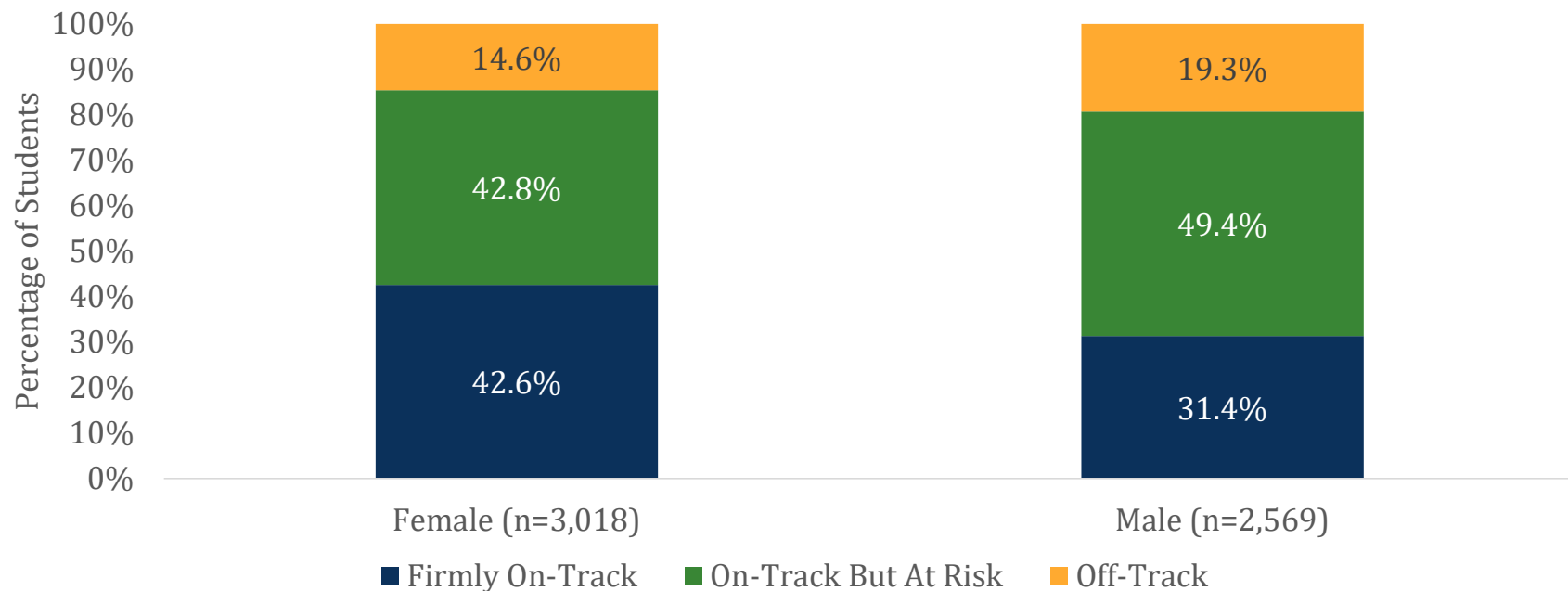
Percentage of 2015-16 ninth-graders who were Firmly On-Track, On-Track But At Risk, and Off-Track who matriculated into two- and four-year colleges in 2019



How to read this figure: Each bar in this graph represents the total population of each On-Track subgroup. For example, among the 2,092 students who were Firmly On-Track in ninth grade, 12% matriculated into a two-year college, 66.4% matriculated into a four-year college, and 21.6% did not matriculate.

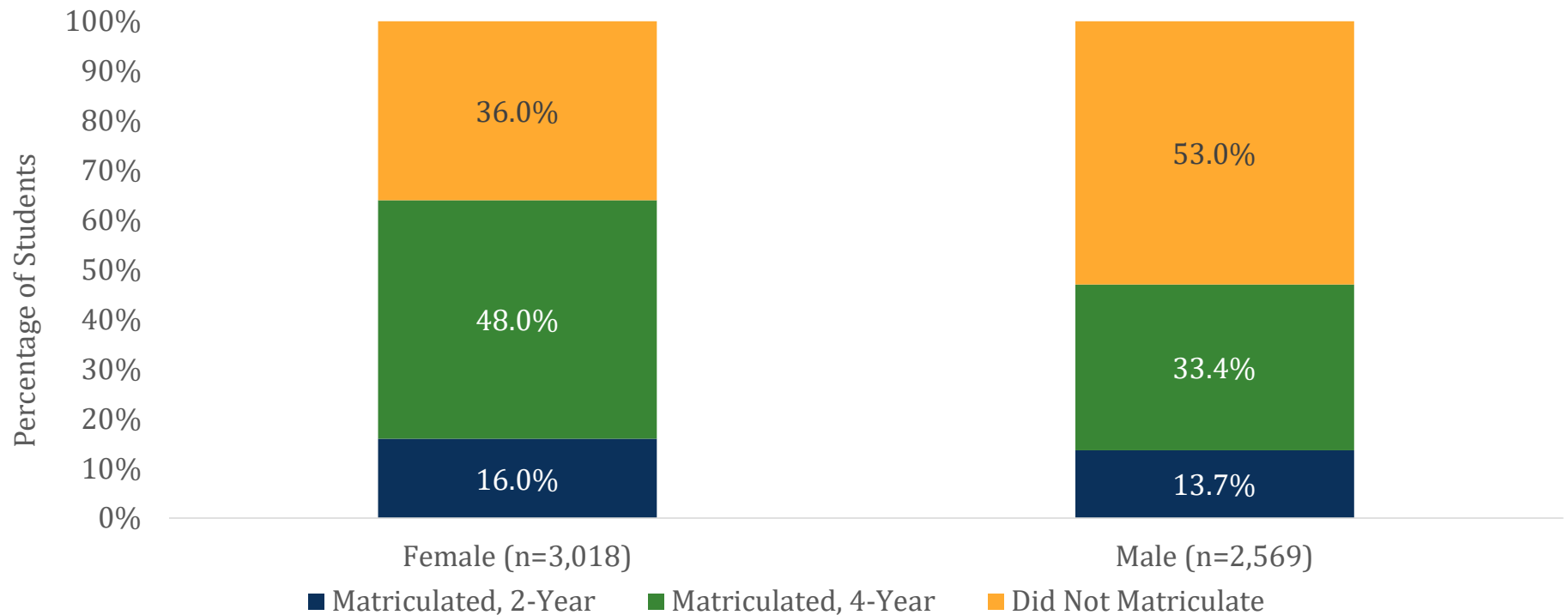
Ninth Grade On-Track and Matriculation by Gender

Percentage of 2015-16 ninth-grade students who were Firmly On-Track, On-Track But At Risk, and Off-Track by gender



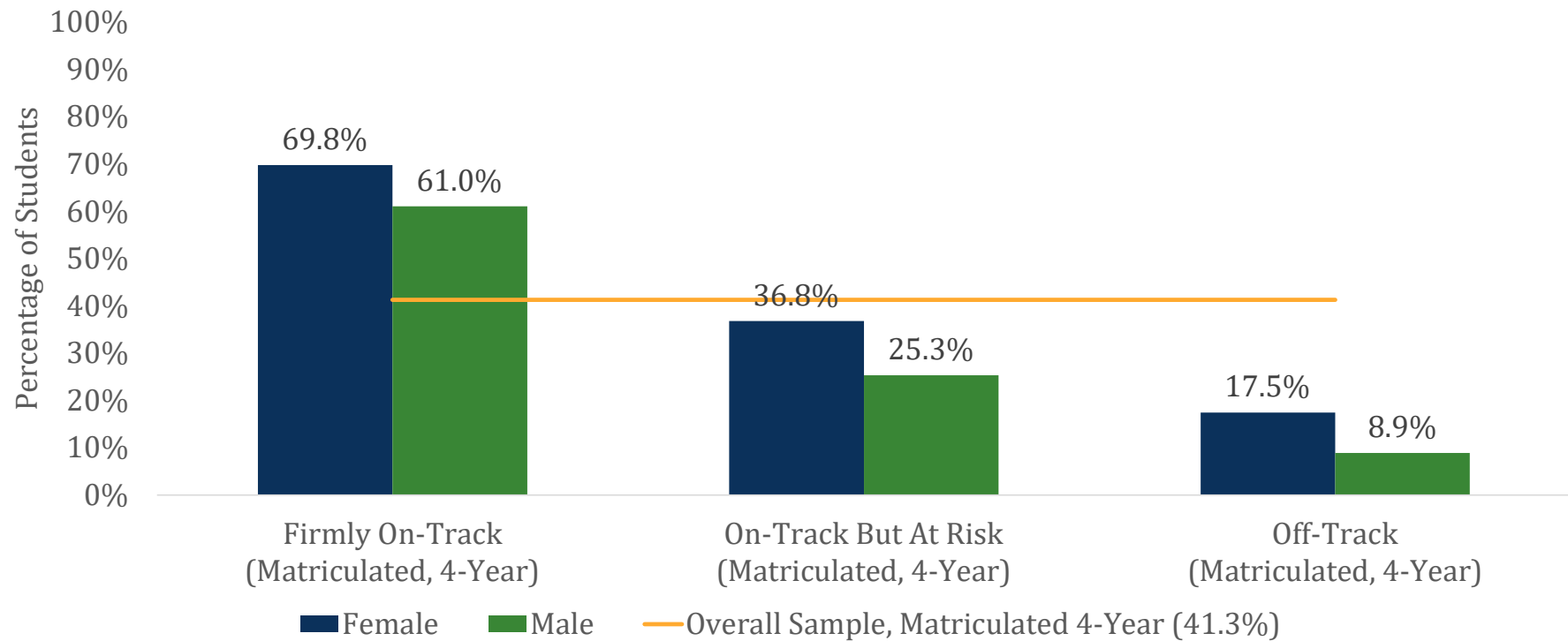
How to read this figure: Each bar in this graph represents the total population of students in each gender subgroup. For example, among the 3,018 female students in the sample, 42.6% were Firmly On-Track, 42.8% were On-Track But At Risk, and 14.6% were Off-Track in ninth grade.

Percentage of 2015-16 ninth-graders who matriculated to a two- or four-year college in 2019 by gender



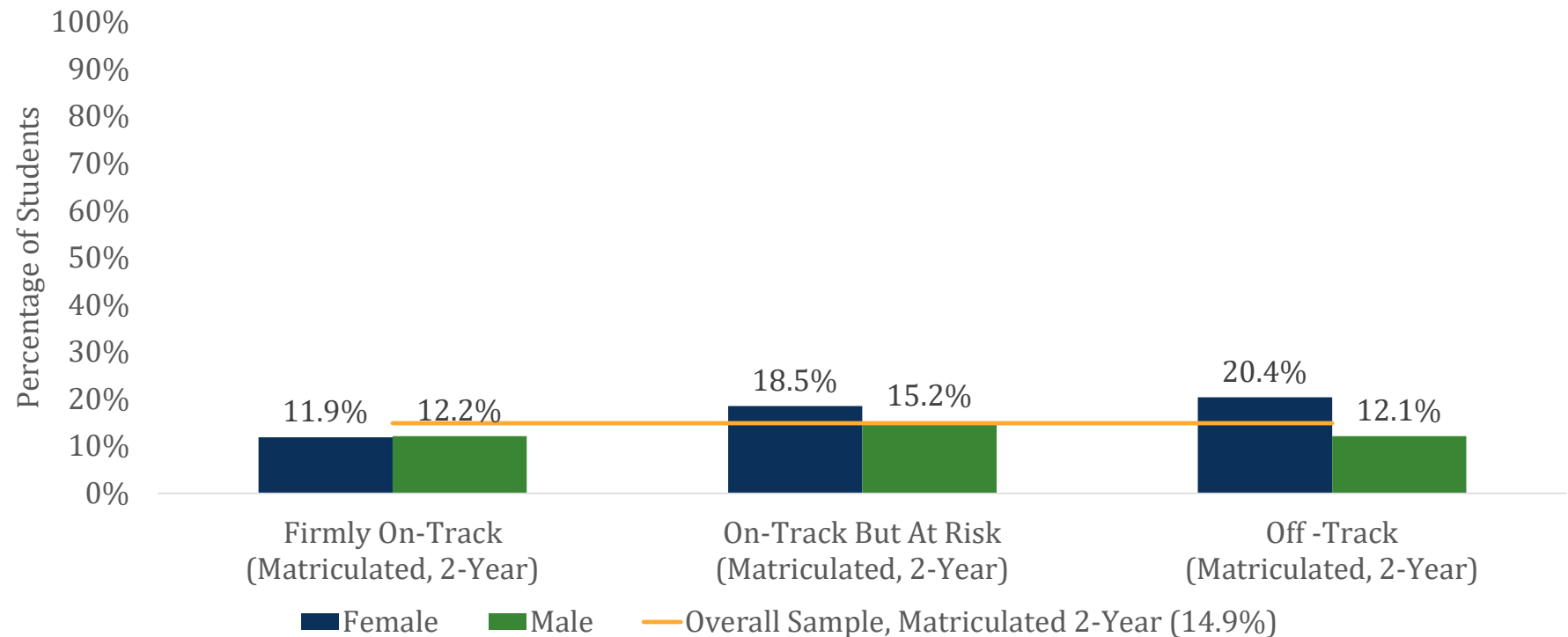
How to read this figure: Each bar in this graph represents the total population of students in each gender subgroup. For example, among the 3,018 female students in the sample, 16% matriculated into two-year colleges, 48% matriculated into four-year colleges, and 36% did not matriculate in the fall following their high school graduation.

