



High School On-Track: 2023-24

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Executive Summary/Key Findings

- Note: On-Track data only includes students with an active and current enrollment at the time of measurement. It does **not** include students who have dropped out and are no longer actively enrolled. Therefore, On-Track data only partially predicts graduation rates.
- On-Track rates rise as students have more opportunities to become off-track and with most recovery efforts reserved for eleventh and twelfth grade students.
- Omaha Public Schools counselors help students create plans for on-track graduation and work with them to get back on-track in case of a failure that causes them to become off-track.
- At the end of the 2023-24 school year (including summer session), 62.4% (9,188) of all 14,733 enrolled high school students were on-track to graduate on time.
- Overall, on-track rates have increased from 60.4% at the end of the summer session in 2022-23 to 62.4% at the end of the 2023-24 summer session, an increase of 2 percentage points.
- Twelfth-grade students (including students repeating twelfth grade) had the highest on-track rate of 80.7% while first year twelfth-grade students had an on-track rate of 84.3%.
- Eleventh grade students had the lowest on-track rate of 51.7% while the on-track rate for tenth and ninth grade students were 56.0% and 61.5% respectively.
- Female students (65.5%) were more likely to be on-track compared to male students (59.3%).
- White (74.9%) and Asian (68.7%) students were most likely to be on track, while other racial and ethnic groups' on-track rates ranged between 53.3% and 65.7%.
- Students who were not eligible for educational benefits (69.3%) were more likely to be on-track than students who were eligible (59.1%).
- Exited English learners (75.4%) were more likely to be on-track than current English learners (32.4%) and students who were not English learners (65.9%).
- Among the core subjects, 74.3% of students were on-track in mathematics 75.0% of students were on-track in English, 76.2% were on-track in science, and 76.7% were on-track in social studies.
- About two thirds of all off-track students were missing two or fewer credits in the core subject credit categories of English (60.7%), social studies (68.9%), mathematics (69.2%), and science (72.9%).
- About 964 additional students earned enough additional credits over the summer to be considered on-track and increasing the overall on-track rate from 55.8% before Next Level Learning to 62.4% (+6.6%).
- Seven of nine high schools experienced an increase in the rate of students who were on-track from post summer school 2022-23 to post summer school 2023-24.

Introduction

The following report is a review of the on-track status of students enrolled at the end of the 2023-24 school year who graduated or remained enrolled through the end of the year. Only earned credits posted to transcripts through 7/23/24 are included in these calculations. The 2022-23 version of this report only included credits earned through the regular school year while this version includes credits earned during summer school in Next Level Learning. 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, accrued when a student has more credits than are needed in a category, 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. For details and charts from which most of the following statistics are taken, please see Appendix A: District Level On-Track Data, at the end of this report.

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 measurement of that goal from a baseline at the end of the 2022-23 school year after summer school to the end of the 2023-24 school year after summer school. The report serves to inform stakeholders of the components of high school on-track and the progress made over the 2023-24 school year.

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. A new computer science credit requirement at twelfth grade was added for the 2023-24 ninth grade class that should graduate in 2027. A new graduation requirement to complete the Free Application for Federal Student Aid (FAFSA) has also been added for the graduating class of 2025 and beyond; however, there is no credit associated with this requirement. The necessary accumulation of credits at each grade level to be considered on-track is described in Table 1.

Table 1. Graduation Credit Requirements by Grade Level

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Total
English	2	2	2	2	8
Social Studies	2	2	2	1	7
Math	2	2	2		6
Science	2	2	2		6
Physical Education			2	2	4
Personal Finance				1	1
Computer Science*				1	1
Electives**	5	4	2	6/5*	17/16*
Total	13	12	12	12	49

*The computer science requirement is only for the class for 2027 (9th grade in 2023-24) and after and takes the place of an elective credit.

**Human Growth is required but is counted as an elective credit for graduation because students can be opted-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:

- 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 based on their needs.

On-Track Trends

Overall, on-track rates have increased from 60.4% at the end of the summer session in 2022-23 to 62.4% at the end of the 2023-24 summer session, an increase of 2.0%. Over this same period, on-track rates increased by 4.3% in tenth grade, 5.3% in eleventh grade, and 1.1% in twelfth grade. At ninth grade, on-track rates decreased from 63.8% at the end of the summer session in 2022-23 to 61.5% at the end of the 2023-24 summer session, a decrease of 2.3%. Differences in grade level on-track rates are most often due to differences between the current and past cohorts. For example, the 2023-24 ninth grade class included 824 EL students making up 20.5% of the class. In 2022-23, 16.9% of the 9th grade class were EL students, an increase of 3.6% (156 students). As is noted later in this report, ELs must first learn English before they can take English courses required for graduation making this group naturally off-track based on how the on-track metric is calculated.

