

**OMAHA PUBLIC SCHOOLS**  
**Omaha, Nebraska**

**High School On-Track: 2022-23 End of Year**

A student's on-track status is a key leading indicator that helps schools forecast whether a student will graduate on-time. The ability of schools and the district to monitor on-track status in real time and over time improves our capacity to respond in the classroom and systemically; thus, increasing our ability to improve graduation rates over time. The strategic plan's priority of academics includes a goal for each school to increase the percentage of ninth through twelfth grade students identified as on-track for graduation by 5%. This report provides a baseline from which this goal can be measured and to inform stakeholders of the components of high school on-track.

A student is considered on-track if they are making defined progress toward graduation (i.e., they are passing all required courses in the current semester and have earned enough credits each semester to be in position to graduate with their 4-year cohort). Students are considered off-track for such reasons as course failure, low credit accrual, or not accumulating credit in specific courses required for graduation. Students are required to earn 49 total credits for graduation including eight English credits, seven social studies credits, six mathematics credits, six science credits, four physical education credits, one human growth credit\*, one personal finance credit, and 16 elective credits. The required accumulation at each grade level is described in table 1 below.

**Table 1. Graduation Requirements by Grade Level**

<b>Subject</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
English	2	2	2	2	<b>8</b>
Social Studies	2	2	2	1	<b>7</b>
Math	2	2	2		<b>6</b>
Science	2	2	2		<b>6</b>
Physical Education			2	2	<b>4</b>
Personal Finance				1	<b>1</b>
Electives*	5	4	2	6	<b>17</b>
<b>Total</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>49</b>

*\* Human Growth is required but is counted as an elective credit for graduation because students can opt-out.*

Most high school students take a similar progression of high school courses beginning in their ninth-grade year. Exceptions to this progression are a result of many factors including the following:

- School mobility, interrupted schooling, and required programming may require different course progressions.
- Students receiving special education, English learner, and gifted and talented services may take different courses or take them at a different cadence.
- If a student fails a required course in their progression, they may take the course again during Next Level Learning the following school year, or online through Edmentum.
- Multiple alternative programs and pathways allow students to take courses in a modified format and timeline.

The following report is a review of the on-track status of students enrolled at the end of the 2022-23 school year, who graduated or remained enrolled through the end of the year. Only earned credits

posted to transcript through 6/19/23 are included in these calculations and no Next Level Learning credits are included unless noted. Students are only compared against the graduation requirements of their current grade level. Only students enrolled for greater than 50% full time equivalency with primary, partial, and special education enrollments are included. All human growth and development (HGD), world language, and overflow credits are counted as electives. Physical education credits earned in grades nine and ten are also counted as electives. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Alternative programs where students are earning an alternate diploma and those with fewer than 10 students have been excluded from this analysis.

At the end of the 2022-23 regular calendar school year, 53.9% (7,739) of all 14,360 enrolled high school students were on-track to graduate. Twelfth grade had the highest on-track rate of almost 73% while eleventh grade recorded the lowest rate of just under 40%. Female students (57.9%) were more likely to be on-track compared to male students (50.0%). Exited English learners (63.6%) were more likely to be on-track than current English learners (25.8%) and students who are not English learners (56.9%). Students who were not eligible for educational benefits (65.1%) were more likely to be on-track than students who were eligible (48.6%). White (68.0%) and Asian (65.9%) students were most likely to be on track, while other groups' on-track rates were between 46.8% and 55.6%.

Among the seven credit categories analyzed, on-track rates varied from 66% to more than 97%. Across most credit categories, on-track rates begin high in ninth grade, decline in both tenth and eleventh grade, and then increase in twelfth grade prior to graduation. More than 97% of students were on-track in the physical education and personal finance requirement categories. About 85% of all students attained enough elective credits to be considered on-track. Among the core subjects, about 70% of all students were on track in English, science, and social studies while 66% of students were measured as on-track in mathematics. Among the 6,621 students who were off-track, 23.4% (1,550) were off-track in one of the seven credit categories while another 17.4% (1,150) were off-track in two. About two thirds of all off-track students were missing two or fewer credits in the core subject credit categories of English (60%), social studies (69%), mathematics (68%), and science (69%).