Percentage of male and female students who matriculated into a four-year college in 2019 by Ninth Grade On-Track status



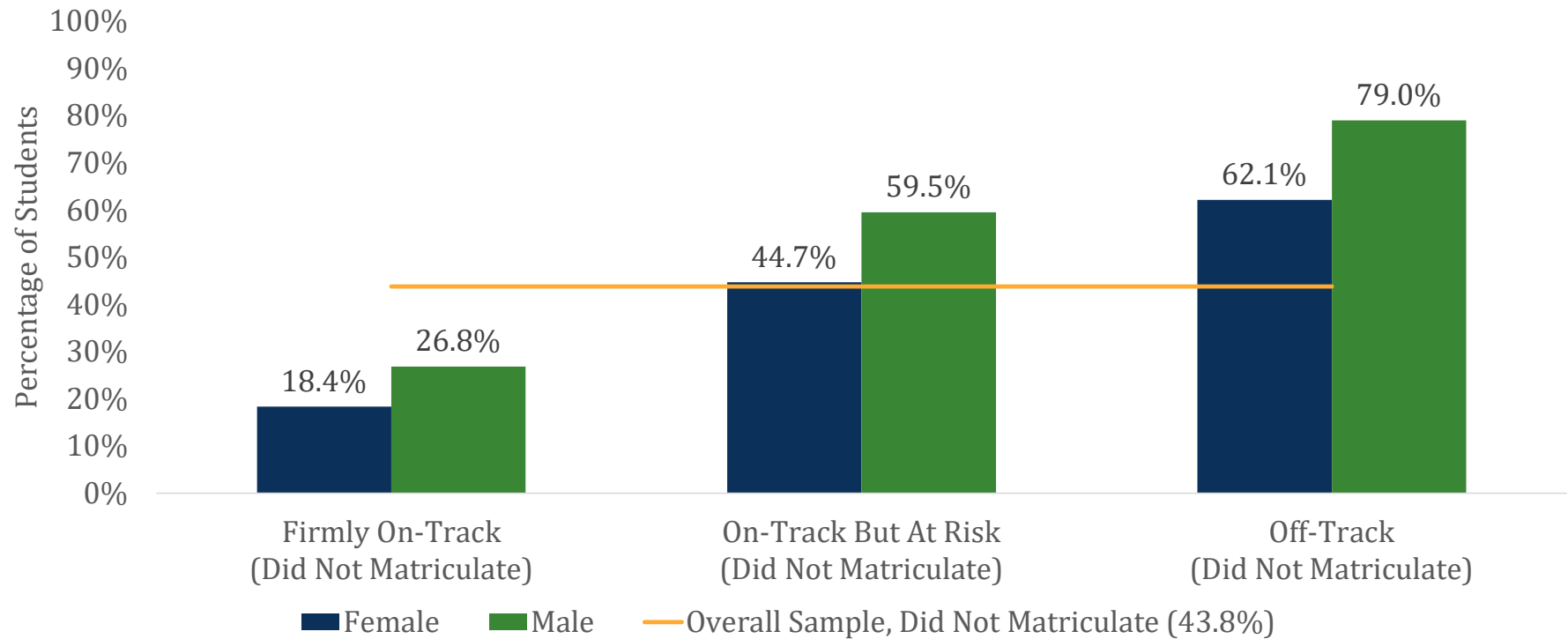
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/gender subgroup who matriculated into a four-year college. For example, of all female students who were Firmly On-Track in ninth grade, 69.8% matriculated into a four-year college in the fall following their high school graduation, compared to 61% of male students who were Firmly On-Track.

Percentage of male and female students who matriculated into a two-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/gender subgroup who matriculated into a two-year college. For example, of all female students who were Firmly On-Track in ninth grade, 11.9% matriculated into a two-year college in the fall following their high school graduation compared to 12.2% of male students who were Firmly On-Track.

Percentage of male and female students who did not matriculate in 2019 by Ninth Grade On-Track status



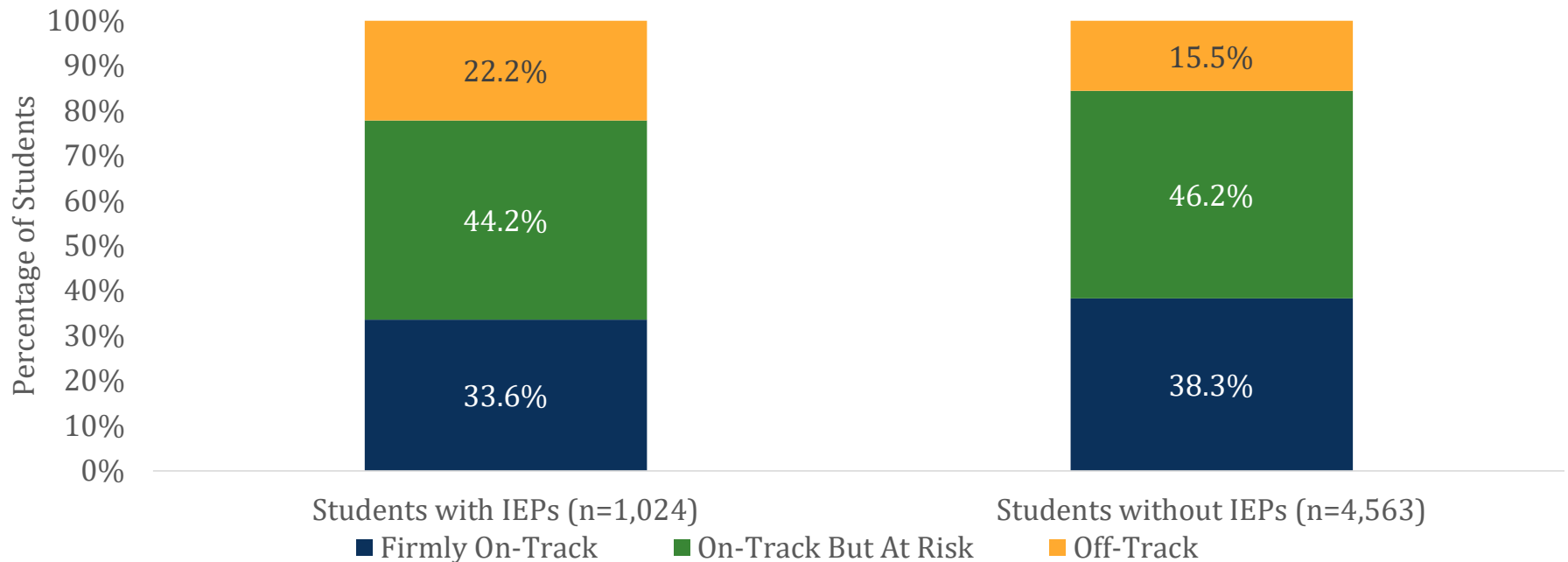
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Gender subgroup who did not matriculate. For example, of all female students who were Firmly On-Track in ninth grade, 18.4% did not matriculate in the fall following their high school graduation compared to 26.8% of male students who were Firmly On-Track.

Overall Findings - Gender

- A higher percentage of female students were Firmly On-Track in ninth grade compared to male students
- A higher percentage of male students did not matriculate compared to female students.
- A higher percentage of female students matriculated into four-year colleges compared to male students across all On-Track subgroups
- A higher percentage of female than male students who were On-Track But At Risk and Off-Track in ninth grade matriculated into a two-year college in 2019.
- A higher percentage of male students did not matriculate compared to female students across all On-Track subgroups.

Ninth Grade On-Track and Matriculation by IEP Status

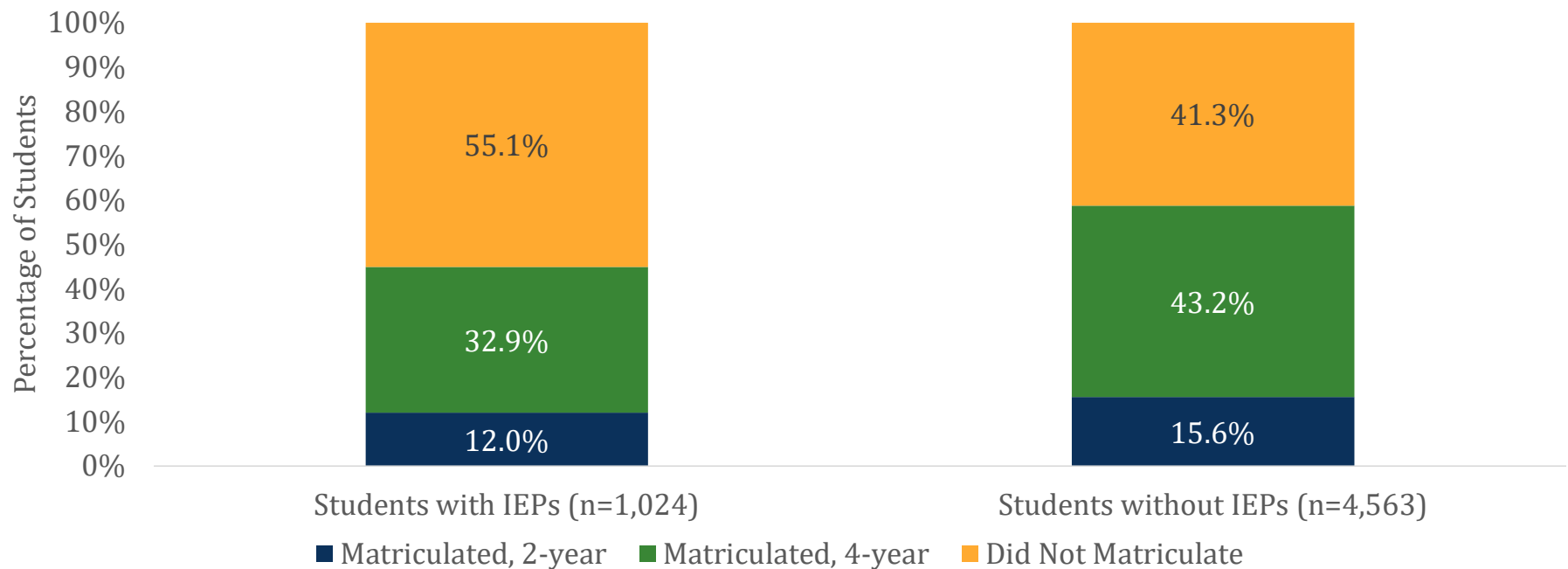
Percentage of 2015-16 ninth-grade students who were Firmly On-Track, On-Track But At Risk, and Off-Track by IEP* Status



How to read this figure: Each bar in this graph represents the total population of students with and without IEPs. For example, among the 1,024 students in the sample with IEPs, 33.6% were Firmly On-Track, 44.2% were On Track but At Risk, and 22.2% were Off Track in ninth grade.

*For this analysis, students with an Individual Education Program (IEP) do not include Gifted/Talented.

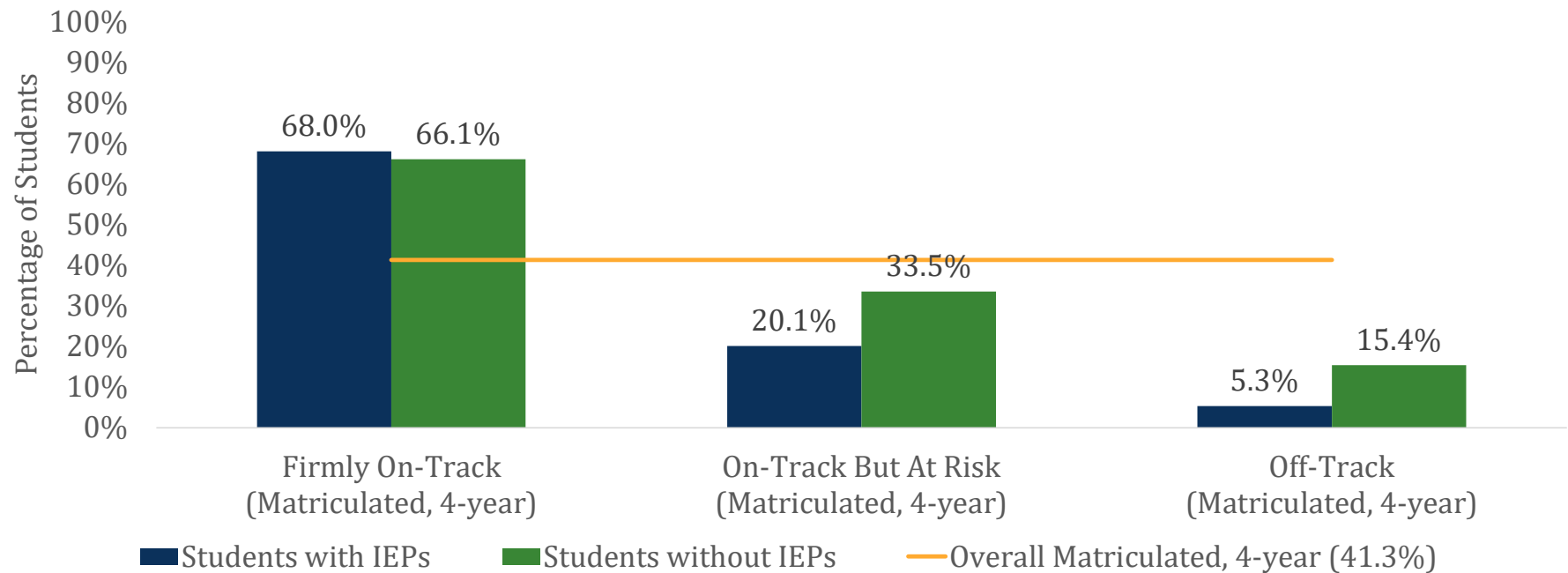
Percentage of 2015-16 ninth-grade students who matriculated into a two- or four-year college in 2019 by IEP* status



How to read this figure: Each bar in this graph represents the total population of students with and without IEPs. For example, among the 1,024 students in the sample with IEPs, 12% matriculated into two-year colleges, 32.9% matriculated into four-year colleges, and 55.1% did not matriculate in the fall following their high school graduation.