From a cohort perspective, the on-track rates decreased 7.8% for students going from ninth grade in 2022-23 (63.8%) to tenth grade in 2023-24 (56.0%). Students moving into their eleventh-grade year had an on-track rate of 51.8% compared to 51.7% as tenth grade students, an increase of 0.1%. Students moving into their twelfth-grade year had an on-track rate of 80.7% compared to 46.5% as eleventh grade students, an increase of 32.4%. If students from previous graduation

cohorts are excluded from the twelfth-grade class, and only first year twelfth grade students are included, their on-track rate was 84.3%, an increase of 37.8% over their on-track rate in eleventh grade. Note that these cohorts of students going from one grade to the next are not entirely the same from one year to the next. New students entering the district are added to the group and any student leaving the district or unenrolling prior to the end of the year is removed.

The strategic plan set a goal for each school to increase the percentage of ninth through twelfth grade students identified as on-track for graduation by 5%. Table 2 measures this goal by calculating the change in the on-track rates from 2022-23 to 2023-24 by school and program. Seven of nine high schools experienced an increase in the rate of students who were on-track from post summer school 2022-23 and post summer school 2023-24. Only one of the eight programs experienced an increase in the rate of students who were on-track from post summer school 2022-23 to post summer school 2023-24. The population at alternative programs are generally small and can be impacted by small changes in the student population as a result. Additionally, alternative programs often serve students who have not found success in the traditional high school model and are more likely to be off-track.

Table 2. On-Track Rates Post Summer School for 2022-23 and 2023-24 by School and Program

School/Program	22-23 Post Summer School*			23-24 Post Summer School**			
	Student Count	On Track Student Count	On Track Rate	Student Count	On Track Student Count	On Track Rate	On Track Rate Change 22-23 to 23-24
Benson High	1,329	708	53.3%	1,310	740	56.5%	3.2%
Bryan Sr High	1,450	908	62.6%	1,461	984	67.4%	4.7%
Buena Vista High	723	450	62.2%	1,093	620	56.7%	-5.5%
Burke High	1,664	1,193	71.7%	1,566	1,045	66.7%	-5.0%
Central High	2,447	1,598	65.3%	2,419	1,624	67.1%	1.8%
North High	1,511	771	51.0%	1,491	774	51.9%	0.9%
Northwest High	1,383	856	61.9%	1,358	900	66.3%	4.4%
South High	2,380	1,383	58.1%	2,343	1,475	63.0%	4.8%
Westview High	723	554	76.6%	1,125	904	80.4%	3.7%
Total High School	13,610	8,421	61.9%	14,166	9,066	64.0%	2.1%
Accelere	118	79	66.9%	56	23	41.1%	-25.9%
Blackburn High School	125	27	21.6%	100	3	3.0%	-18.6%
ESL Teen Literacy Center	81	0	0.0%	127	0	0.0%	0.0%
Independent Studies	178	17	9.6%	149	18	12.1%	2.5%
Integrated Learning Program	52	22	42.3%	59	18	30.5%	-11.8%
Omaha Virtual High School	127	92	72.4%	81	54	66.7%	-5.8%
Parrish School	128	4	3.1%	100	3	3.0%	-0.1%
UNO/OPS Middle College	45	29	64.4%	36	5	13.9%	-50.6%
Total Alt. Program	844	264	31.3%	703	123	17.5%	-13.8%

*Includes students enrolled at the end of the 22-23 school year and credit accumulation through summer school.

** Includes students enrolled at the end of the 23-24 school year and credit accumulation through summer school.

On-Track by Student Group

At the end of the 2023-24 summer school session, 62.4% (9,188) of all 14,733 enrolled high school students were on-track to graduate in four years. Twelfth grade had the highest on-track rate of 80.7%. When students from previous graduation cohorts were excluded from the twelfth-grade class, and only first year twelfth grade students were included, the twelfth grade on-track rate increased to 84.3%. Eleventh grade recorded the lowest rate of 51.7%. Female students (65.5%) were more likely to be on-track compared to male students (59.3%). Exited English learners (75.4%) were more likely to be on-track than current English learners (32.4%) and students who were not English learners (65.9%). Students who were not eligible for educational benefits (69.3%) were more likely to be on-track than students who were eligible (59.1%). White (74.9%) and Asian (68.7%) students were most likely to be on track, while other racial and ethnic groups' on-track rates ranged between 53.3% and 65.7%.