## **Freshman Academy**

Keeping students on-track to graduate beginning in their ninth-grade year is a key component of the NineforNine supports for freshmen. School leaders, including Academic Data Representatives (ADRs), principals, school counselors, and freshmen academy teams use the real-time on-track report to monitor and address students' on-track status. Targeted supports based on this data focus on addressing in-progress grades in courses. Academy teams, along with Freshmen Seminar course teachers and Advisory teachers support student ownership of staying on-track as they prepare for college, career, and life.

At the end of the 22-23 regular calendar school year, 58.1% of all ninth-grade students were calculated as being on-track. About 27% of all off-track students in ninth grade were only off-track in one credit category and 21% were only off-track by one or fewer credits. Over 70% of ninth grade students were on-track in each of the core subjects, while more than 85% were on-track in the elective credit category. A ninth-grade student who is on-track has earned two English, social studies, math, and science credits, while also earning five elective credits in their first year in high school. Some students who were off-track failed a course while others may not have been scheduled into all courses needed to meet these requirements. For example, some English learners must take sheltered English learner (EL) courses before they take English 1-2 to get English credits like most ninth-grade students. At the end of the 22-23 school year, about 300 (17.6%) ninth-grade ELs who were off-track were not yet taking English credit courses such as English 1-2.

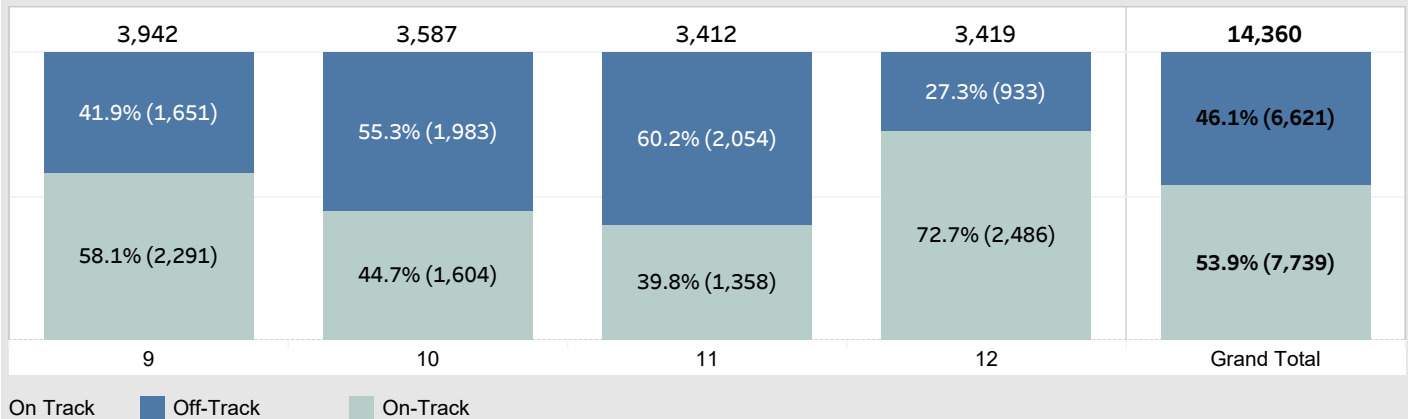
## **Next Level Learning**

At the high school level, Next Level Learning (NLL) focuses on credit recovery for students who have previously failed courses and credit accrual for ELs. More than 5,600 high school students were enrolled in NLL and almost 3,800 attended in the summer of 2023. As a result, the overall on-track rate for students enrolled at the end of the 2022-23 regular calendar school year increased to 60.4% (+6.5%). About 940 additional students earned enough additional credits over the summer to be considered on-track. At ninth grade, 225 students moved to on-track for a total rate of 63.8% (+5.7%). The on-track rate increased by an average of 7% in grades eleven through twelve and resulted in almost 80% of twelfth grade students being on-track. It is important to note that the on-track rate will differ from the graduation rate. The on-track rate only includes students enrolled at the end of the 22-23 school year while the graduation rate includes all students in the cohort, even if they are not enrolled in school.