*For this analysis, students with an Individual Education Program (IEP) do not include Gifted/Talented.

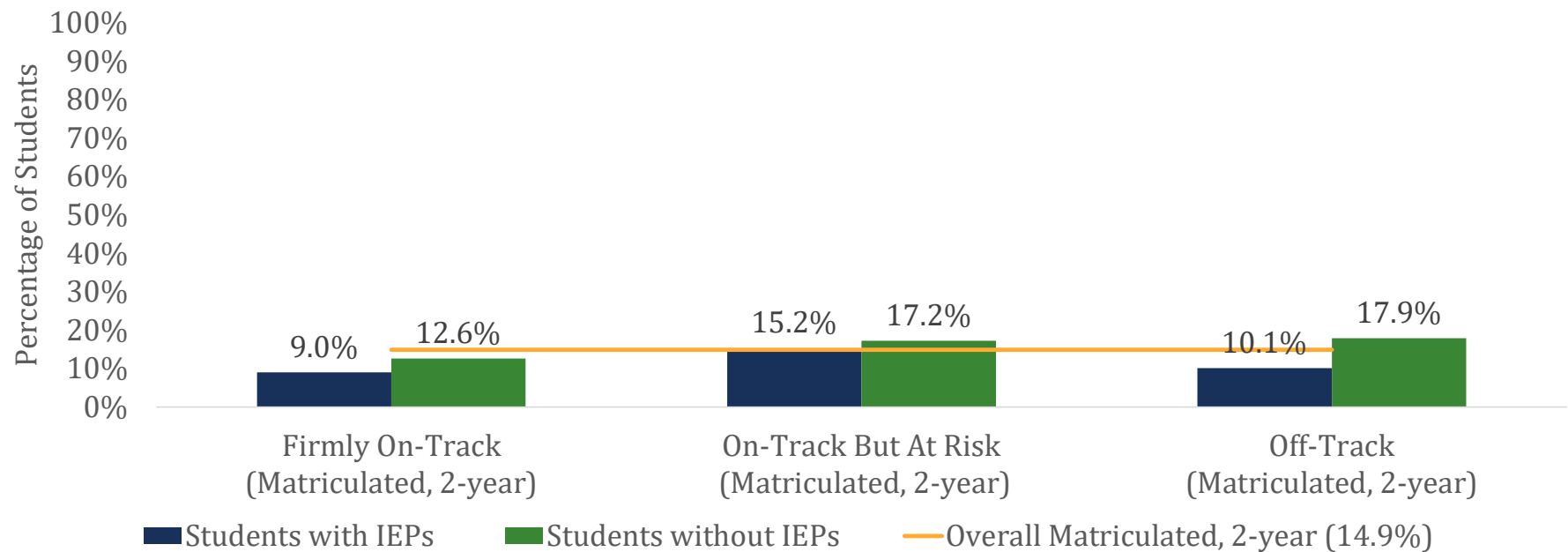
Percentage of 2015-16 ninth-grade students with and without IEPs* who matriculated into a four-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students with and without IEPs who matriculated into a four-year college. For example, of all students with IEPs who were Firmly On-Track in ninth grade, 68% matriculated into a four-year college in the fall following their high school graduation compared to 66.1% of students without IEPs who were Firmly On-Track.

*For this analysis, students with an Individual Education Program (IEP) do not include Gifted/Talented.

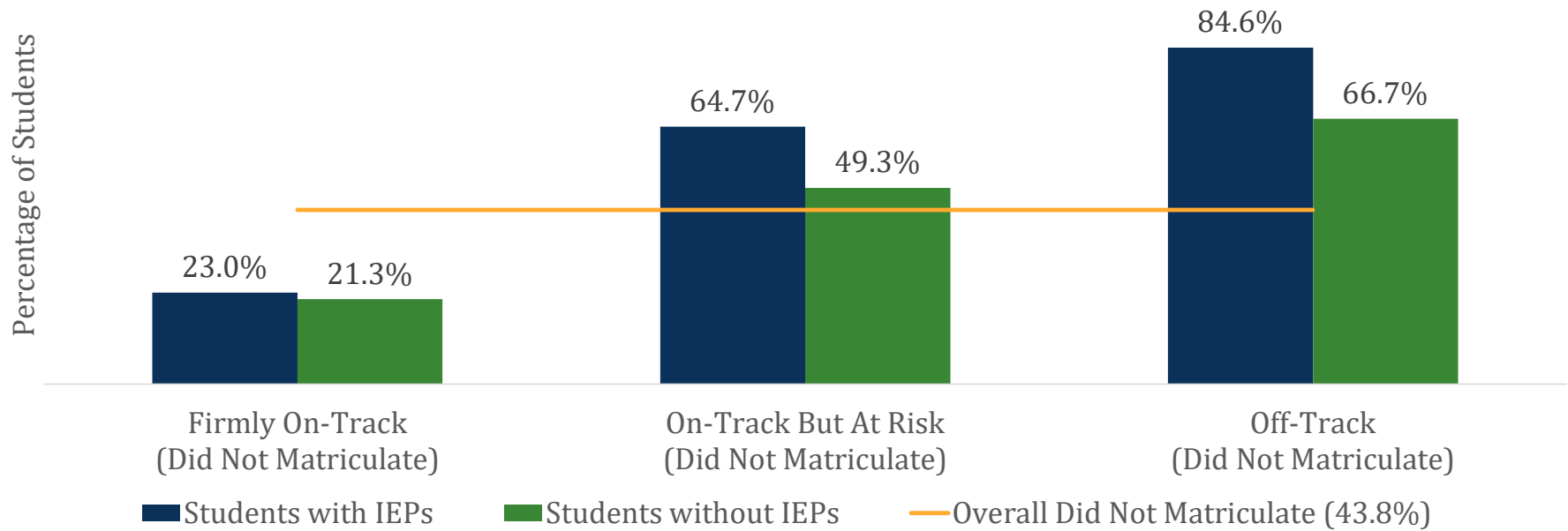
Percentage of 2015-16 ninth-grade students with and without IEPs* who matriculated into a two-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/IEP subgroup who matriculated into a two-year college. For example, of all students with IEPs who were Firmly On-Track in ninth grade, 9% matriculated into a two-year college in the fall following their high school graduation compared to 12.6% of students without IEPs who were Firmly On-Track.

*For this analysis, students with an Individual Education Program (IEP) do not include Gifted/Talented.

Percentage of 2015-16 ninth-grade students with and without IEPs* who did not matriculate in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/IEP subgroup who did not matriculate. For example, of all students with IEPs who were Firmly On-Track in ninth grade, 23% did not matriculate in the fall following their high school graduation compared to 21.3% of students without IEPs who were Firmly On-Track.

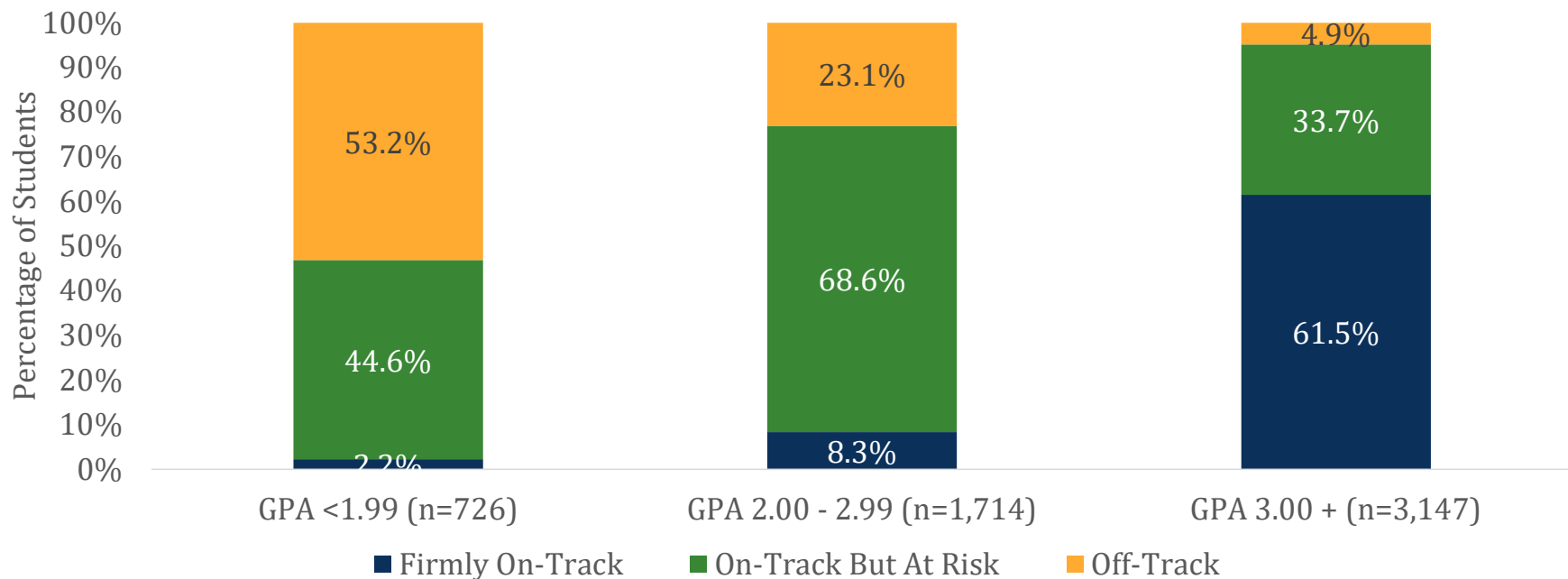
*For this analysis, students with an Individual Education Program (IEP) do not include Gifted/Talented.

Overall Findings- Students with IEPs

- A lower percentage of students with IEPs were Firmly On-Track compared to their peers.
- A lower percentage of students with IEPs matriculated into both two-year and four-year colleges compared to students without IEPs.
- Students with IEPs who were Firmly On-Track matriculated into four-year colleges at slightly higher rates than students who were Firmly On-Track without IEPs.
- A higher percentage of students with IEPs matriculated into a two-year college compared to students without IEPs across all On-Track subgroups.
- Across all On-Track subgroups, a higher percentage of students with IEPs did not matriculate compared to students without IEPs.