Among the eight credit categories analyzed, on-track rates varied from 74% to more than 98%. Across most credit categories, on-track rates began high in ninth grade, declined in both tenth and eleventh grade, and then increased in twelfth grade prior to graduation. About 98% of students were on-track in the physical education and personal finance requirement categories. About 87% of all students attained enough elective credits to be considered on-track. Among the core subjects, about 75% of all students were on track in English (75.0%), science (76.2%), social studies (76.7%), and mathematics (74.3%). Among the 5,545 students who were off-track, 25.8% (1,431) were off-track in one of the eight credit categories while another 16.5% (914) 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 (60.7%), social studies (68.9%), mathematics (69.2%), and science (72.9%).

Freshman Academy and On-Track Focus

Keeping students on-track to graduate beginning in their ninth-grade year is a key component of the NineforNine support for freshmen. School leaders, including Academic Data Representatives (ADRs), principals, school counselors, and freshmen academy teams use the real-time on-track dashboard to monitor and address students' on-track status. Targeted supports based on this data focus on addressing in-progress grades in courses. Beginning in the 2022-23 school year, an On-Track District Success team gathered monthly to review on-track data and help establish the best on-track support for high schools. Through this group, multiple contact points at each high school were engaged across the school year to help monitor and support the use of the dashboard and relevant data to keep students on track. Much of this work is guided by the findings of the University of Chicago Consortium on School Research (CCSR) and their Network for College Success (NCS). The Freshman On-Track Toolkit (Network for College Success, 2017) focuses on using On-Track data, developing capacity and leadership, creating trust, and building school teams to keep students on-track. Teams of school and district staff attend the National Freshman Success Institute annually to connect best practices to the work in Omaha Public Schools. In practice, academy teams, Freshmen Seminar course teachers, Advisory teachers, and counselors support student ownership of staying on-track as they prepare for college, career, and life.

At the end of the 2023-24 summer school session, 61.5% of all ninth-grade students were calculated as being on-track. About 26.2% of all off-track students in ninth grade were only off-track in one credit category and 17.4% were only off-track by one or fewer credits. Over 73% of ninth

grade students were on-track in each of the core subjects, while more than 84% 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 (EL) must take English Language Development (EL) courses before they take English 1-2, which means they begin to accumulate English credits later than traditional ninth-grade students.

At the end of the 2023-24 summer school session, about 436 ninth-grade ELs had not yet attempted any English credit courses such as English 1-2. This represents almost 82% of the ninth-grade ELs off track in English and almost 30% of all off-track ninth grade students. At the end of the 2022-23 summer school session, 43.7% of ELs had not yet attempted any English credit courses compared to 52.9% of ELs at the end of the 2023-24 summer school session, an increase of 9.2%. About 38% of all ELs in the 2023-24 ninth-grade class entered a US School in the first or second semester of the 2023-24 school year compared to about 29% in the 2022-23 school year, a 9% increase. This late arrival to a US school specifically impacts a student's ability to be on-track as they have not had time to develop language before taking required courses.