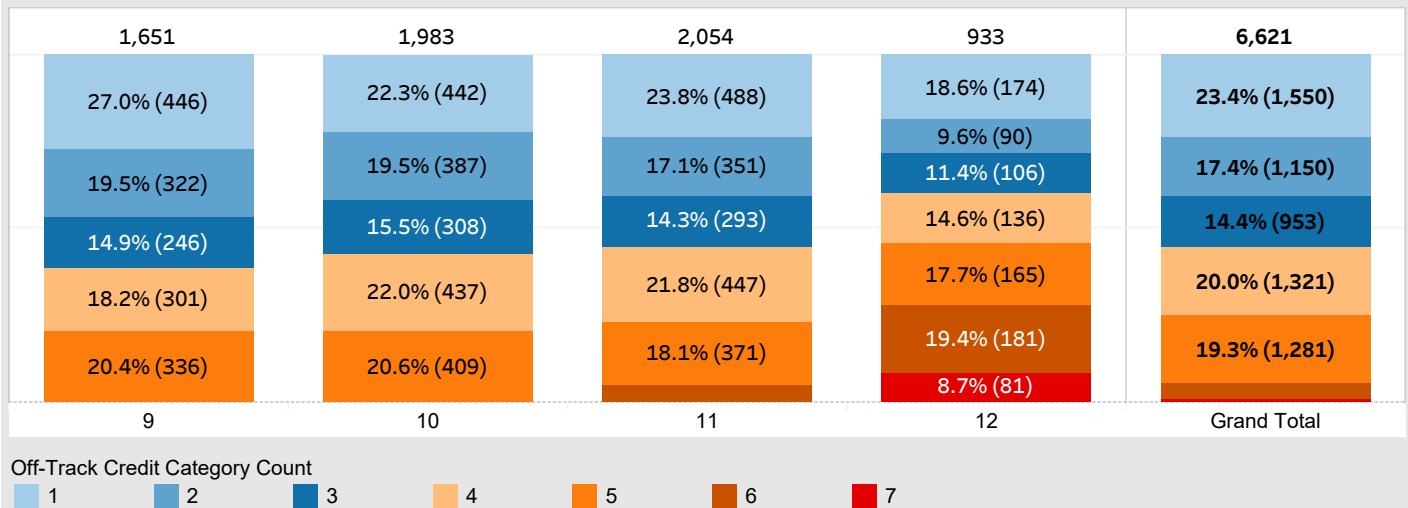
The end of the 2022-23 school year represents the first measurement of on-track conducted in this manner. As such, there is no previous data available that can be used to understand changes in these metrics. Going forward, similar data will be compiled and analyzed after Next Level Learning, the end of first semester, and the end of each school year.