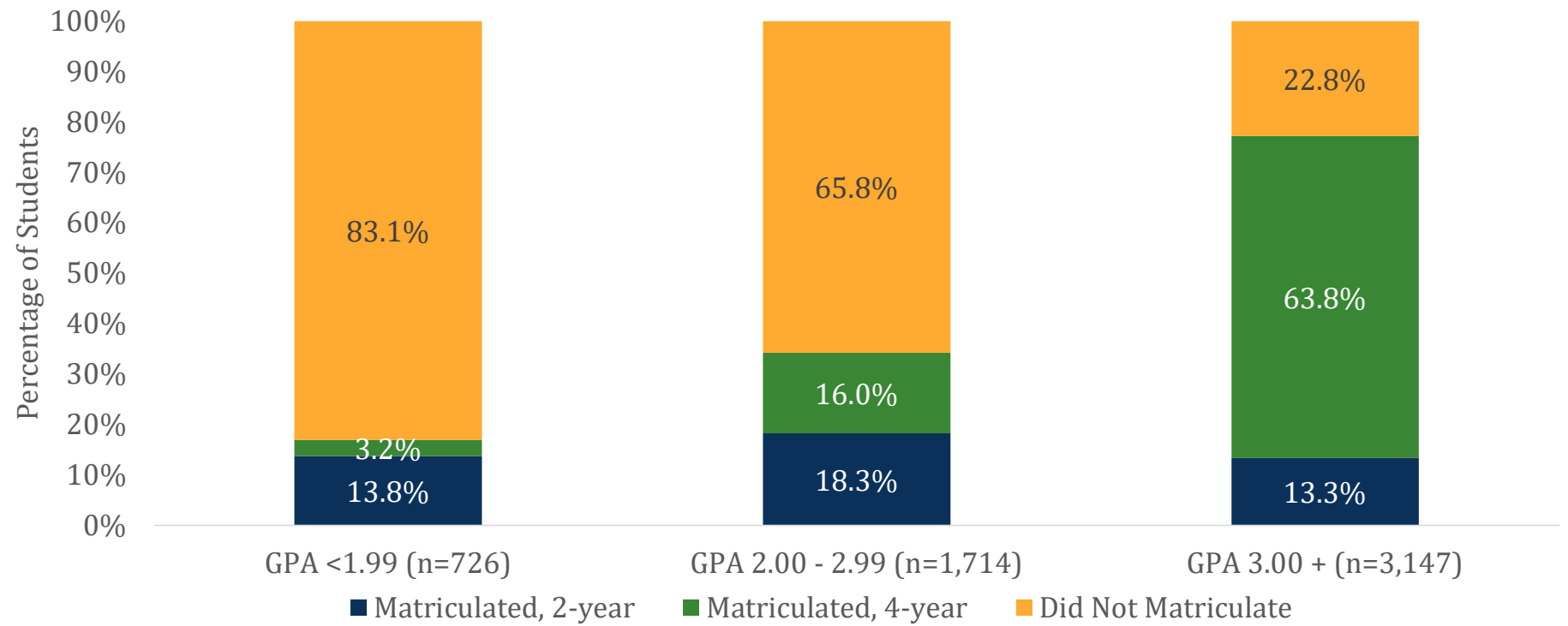
Ninth Grade On-Track and Matriculation by GPA

Percentage of 2015-16 ninth-grade students who were Firmly On-Track, On-Track But At Risk, and Off-Track in 2015-16 by GPA at graduation



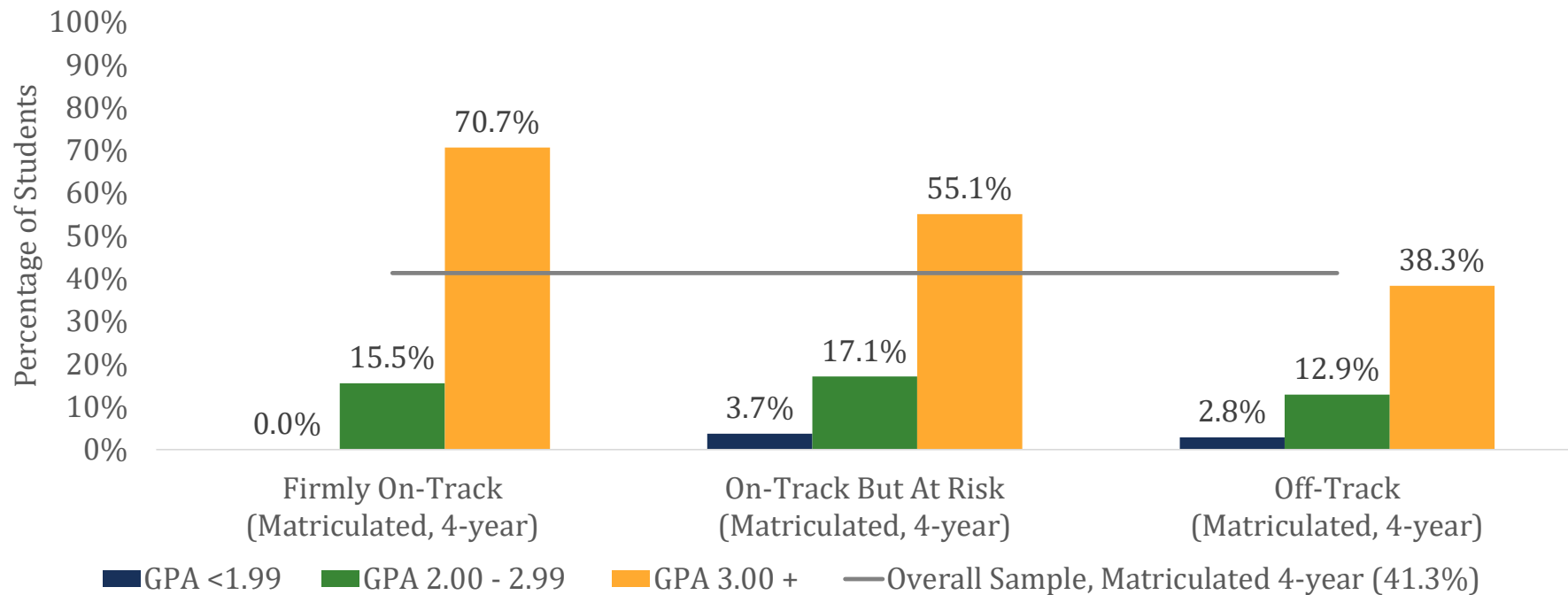
How to read this figure: Each bar in this graph represents the total population of students in each GPA category. For example, among the 726 students in the sample who graduated with a GPA less than 1.99, 2.2% were Firmly On-Track, 44.6% were On Track But At Risk, and 53.2% were Off-Track in ninth grade.

Percentage of 2015-16 ninth-grade students who matriculated into a two- or four-year college in 2019 by GPA at graduation



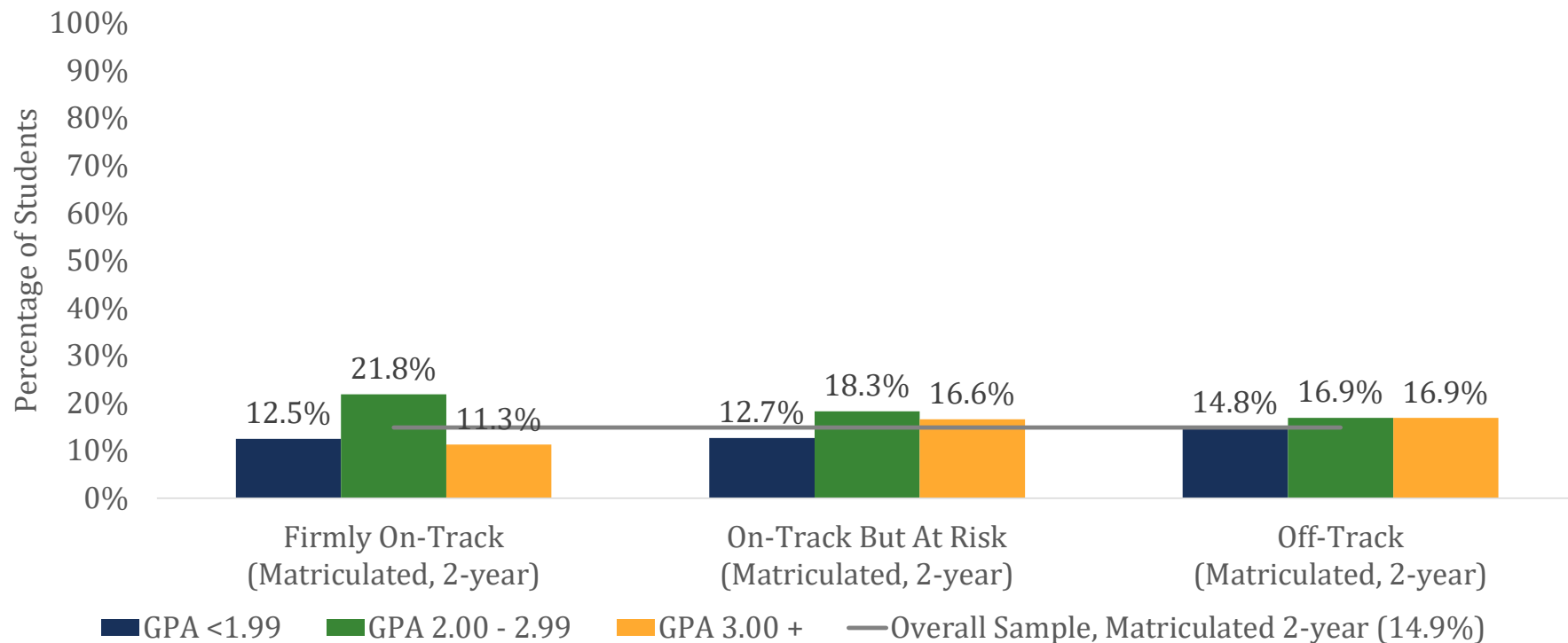
How to read this figure: Each bar in this graph represents the total population of students in each GPA bucket. For example, among the 726 students in the sample with a GPA less than 1.99 at graduation, 13.8% matriculated into two-year colleges, 3.2% matriculated into four-year colleges, and 83.1% did not matriculate in the fall following their high school graduation.

Percentage of 2015-16 ninth-grade students who matriculated into a four-year college in 2019 by Ninth Grade On-Track status and 12th grade GPA



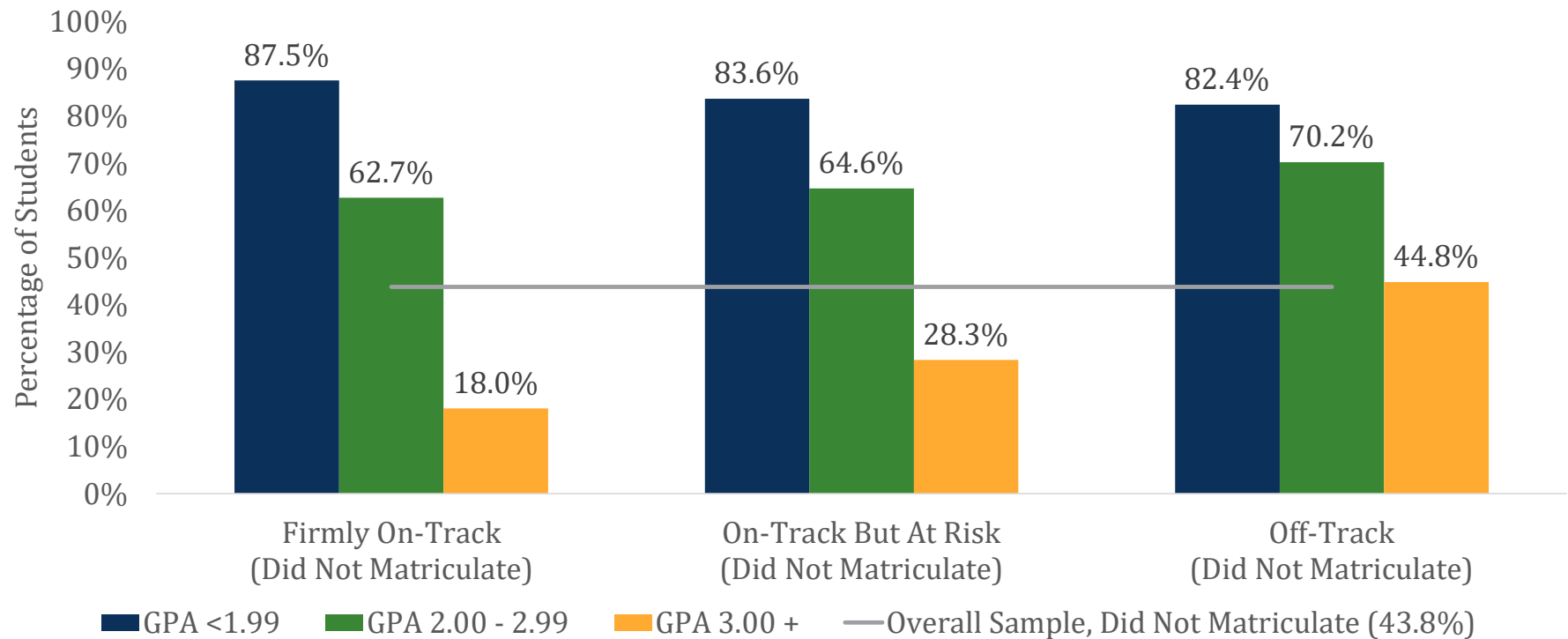
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/GPA subgroup who matriculated into a four-year college. For example, of all students who graduated with a GPA less than 1.99 who were Firmly On-Track in ninth grade, none matriculated into a four-year college in the fall following their high school graduation compared to 15.5% of students with a GPA of 2.00–2.99 and 70.7% of students with a GPA greater than 3.0 who were Firmly On-Track.

Percentage of 2015-16 ninth-grade students who matriculated into a two-year college in 2019 by Ninth Grade On-Track status and 12th grade GPA



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/GPA subgroup who matriculated into a two-year college. For example, of all students with a GPA less than 1.99 who were Firmly On-Track in ninth grade, 12.5% matriculated into a two-year college in the fall following their high school graduation compared to 21.8% of students with a GPA of 2.00–2.99 and 11.3% of students with a GPA greater than 3.00 who were Firmly On-Track.