Next Level Learning

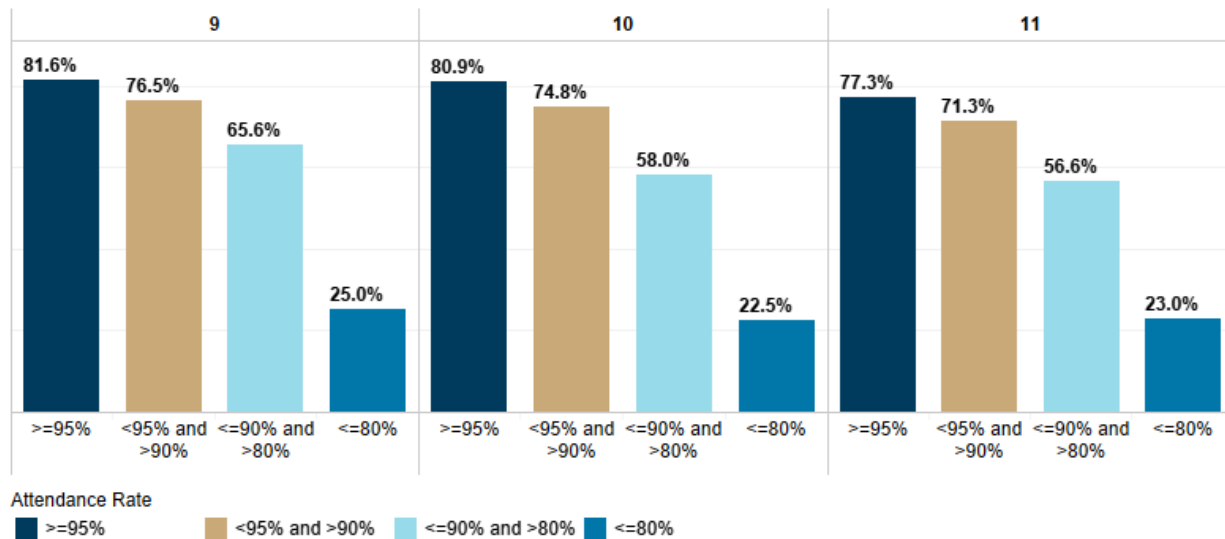
In addition to course enrollment and recovery courses during the regular school year, the summer school session provides an opportunity to stay on or get back on-track. At the high school level, the summer school session, also called Next Level Learning (NLL), focuses on credit recovery for students who have previously failed courses and credit accrual for ELs. More than 5,700 high school students were enrolled in NLL and more than 4,000 attended in the summer of 2024. As a result, the overall on-track rate for students enrolled at the end of the 2023-24 calendar school year increased from 55.8% prior to NLL to 62.4% (+6.6%). About 964 additional students earned enough additional credits over the summer to be considered on-track. At ninth grade, 203 students moved to on-track for a total rate of 61.5% (+5.0%). The on-track rate increased by an average of 7% in grades ten through twelve and resulted in almost 81% of twelfth grade students being on-track. Almost 1,000 high school EL students participated in NLL and earned about 2,150 additional credits including more than 500 English credits. 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 23-24 school year while the graduation rate includes all students in the cohort, even if they are not enrolled in school.

On-Track and Attendance

A student's attendance at school plays an important role in their academic success. Reviewing the on-track rates of students after the summer school session and their attendance rate over the regular school year, we see a strong connection between attending school regularly and staying on-track for graduation. For students in ninth grade, 81.6% who attended school for 95% or more of the year were on-track. This rate drops to 76.5% for students who attended less than 95% of the year but more than 90%. For students who would be considered chronically absent and attended 90% or less of the school year, the on-track rate drops to 65.6% if the students were present for more than 80% of the time. Finally, students who attended 80% or less of the school year have a

dramatically lower on-track rate of 25.0%. Students missing 80% or more of their school year range from almost 26.5% in ninth grade to 35.1% in eleventh grade. As seen in Figure 1, these trends are similar for students in grades ten and eleven.

Figure 1. 2023-24 Post Summer School On-Track Rate by 2023-24 Attendance Rate and Grade



