

Sophomore Success Data

High school graduation rates have been steadily increasing, yet each year there are students who were on-track as freshmen but did not graduate. Sophomore year is a powerful time. Below is a system to help you better understand your sophomore students who may need additional support during their sophomore year to be successful. Each line of the table defines a category and shows the likelihood that students in that category will experience key outcomes. **These categories are not destiny. With proper supports, students can move between these categories, which can greatly impact their outcomes.**

WHAT DATA CAN EDUCATORS USE AT THE BEGINNING OF SOPHOMORE YEAR TO BETTER UNDERSTAND THEIR STUDENTS?

(based on GPA and attendance at the end of ninth grade)

Category	Students who completed freshman year...	had a high school graduation rate of...	and an immediate 4-year college enrollment rate of*...
On-Track Above 3.0	<i>on-track</i> with ≥ 3.0 GPA, no Fs in any course, and $\geq 85\%$ attendance	95%	64%
On-Track Below 3.0	<i>on-track</i> with < 3.0 GPA, no Fs in any course, and $\geq 85\%$ attendance	88%	32%
On-Track Warning	<i>on-track</i> with at least one F in any course or $< 85\%$ attendance	64%	16%
Off Track	<i>off-track</i> (2+ core Fs or < 5 credits accumulated)	30%	6%

WHAT DATA CAN EDUCATORS USE DURING SOPHOMORE YEAR TO INTERVENE WITH THE STUDENTS MOST AT RISK?

(based on year-to-date GPA and attendance for tenth grade, not cumulative)

Category	Sophomores who were...	had a high school graduation rate of...	and an immediate 4-year college enrollment rate of*...
On-Track Above 3.0	<i>on-track</i> with ≥ 3.0 GPA, no Fs in any course, and $\geq 85\%$ attendance	96%	66%
On-Track Below 3.0	<i>on-track</i> with < 3.0 GPA, no Fs in any course, and $\geq 85\%$ attendance	94%	37%
On-Track Warning	<i>on-track</i> with at least one F in any course or $< 85\%$ attendance	77%	22%
Off Track	<i>off-track</i> (2+ core Fs or $< 11^+$ credits accumulated)	36%	6%

*The high school graduation rate is the proportion of first-time 2013-14 CPS freshmen who graduated within four years. The immediate 4-year college enrollment rate here is the proportion of first-time 2013-14 CPS freshmen who graduated from high school within four years and immediately enrolled in a 4-year college.

†By the end of their *first* semester of sophomore year, off-track sophomores have accumulated fewer than eight credits. By the end of their *second* semester of sophomore year, off-track sophomores have accumulated fewer than 11 credits.

HOW CAN I USE THESE DATA IN MY BUILDING?

-  Many students change categories (moving both upwards and downwards) between their freshman and sophomore years.
-  These categories are not destiny, but rather are meant to help you understand the different types of supports students may need in order to improve their outcomes.
-  In fact, research shows that students who finished freshman year off-track, but got back on-track during sophomore year, graduated at a rate similar to the district's overall high school graduation rate.

ON-TRACK ABOVE 3.0

Most students in this group graduated from high school in four years and immediately enrolled in a 4-year college. Sophomores in this group need to **maintain their strong grades and attendance sophomore year** to stay on-track for access to high-quality post-secondary opportunities.

-  What can we learn from the success of these students? What was good about their ninth-grade experience that we can incorporate into our practice as tenth-grade teachers to support students in maintaining a 3.0 GPA?

ON-TRACK BELOW 3.0

Although they were on-track with no course failures or low attendance, only about one-third of the students in this group enrolled immediately in a 4-year college after graduation. The students in this group need **additional support in improving their performance during sophomore year** to gain access to high-quality post-secondary opportunities.

-  How many of these students had above a 3.0 in ninth grade? What can we do to help these students recover from a decline in GPA in tenth grade?

ON-TRACK WARNING

Although they were technically on-track, many of the students in this group did not graduate on time and very few immediately enrolled in a 4-year college. Their course failure and/or low attendance suggest a need for **root cause analysis and additional support during sophomore year** to stay on-track for graduation and college enrollment.

-  Were there any supports in ninth grade that really made a difference for these students? What do we need to stop, start, and continue doing to support these students' full engagement in school?

OFF-TRACK

These students have shown significant signs of struggle and may have a low GPA, low attendance, or both. Only about one-third of students in this group graduated from high school within four years, and almost none immediately enrolled in a 4-year college. These students will need **dedicated support during sophomore year** to get back on-track.

-  What interventions were in place for these students in ninth grade? What do we need to start, stop, and continue doing to support these students' full engagement in school?