Percentage of 2015-16 ninth-grade students who did not matriculate in 2019 by Ninth Grade On-Track status and 12th grade GPA



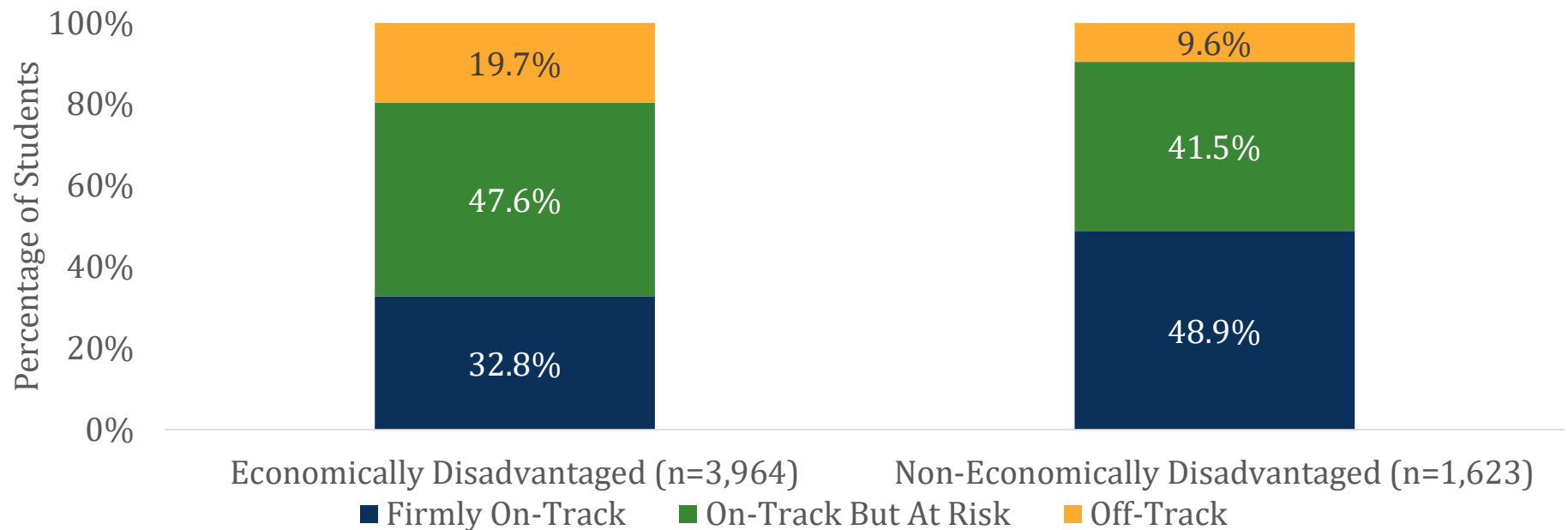
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/GPA subgroup who did not matriculate. For example, of all students with a GPA less than 1.99 who were Firmly On-Track in ninth grade, 87.5% did not matriculate in the fall following their high school graduation compared to 62.7% of students with a GPA of 2.00 – 2.99 and 18% of students with a GPA greater than 3.00 who were Firmly On-Track.

Overall Findings- GPA

- Students with higher GPAs at graduation were more likely to have been Firmly On-Track in ninth grade.
- Students in all GPA categories matriculated into two-year colleges at similar rates, whereas students with higher GPAs matriculated into four-year schools at higher rates.
- Students with higher GPAs matriculated into four-year colleges at higher rates across all On-Track subgroups. Four-year college matriculation was highest among students who were Firmly On-Track in ninth grade.
- Students matriculated into two-year colleges at relatively similar rates, regardless of GPA.
- Among students in the highest GPA bucket, non-matriculation rates were higher for students who were On-Track But At Risk or Off-Track in ninth grade.

Ninth Grade On-Track and Matriculation by Economic Disadvantage

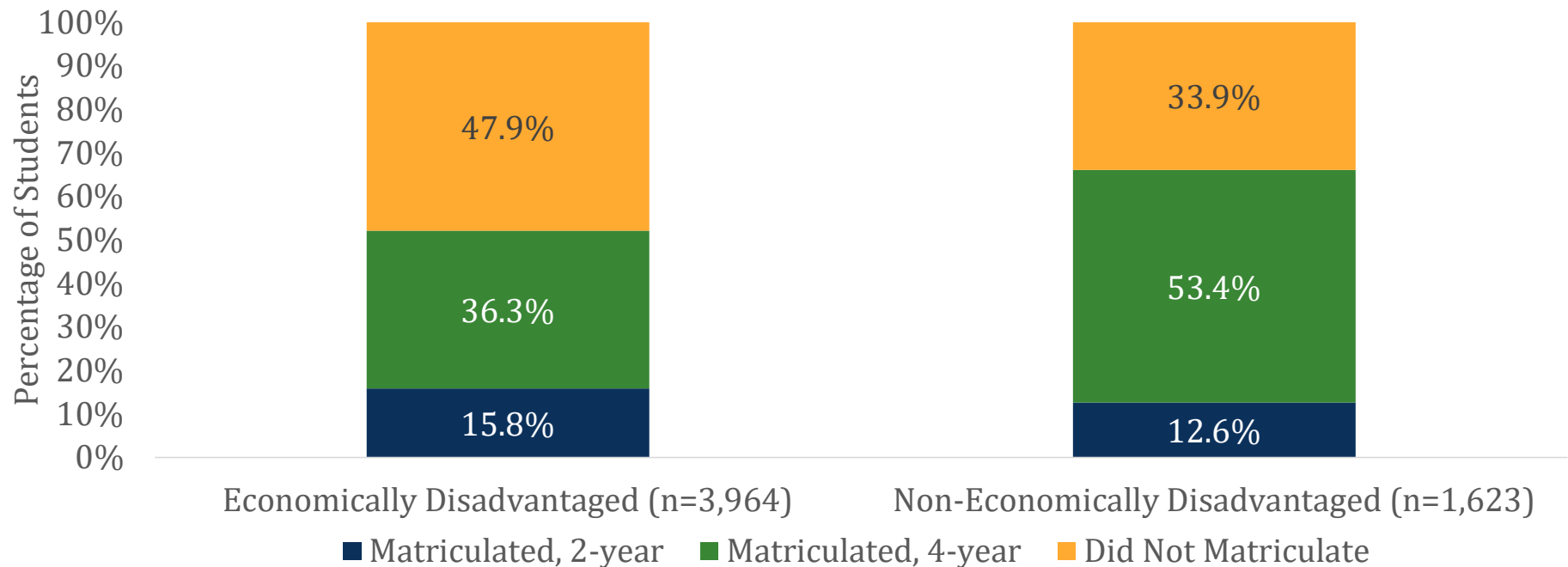
Percentage of 2015-16 ninth-grade students who were Firmly On-Track, On-Track But At Risk, and Off-Track in 2015-16 by economic disadvantage* status



How to read this figure: Each bar in this graph represents the total population of Economically disadvantaged and non-economically disadvantaged students. For example, among the 3,964 economically disadvantaged students in the sample, 32.8% were Firmly On-Track, 47.6% were On Track but At Risk, and 19.7% were Off Track in ninth grade.

*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid but it underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified.

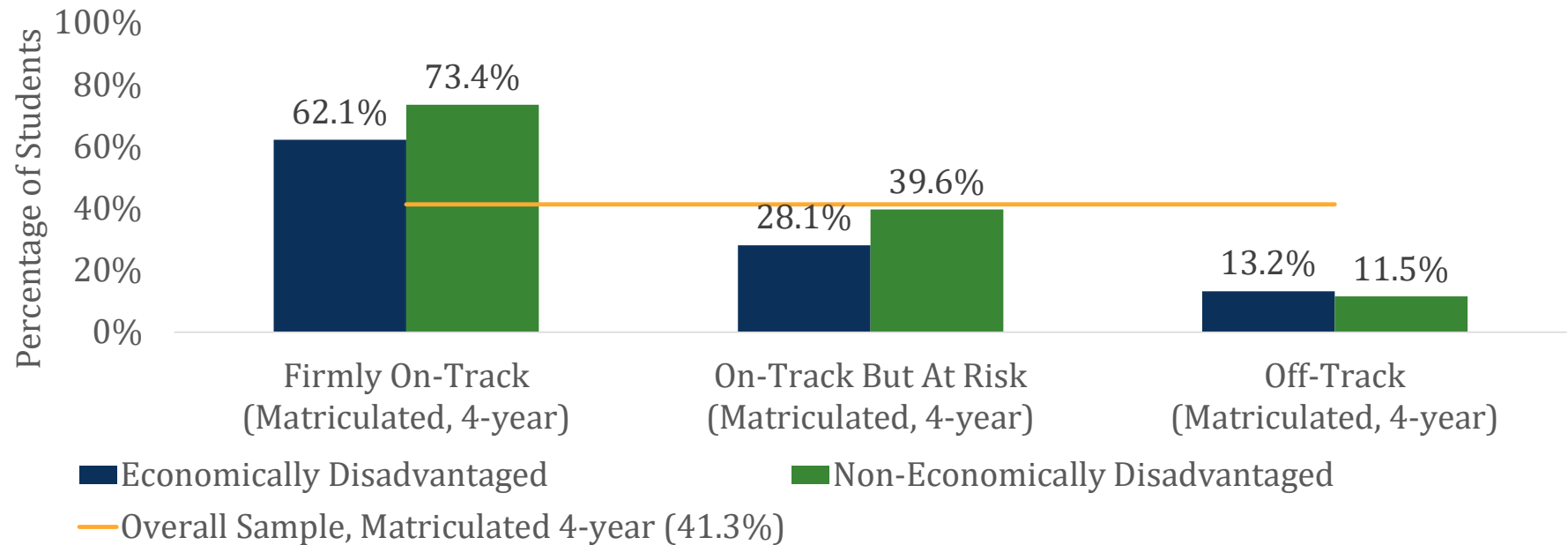
Percentage of 2015-16 ninth-grade students who matriculated into a two- or four-year college in 2019 by economic disadvantage* status



How to read this figure: Each bar in this graph represents the total population of economically disadvantaged and non-economically disadvantaged students. For example, among the 3,964 economically disadvantaged students in the sample, 15.8% matriculated into two-year colleges, 36.3% matriculated into four-year colleges, and 47.9% did not matriculate in the fall following their high school graduation.

*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid but it underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified.

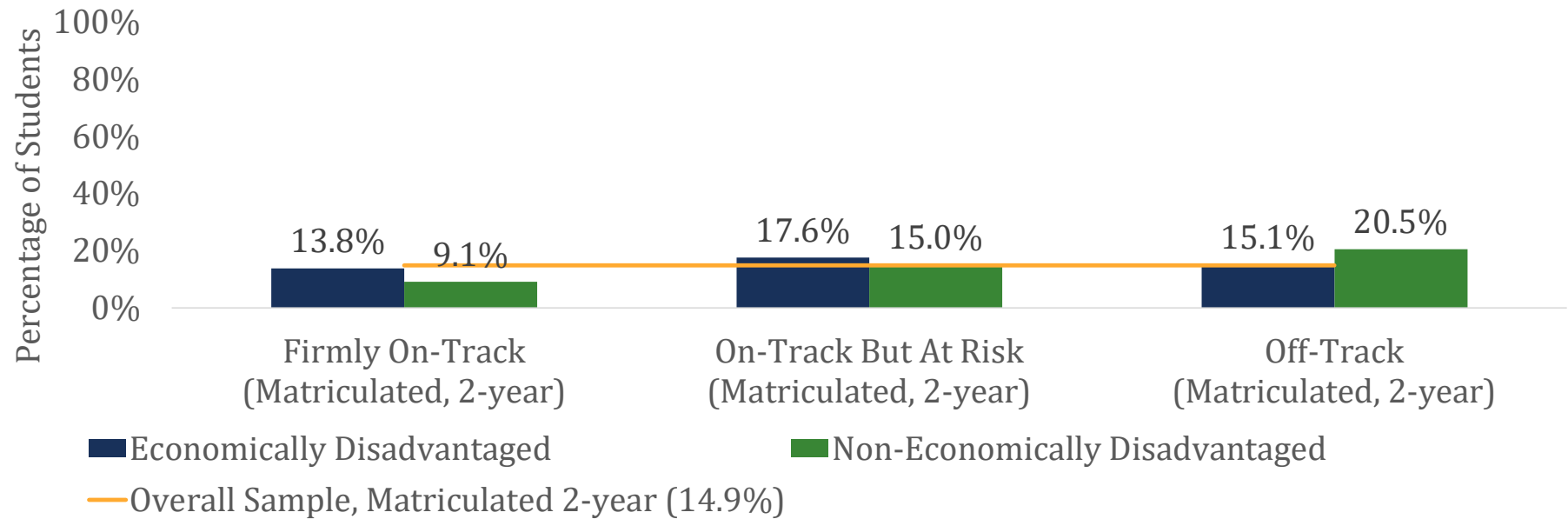
Percentage of 2015-16 ninth-grade economically disadvantaged* and non-economically disadvantaged students who matriculated into a four-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/economically disadvantaged subgroup who matriculated into a four-year college. For example, of all economically disadvantaged students who were Firmly On-Track in ninth grade, 62.1% matriculated into a four-year college in the fall following their high school graduation compared to 73.4% of non-economically disadvantaged students who were Firmly On-Track.

*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid but it underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified.