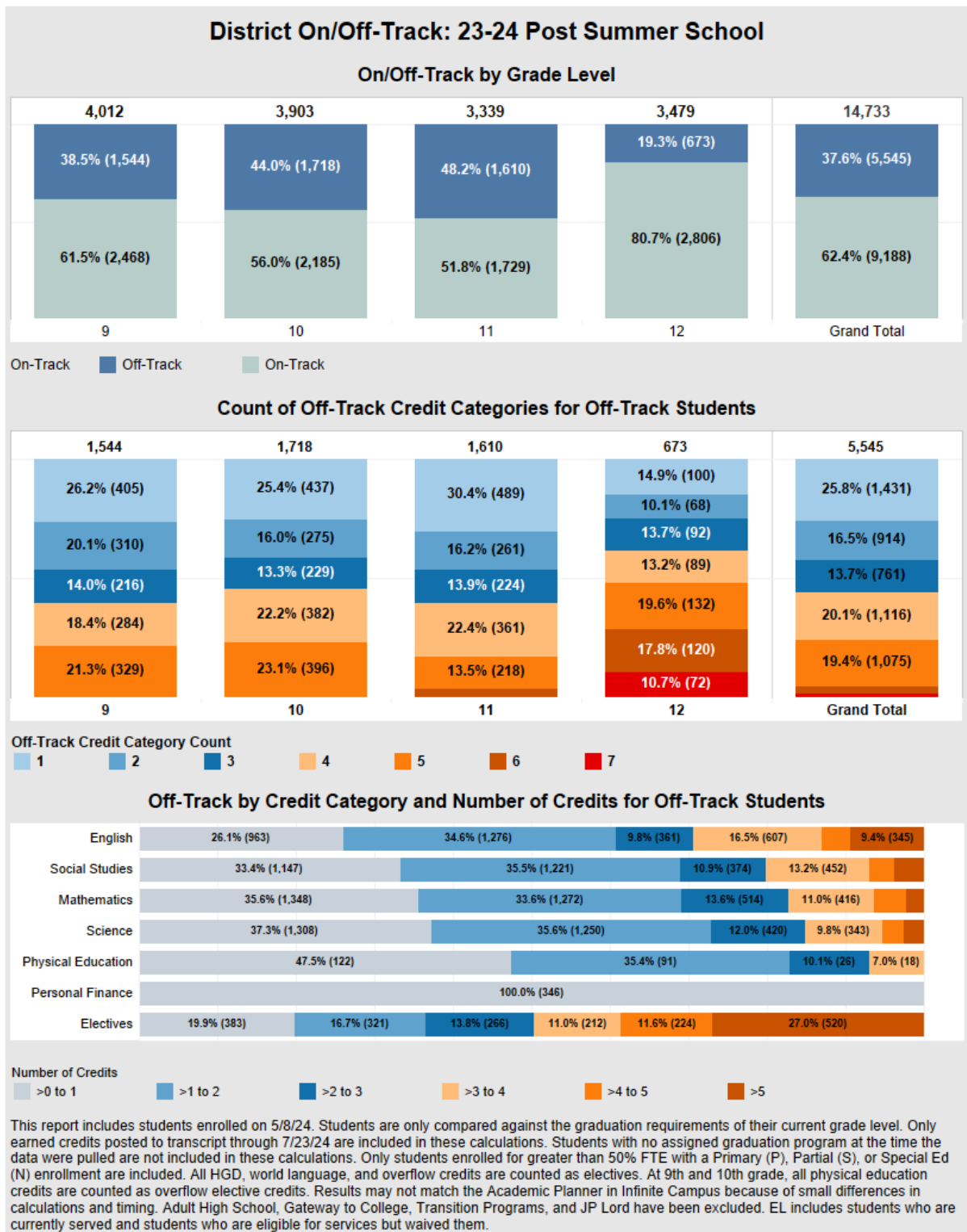
Conclusion

Measuring and tracking on-track rates for students is an important metric for understanding the progress our students and high schools are making towards on-time graduation. Additionally, understanding an individual student's progress on the path towards graduation is essential to keeping them on-track or getting them back on-track. The measurements undertaken in this report provide a rigorous understanding of this metric by holding all students to the same four-year graduation requirements. While some students may have circumstances that prevent them from engaging in an ordinary progression of course work, measuring them against the four-year graduation standard is the best way to understand where additional support and focus are needed to prepare all students to graduate on time.