## District On/Off-Track: 2022-23 End of Term 4 by Student Group

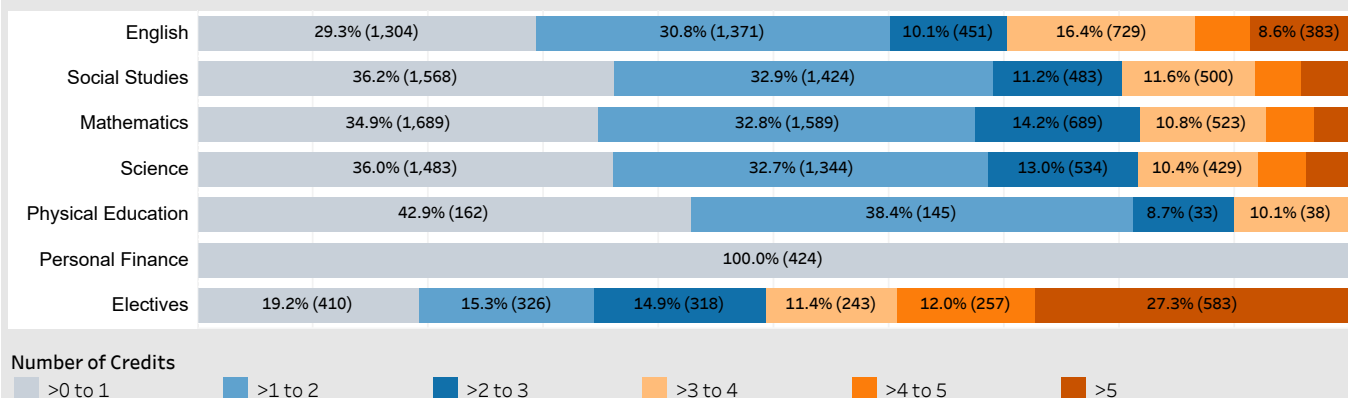
### On/Off-Track by Grade Level



### Count of Off-Track Credit Categories for Off-Track Students

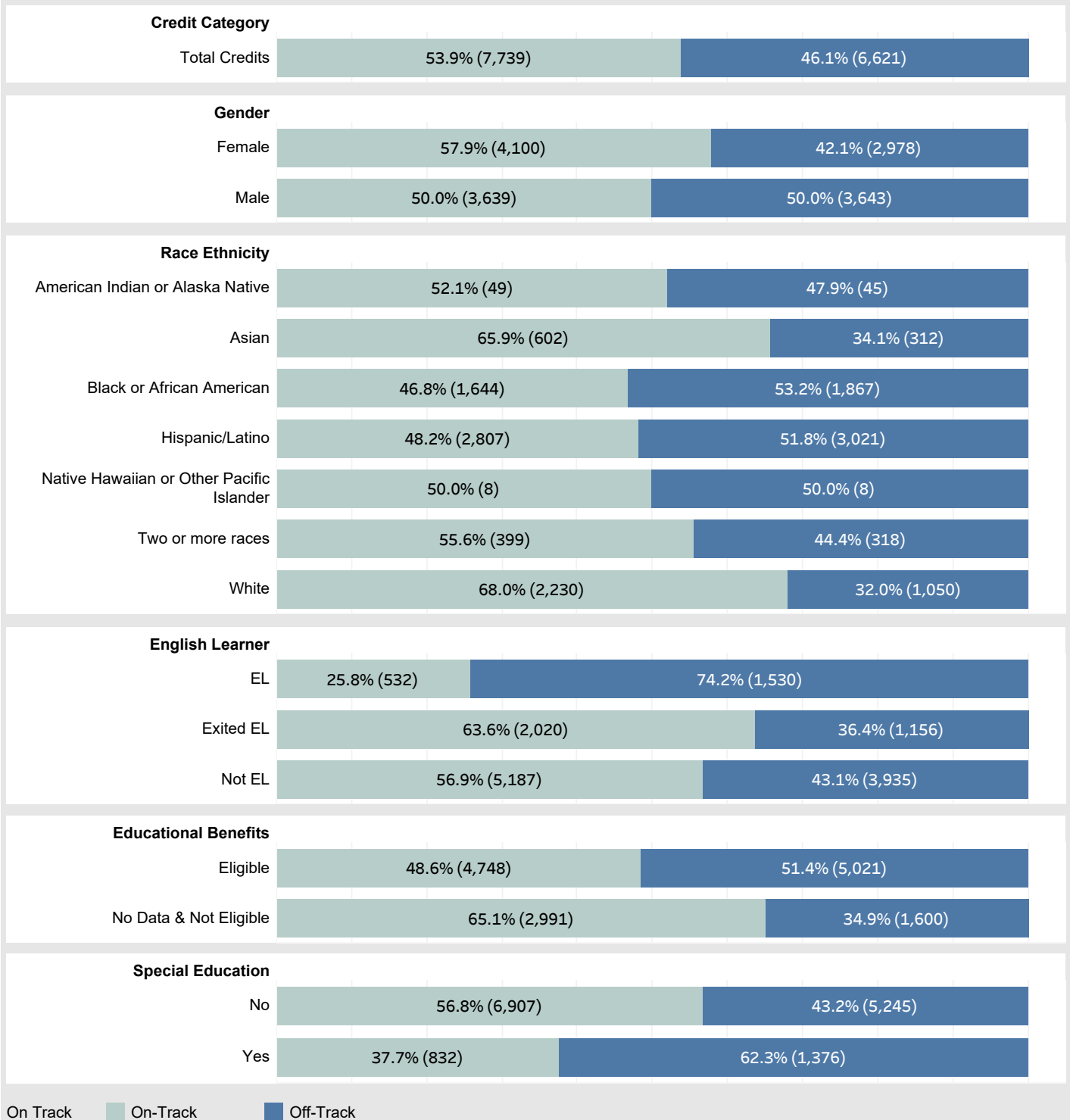


### Off-Track by Credit Category and Number of Credits for Off-Track Students



This report includes students enrolled at the end of the 2022-23 school year who graduated or remained enrolled through the end of the year. Only earned credits posted to transcript through 6/19/23 are included in these calculations. Students are only compared against the graduation requirements of their current grade level. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), and Special Ed (N) enrollments are included. All HGD, world language, and overflow credits are counted as electives. Results may not match the Academic Planner in Infinite Campus because of small differences in calculations and timing. Adult High School, Gateway to College, Transition Programs, and JP Lord have been excluded. EL includes students who are currently served and students who are eligible for services but waived them.

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## District On/Off-Track: 2022-23 End of Term 4 by Student Group