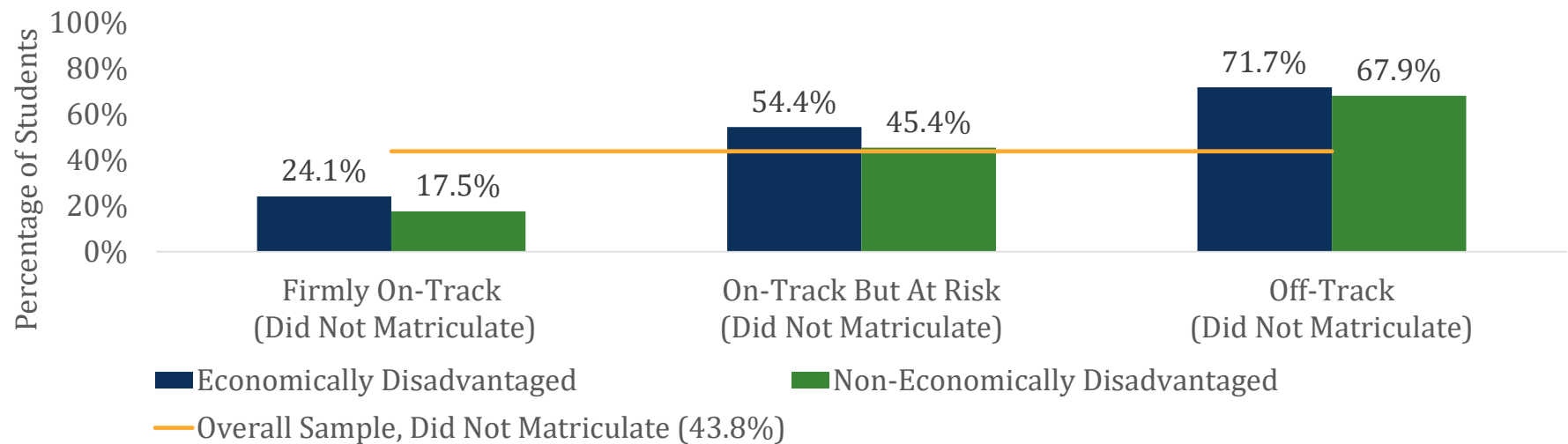
Percentage of 2015-16 economically disadvantaged* and non-economically disadvantaged ninth-grade students who matriculated into a two-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Economic Disadvantage subgroup who matriculated into a two-year college. For example, of all economically disadvantaged students who were Firmly On-Track in ninth grade, 13.8% matriculated into a two-year college in the fall following their high school graduation compared to 9.1% of non-economically disadvantaged students who were Firmly On-Track.

*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid but it underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified.

Percentage of 2015-16 economically disadvantaged* and non-economically disadvantaged ninth-grade students who did not matriculate into any college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Gender subgroup who did not matriculate. For example, of all female students who were Firmly On-Track in ninth grade, 18.4% did not matriculate in the fall following their high school graduation compared to 26.8% of male students who were Firmly On-Track.

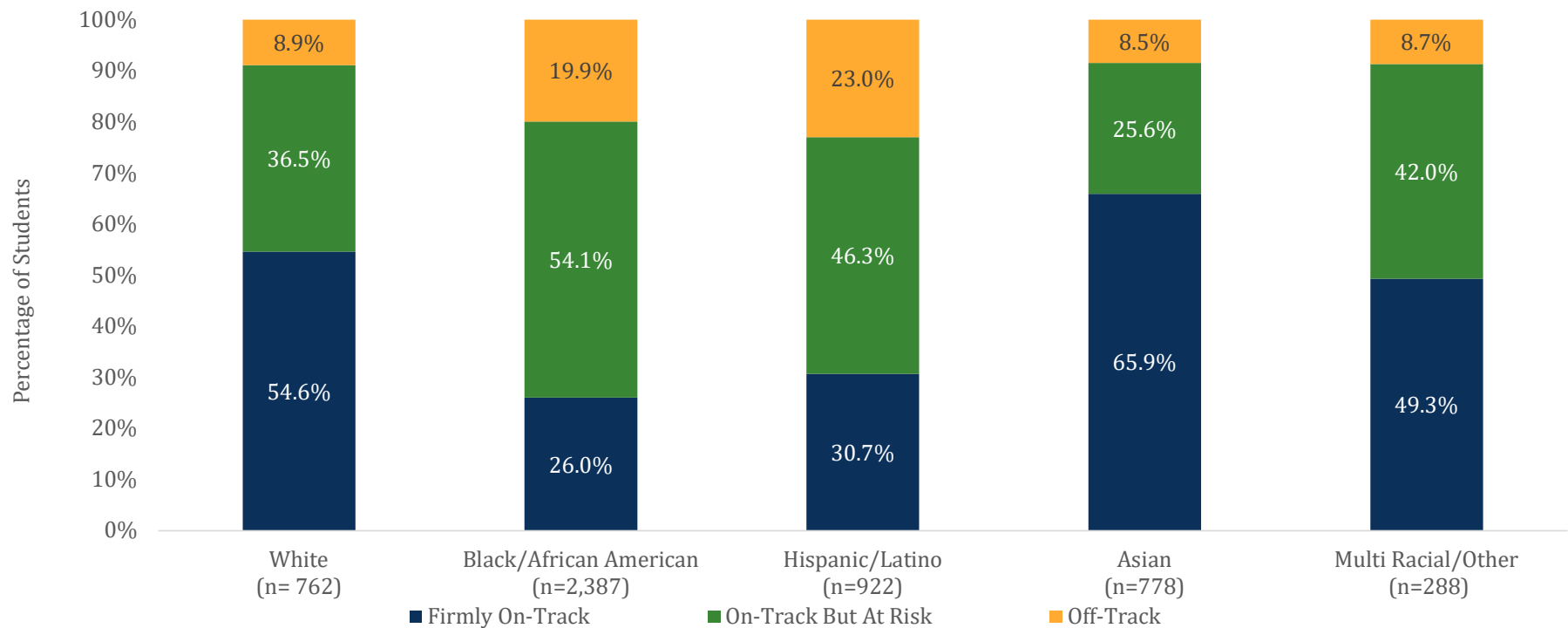
*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid but it underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified.

Overall Findings- Economic Disadvantage

- The percentage of economically disadvantaged students who were Off-Track in ninth grade was double the percentage of non-economically disadvantaged students who were Off-Track (Figure 24).
- A higher percentage of economically disadvantaged students matriculated into a two-year college, and a lower percentage matriculated into a four-year college, compared to non-economically disadvantaged students.
- A lower percentage of Firmly On-Track and On-Track But At Risk students who were economically disadvantaged matriculated into four-year colleges compared to their peers.
- A higher percentage of Firmly On-Track and On-Track But At Risk students who were economically disadvantaged matriculated into a two-year college compared to non-economically disadvantaged students.
- Across all On-Track subgroups, a higher percentage of economically disadvantaged students did not matriculate compared to their peers.

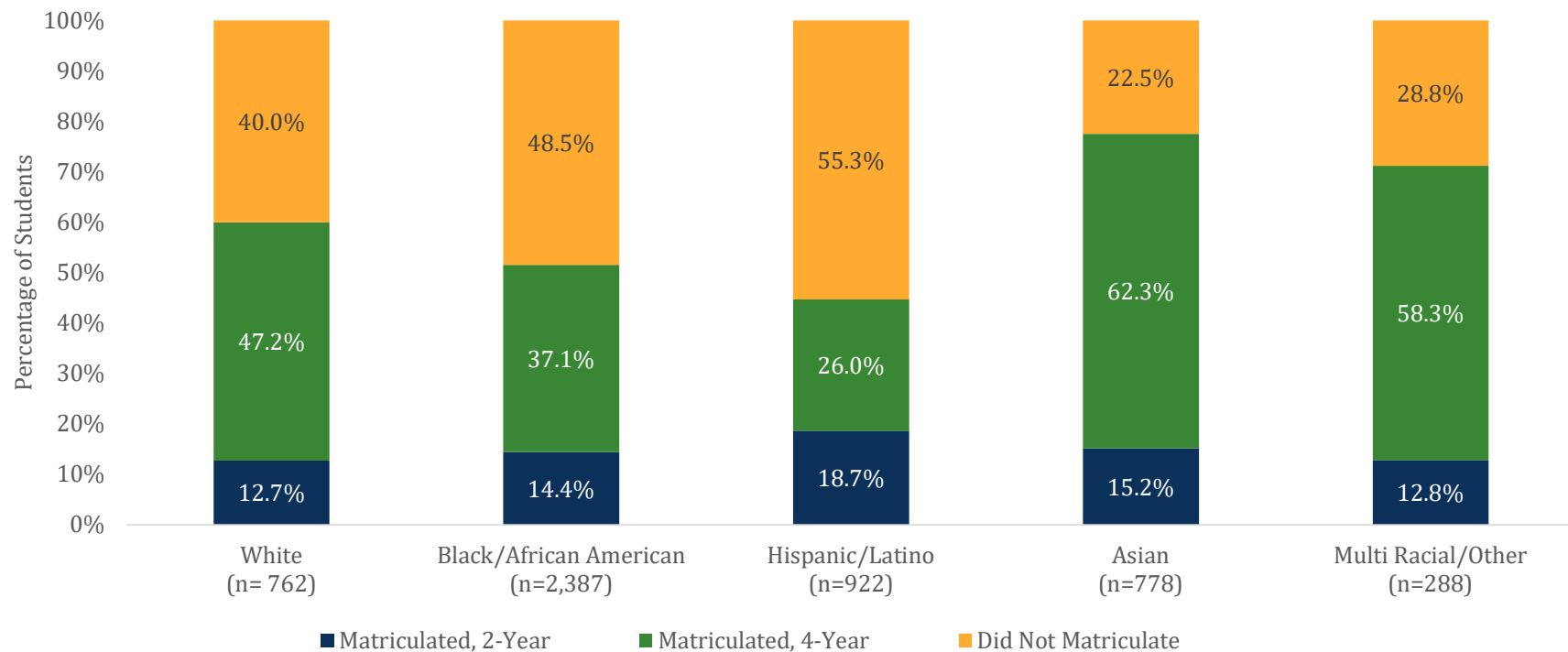
Ninth Grade On-Track and Matriculation by Race/Ethnicity

Percentage of 2015-16 ninth-grade students who were Firmly On-Track, On-Track But At Risk, and Off-Track in 2015-16 by race/ethnicity



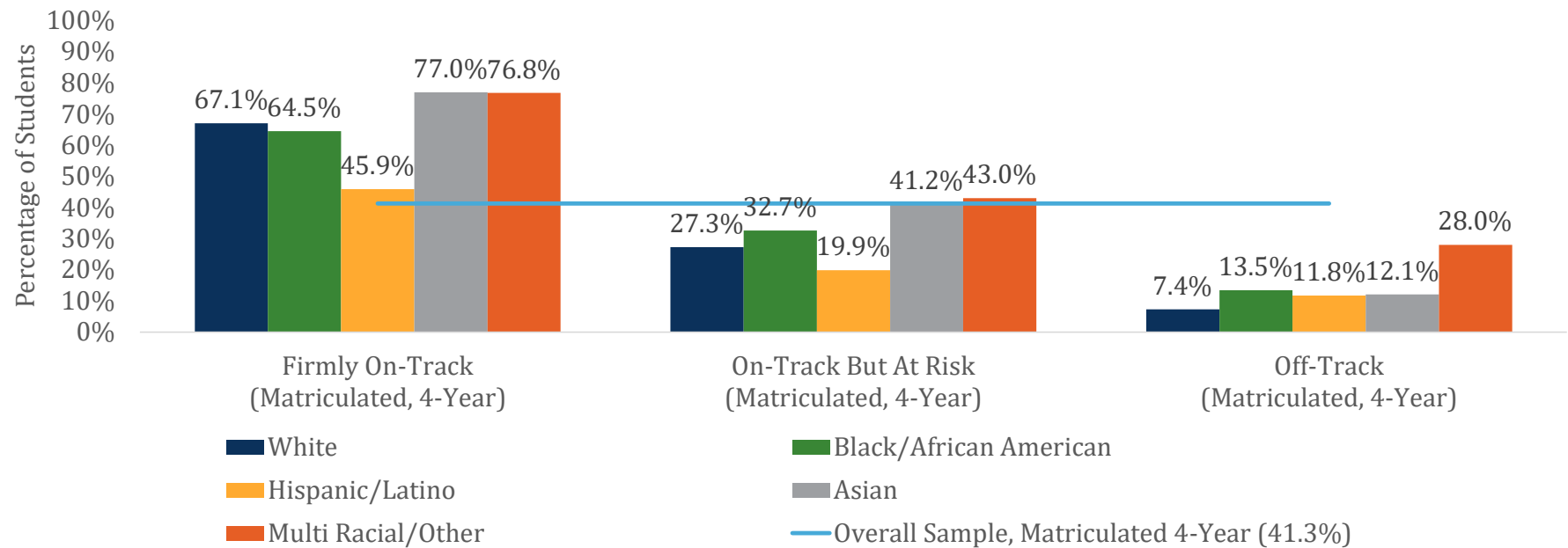
How to read this figure: Each bar in this graph represents the total population of students in each race/ethnicity subgroup. For example, among the 762 White students in the sample, 54.6% were Firmly On-Track, 36.5% were On-Track but At Risk, and 8.9% were Off-Track in ninth grade.