References

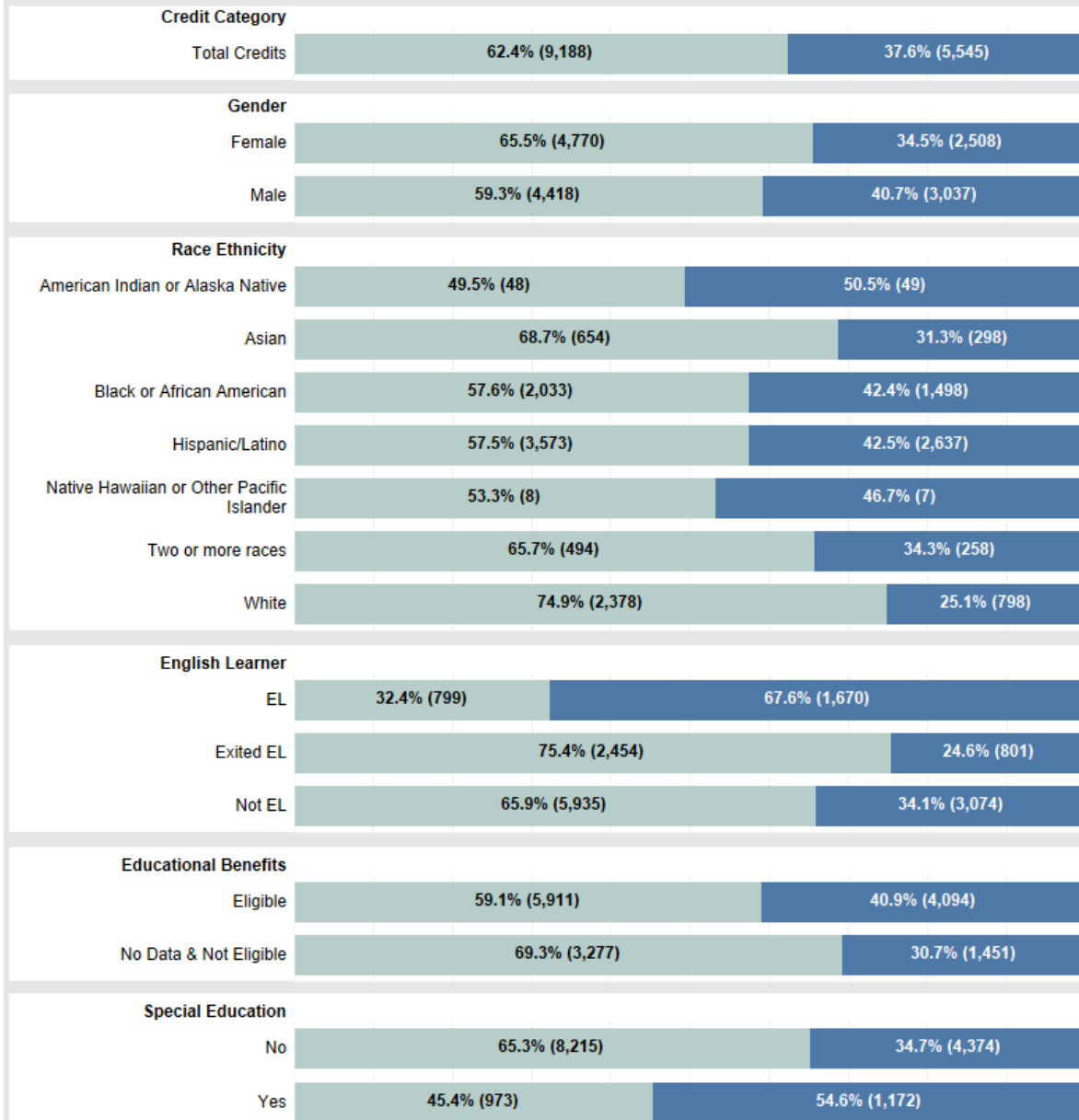
The Network for College Success. (2017). *Freshman On-Track Toolkit*. [NCS FOT-Toolkit 2022-23 About Section.pdf \(uchicago.edu\)](#)

Appendix A: District Level On-Track Data



District On/Off-Track: 23-24 Post Summer School

On/Off-Track by Student Group



On-Track On-Track Off-Track

This report includes students enrolled on 5/8/24. Students are only compared against the graduation requirements of their current grade level. Only earned credits posted to transcript through 7/23/24 are included in these calculations. Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. 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.