### On/Off-Track By Credit Category and Grade Level

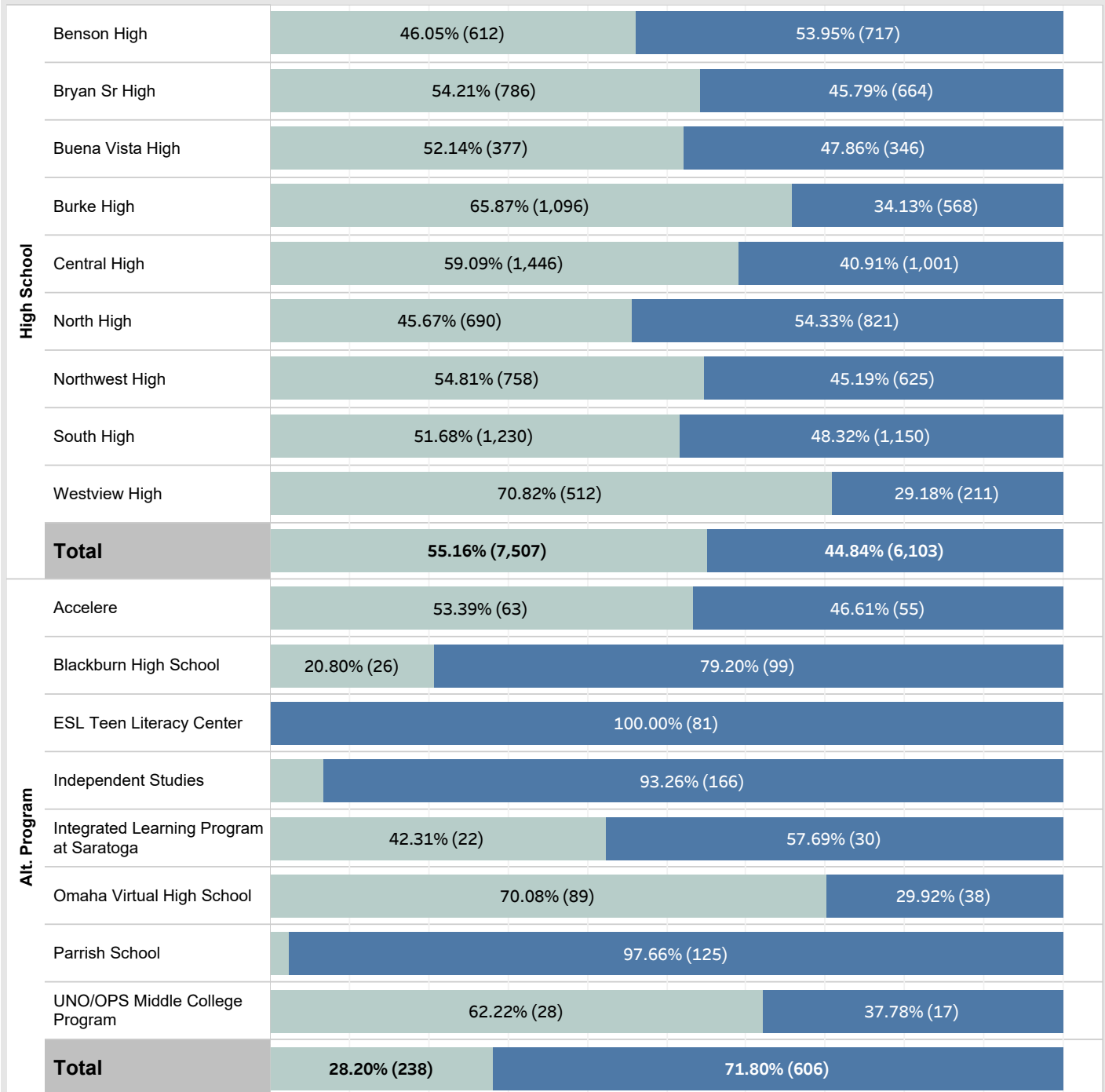
English	9	72.3% (2,851)	27.7% (1,091)
	10	63.0% (2,260)	37.0% (1,327)
	11	61.7% (2,104)	38.3% (1,308)
	12	78.9% (2,698)	21.1% (721)
	Total	69.0% (9,913)	31.0% (4,447)
Social Studies	9	73.7% (2,904)	26.3% (1,038)
	10	60.2% (2,159)	39.8% (1,428)
	11	62.4% (2,129)	37.6% (1,283)
	12	83.1% (2,841)	16.9% (578)
	Total	69.9% (10,033)	30.1% (4,327)
Mathematics	9	73.9% (2,912)	26.1% (1,030)
	10	58.6% (2,103)	41.4% (1,484)
	11	50.7% (1,731)	49.3% (1,681)
	12	81.0% (2,768)	19.0% (651)
	Total	66.3% (9,514)	33.7% (4,846)
Science	9	75.4% (2,974)	24.6% (968)
	10	66.4% (2,380)	33.6% (1,207)
	11	58.9% (2,008)	41.1% (1,404)
	12	84.3% (2,882)	15.7% (537)
	Total	71.3% (10,244)	28.7% (4,116)
Physical Education	9	100.0% (3,942)	
	10	100.0% (3,587)	
	11	95.8% (3,268)	
	12	93.2% (3,185)	
	Total	97.4% (13,982)	
Personal Finance	9	100.0% (3,942)	
	10	100.0% (3,587)	
	11	100.0% (3,412)	
	12	87.6% (2,995)	12.4% (424)
	Total	97.0% (13,936)	
Electives	9	85.2% (3,357)	14.8% (585)
	10	86.4% (3,100)	13.6% (487)
	11	84.9% (2,896)	15.1% (516)
	12	83.9% (2,870)	16.1% (549)
	Total	85.1% (12,223)	14.9% (2,137)

On Track    On-Track    Off-Track

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## District On/Off-Track: 2022-23 End of Term 4 by Student Group

### On/Off-Track by School/Program



On Track

On-Track

Off-Track

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