Percentage of 2015-16 ninth-grade students who matriculated into a two- or four-year college in 2019 by race/ethnicity



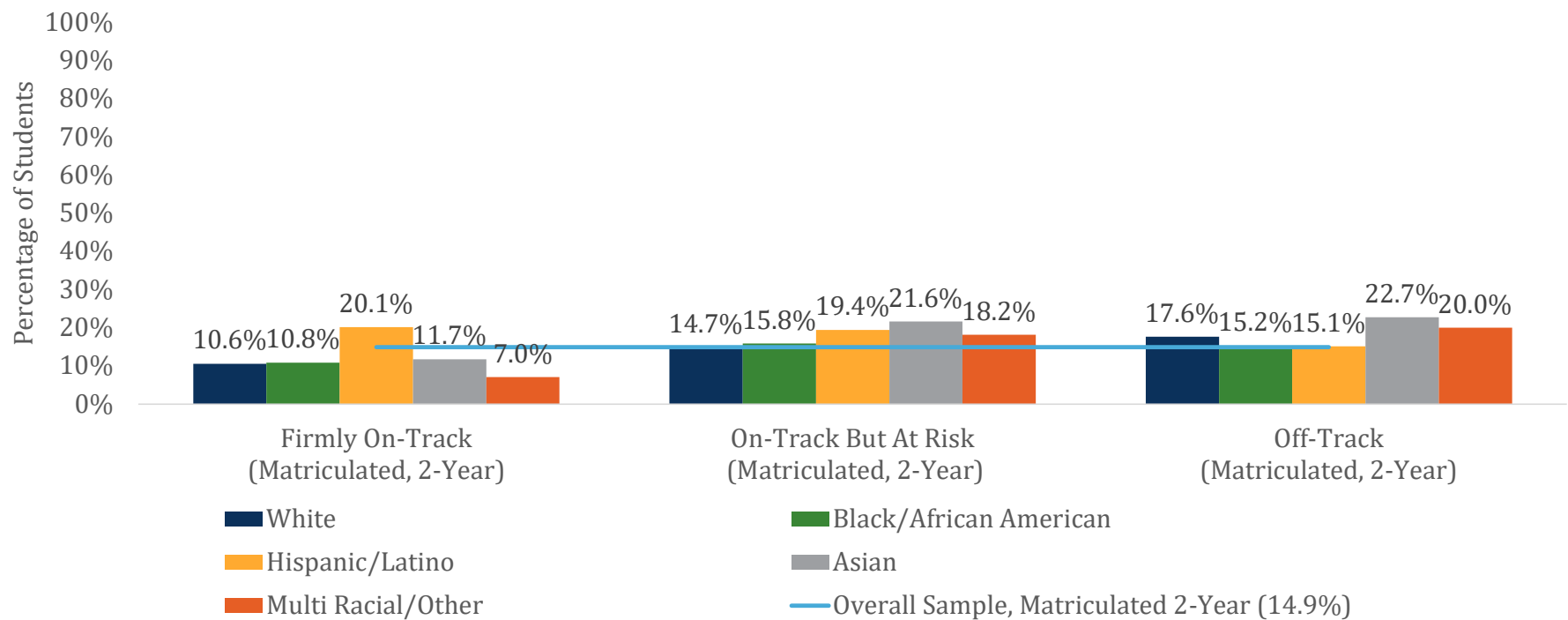
How to read this figure: Each bar in this graph represents the total population of students in each race/ethnicity subgroup. For example, among the 762 White students in the sample, 12.7% matriculated into a two-year college, 47.2% matriculated into a four-year college, and 40% did not matriculate.

Percentage of 2015-16 ninth-grade students who matriculated into a four-year college in 2019 by Ninth Grade On-Track status and race/ethnicity



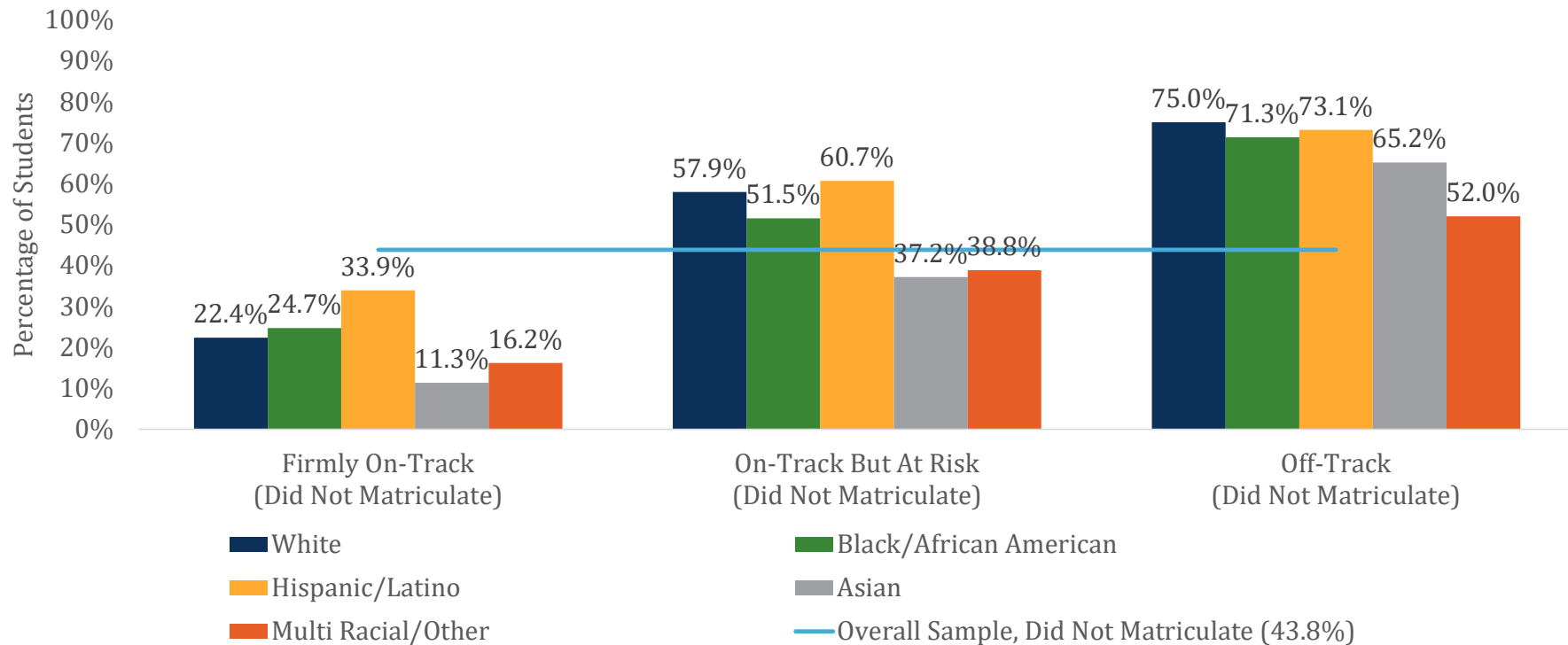
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Race/Ethnicity subgroup who matriculated into a four-year college. For example, of all White students who were Firmly On-Track in ninth grade, 67.1% matriculated into a four-year college in the fall following their high school graduation compared to 64.5% of Black/African American students who were Firmly On-Track.

Percentage of 2015-16 ninth-grade students who matriculated into a two-year college in 2019 by Ninth Grade On-Track status and race/ethnicity



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Race/Ethnicity subgroup who matriculated into a two-year college. For example, of all White students who were Firmly On-Track in ninth grade, 10.6% matriculated into a two-year college in the fall following their high school graduation compared to 10.8% of Black/African American students who were Firmly On-Track.

Percentage of 2015-16 ninth-grade students who did not matriculate in 2019 by Ninth Grade On-Track status and race/ethnicity



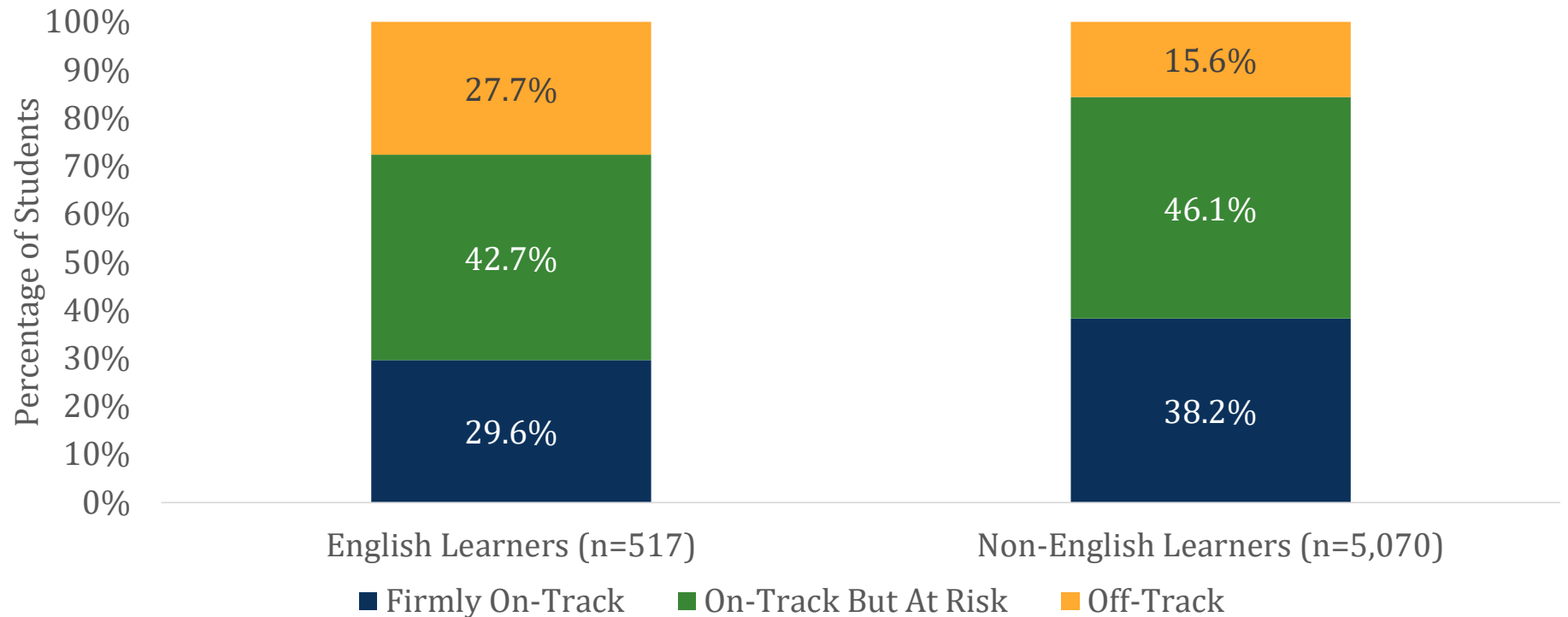
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/Race/Ethnicity subgroup who did not matriculate. For example, of all White students who were Firmly On-Track in Ninth-grade, 22.4% did not matriculate in the fall following their high school graduation compared to 24.7% of Black/African American students who were Firmly On-Track.

Overall Findings-Race/Ethnicity

- Higher percentages of Black/African American and Hispanic/Latino students were On-Track But At Risk or Off-Track in ninth grade compared to students of other races/ethnicities.
- A higher percentage of Asian and White students matriculated into a four-year college compared to students of other races/ethnicities, while matriculation rates at a two-year college were similar among race/ethnicity subgroups.
- Hispanic/Latino students who were Firmly On-Track matriculated into four-year colleges at lower rates than their peers who were Firmly On-Track.
- Hispanic/Latino students who were Firmly On-Track matriculated into two-year colleges at higher rates than their peers who were Firmly On-Track.
- White students who were Off-Track had the highest rate of non-matriculation of any On-Track/race/ethnicity subgroup.