District On/Off-Track: 23-24 Post Summer School

On/Off-Track By Credit Category and Grade Level

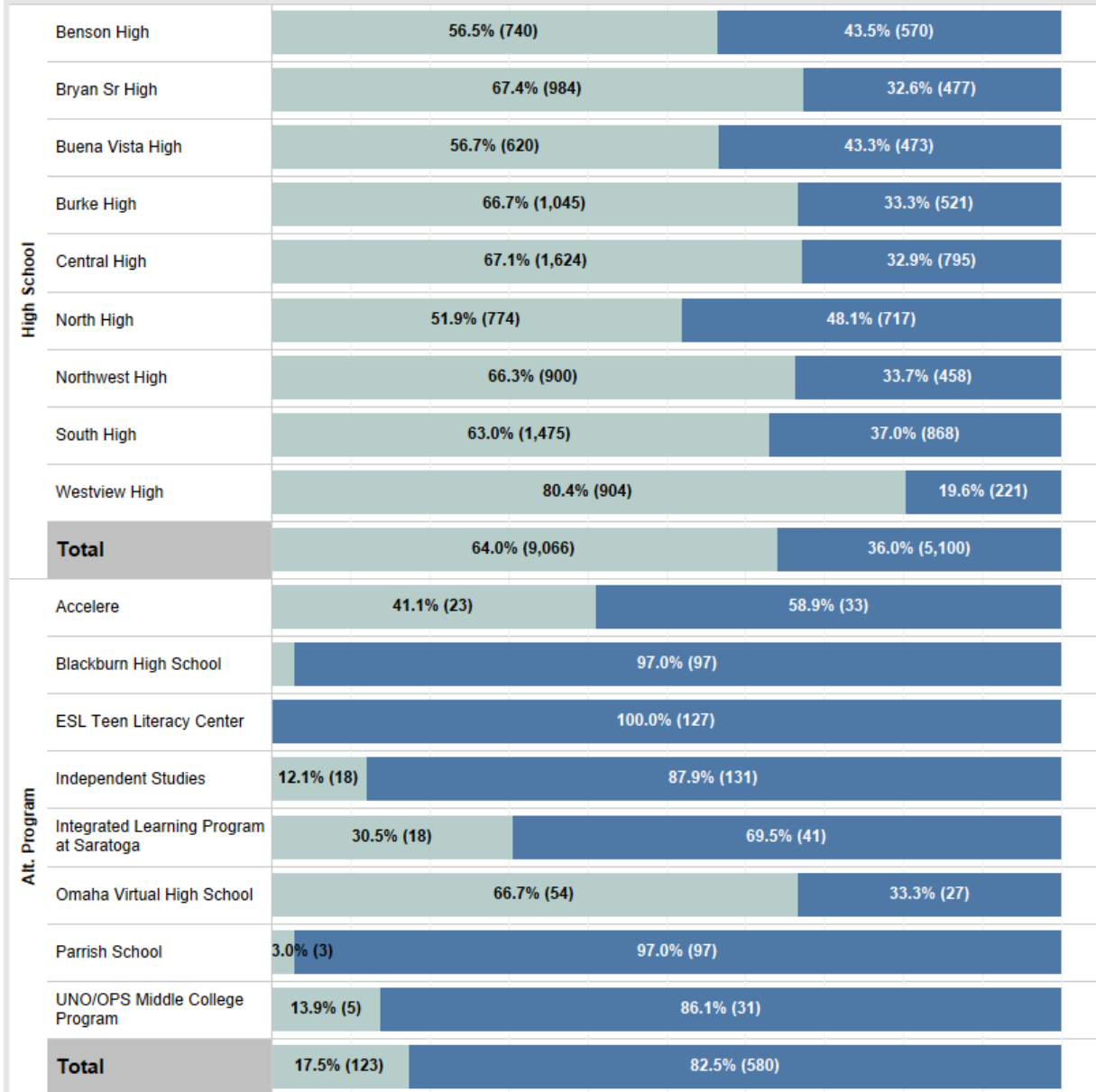
English	9	73.1% (2,932)	26.9% (1,080)
	10	70.2% (2,741)	29.8% (1,162)
	11	72.8% (2,432)	27.2% (907)
	12	84.6% (2,943)	15.4% (536)
	Total	75.0% (11,048)	25.0% (3,685)
Social Studies	9	77.0% (3,091)	23.0% (921)
	10	71.2% (2,779)	28.8% (1,124)
	11	72.0% (2,404)	28.0% (935)
	12	86.9% (3,024)	13.1% (455)
	Total	76.7% (11,298)	23.3% (3,435)
Mathematics	9	78.0% (3,131)	22.0% (881)
	10	67.8% (2,646)	32.2% (1,257)
	11	63.0% (2,104)	37.0% (1,235)
	12	88.0% (3,063)	12.0% (416)
	Total	74.3% (10,944)	25.7% (3,789)
Science	9	76.4% (3,067)	23.6% (945)
	10	71.7% (2,799)	28.3% (1,104)
	11	68.2% (2,277)	31.8% (1,062)
	12	88.6% (3,083)	11.4% (396)
	Total	76.2% (11,226)	23.8% (3,507)
Physical Education	9	100.0% (4,012)	
	10	100.0% (3,903)	
	11	97.4% (3,253)	
	12	95.1% (3,308)	
	Total	98.3% (14,476)	
Personal Finance	9	100.0% (4,012)	
	10	100.0% (3,903)	
	11	100.0% (3,339)	
	12	90.1% (3,133)	9.9% (346)
	Total	97.7% (14,387)	
Computer Science	9	100.0% (4,010)	
	10	100.0% (5)	
	Total	100.0% (4,015)	
Electives	9	84.4% (3,385)	15.6% (627)
	10	86.4% (3,371)	13.7% (533)
	11	90.0% (3,005)	
	12	87.6% (3,047)	12.4% (432)
	Total	86.9% (12,808)	13.1% (1,926)

On-Track On-Track Off-Track

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District On/Off-Track: 23-24 Post Summer School

On/Off-Track by School/Program

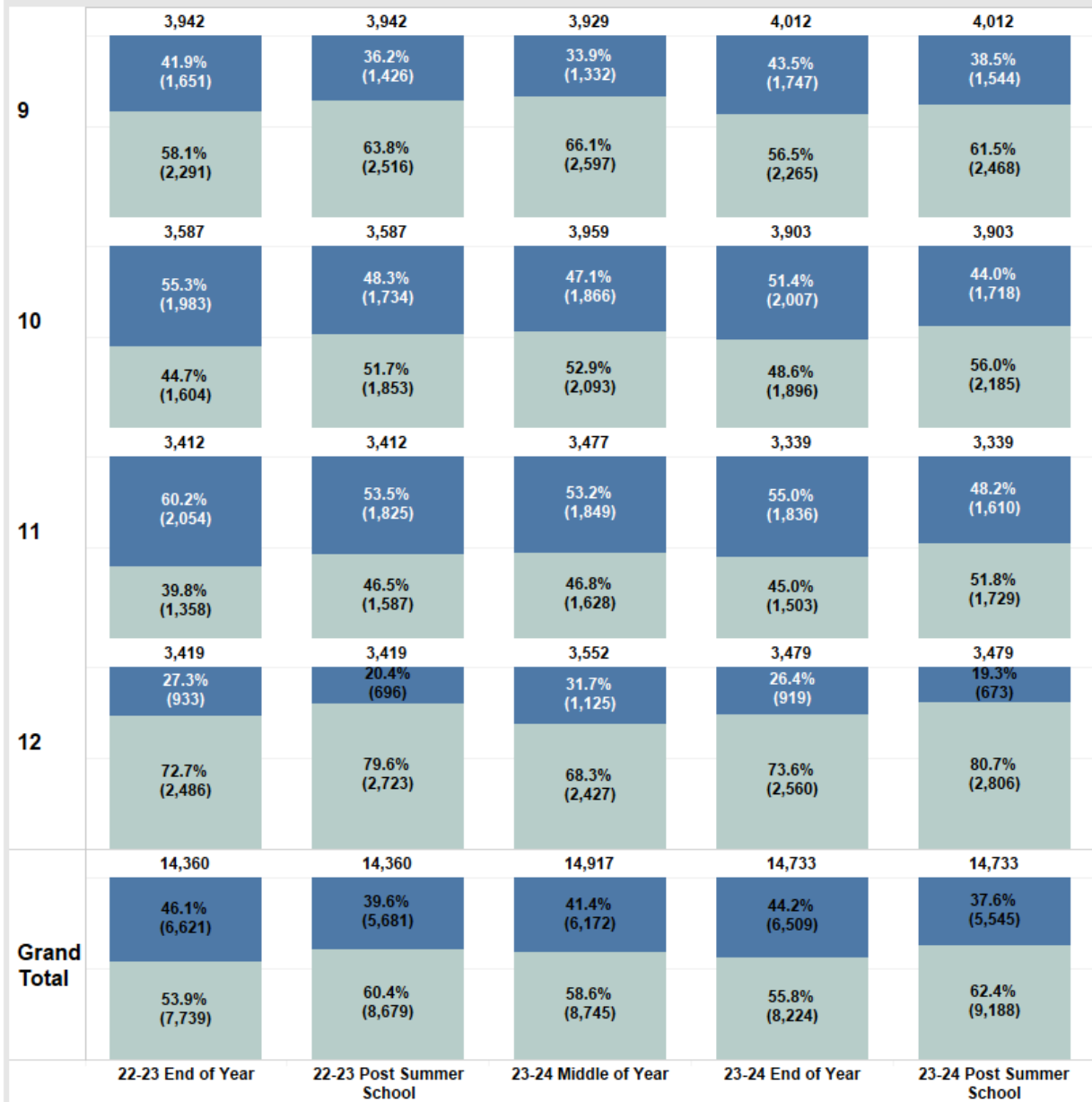


On-Track On-Track Off-Track

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District On/Off-Track: 23-24 Post Summer School

On/Off-Track by Grade Level Trend



On Track Off-Track On-Track

Students with no assigned graduation program at the time the data were pulled are not included in these calculations. Students are only tested against the graduation requirements of their current grade level at the time the data was captured. Only students enrolled for greater than 50% FTE with a Primary (P), Partial (S), or Special Ed (N) enrollment are included. All HGD, world language, and overflow credits are counted as electives. At 9th and 10th grade, all physical education credits are counted as overflow elective credits. 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.