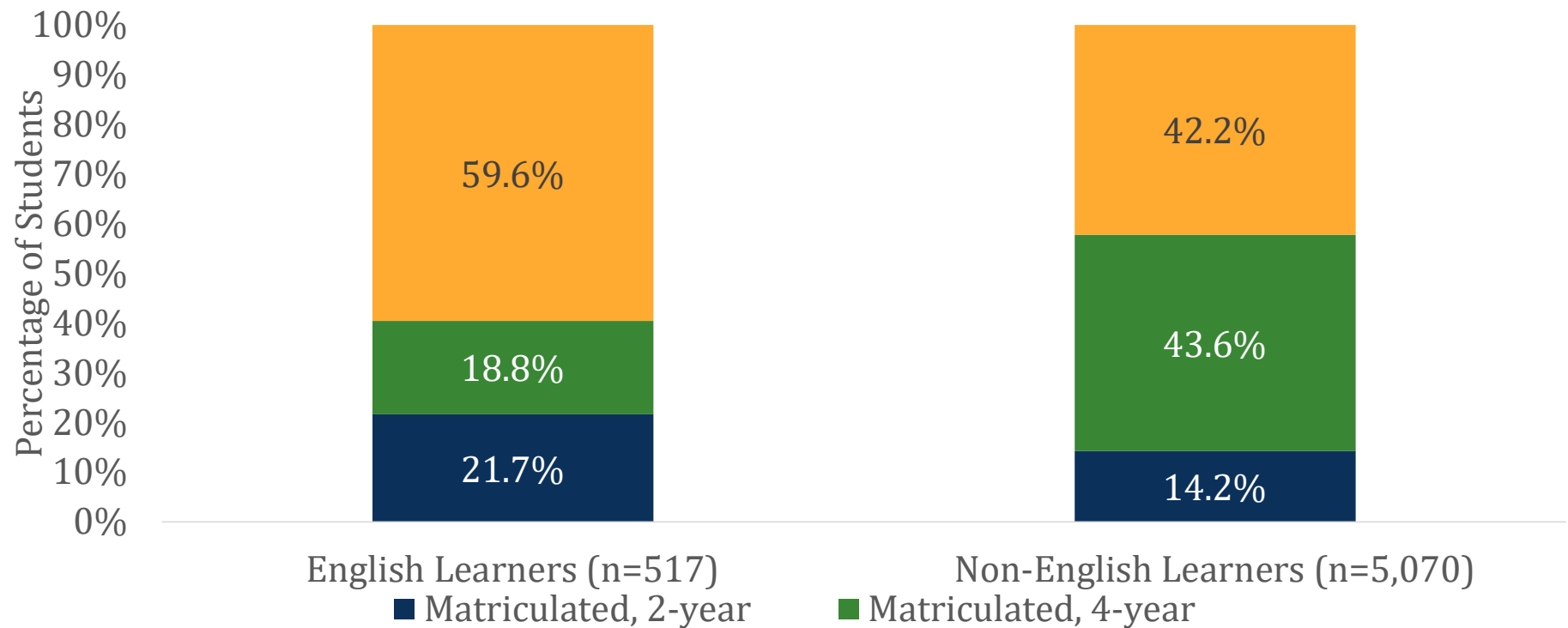
Ninth Grade On-Track and Matriculation by English Learner (EL) Status

Percentage of ninth-graders who were Firmly On-Track, On-Track But At Risk, and Off-Track in 2015-16 by EL status



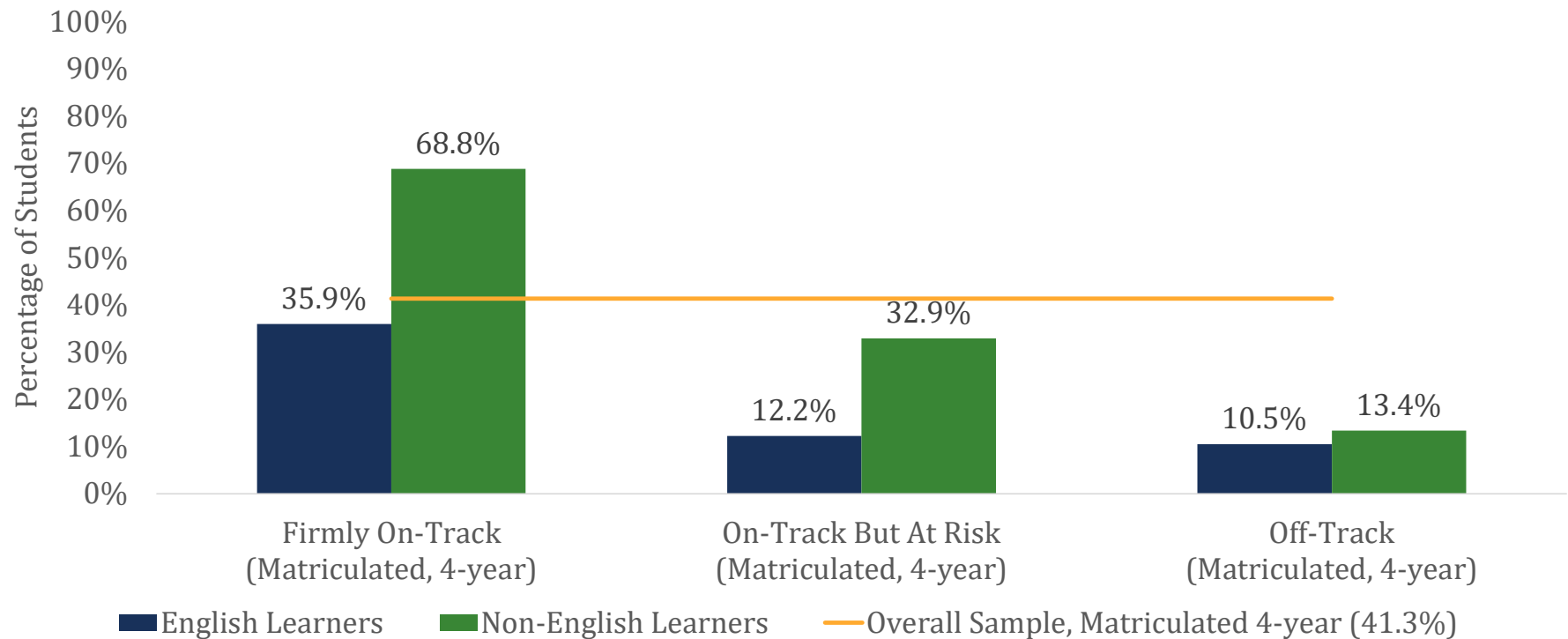
How to read this figure: Each bar in this graph represents the total population of EL and non-ELs. For example, among the 517 EL students in the sample, 29.6% were Firmly On-Track, 42.7% were On Track But At Risk, and 27.7% were Off Track in ninth grade.

Percentage of 2015-16 ninth-grade students who matriculated into a two- or four-year college in 2019 by EL status



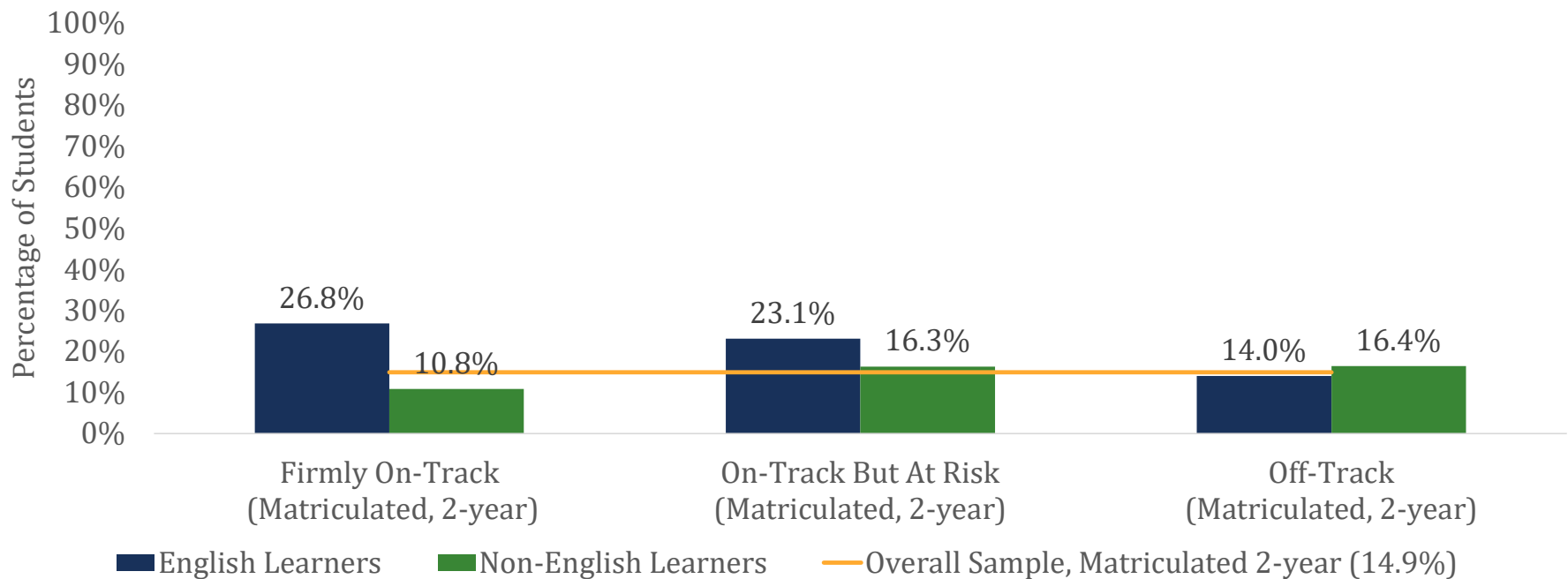
How to read this figure: Each bar in this graph represents the total population of EL and non-ELs. For example, among the 517 ELs in the sample, 21.7% matriculated into two-year colleges, 18.8% matriculated into four-year colleges, and 59.6% did not matriculate the fall following their high school graduation.

Percentage of 2015-16 ninth grade EL and non-EL students who matriculated into a four-year college in 2019 by Ninth Grade On-Track status



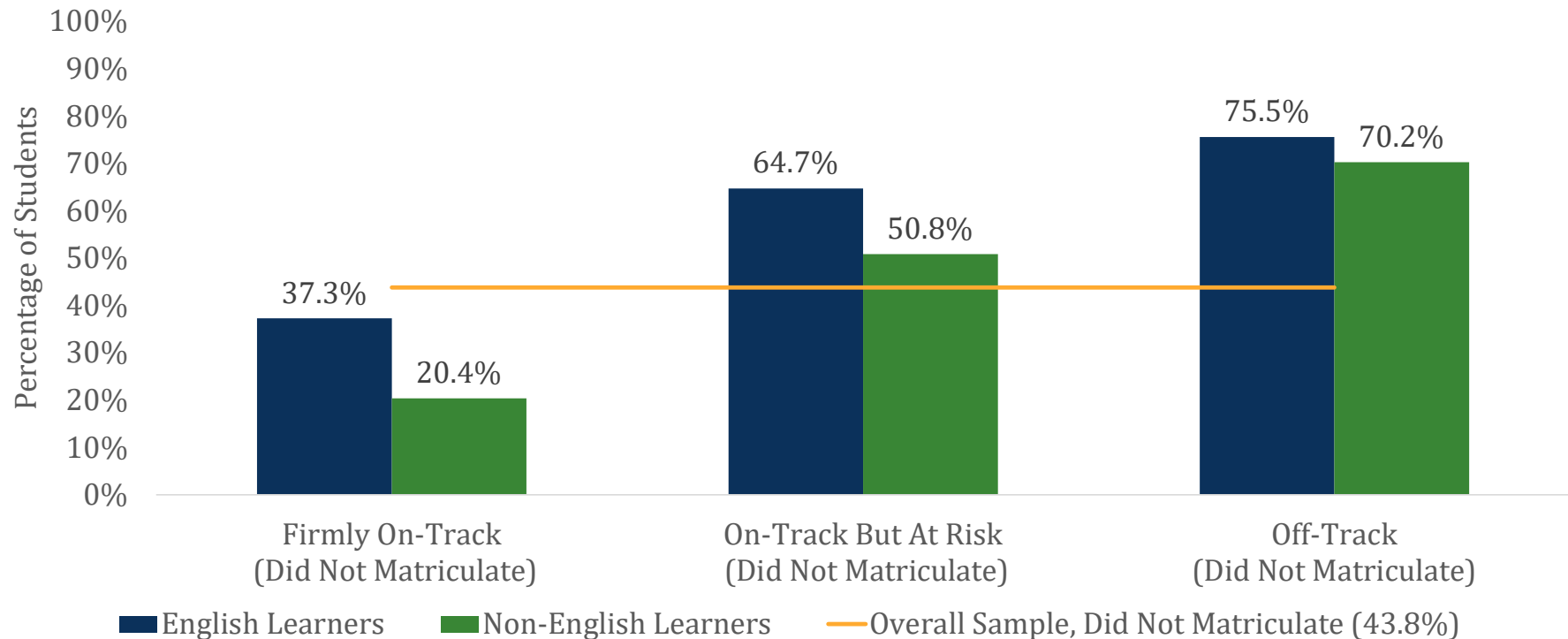
How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/EL subgroup who matriculated into a four-year college. For example, of all ELs who were Firmly On-Track in ninth grade, 35.9% matriculated into a four-year college the fall following their high school graduation, compared to 68.8% of non-ELs who were Firmly On-Track.

Percentage of 2015-16 ninth-grade EL and non-EL students who matriculated into a two-year college in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/EL subgroup who matriculated into a two-year college. For example, of all ELs who were Firmly On-Track in ninth grade, 26.8% matriculated into a two-year college in the fall following their high school graduation compared to 10.8% of non-ELs who were Firmly On-Track.

Percentage of 2015-16 EL and non-EL ninth-grade students who did not matriculate in 2019 by Ninth Grade On-Track status



How to read this figure: Each bar in this graph represents the percentage (out of 100%) of students in each On-Track/EL subgroup who did not matriculate. For example, of all ELs who were Firmly On-Track in ninth grade, 37.3% did not matriculate in the fall following their high school graduation compared to 20.4% of non-ELs who were Firmly On-Track.

Overall Findings-English Learners

- A lower percentage of English Learners were Firmly On-Track in ninth grade compared to non-English Learners.
- A higher percentage of ELs matriculated into two-year colleges and a lower percentage matriculated into four-year colleges compared to non-ELs .
- Non-ELs matriculated into a four-year college at higher rates than ELs across all On-Track subgroups.
- Firmly On-Track and On-Track But At Risk ELs matriculated into a two-year college at higher rates than non-ELs. Two-year matriculation rates for Off-Track EL students were slightly lower than for non-ELs.
- A higher percentage of ELs did not matriculate compared to non-ELs across all On-Track subgroups.