



# Ninth Grade Course Reporting

## 2024-2025 Data Release Summary

This document provides an overview of Ninth Grade On-track data released in Spring 2026. Visit [Dropout Prevention and Student Re-Engagement: Ninth Grade Success Grant](#) for additional information.

### Background

The ninth-grade year is important for students' long term academic success. Research has shown that students who have a better transition to high school, pass their courses and are on-track at the end of their ninth-grade year are more likely to graduate.<sup>1</sup>

The Ninth Grade Success Grant and Ninth Grade course reporting requirements in Colorado are built on this research with the intention to support ninth grade students' high school outcomes and success.

The new reporting is authorized by 2024 legislation ([HB 24-1282](#)) that changed the Ninth Grade Success grant and required CDE to report on ninth grade outcomes including:

- The number and percentage of ninth grade students at the school, district, and state level who:
  - Have not earned at least four credits
  - Have failed one or more core credits
- Disaggregation of this data for student groups (gender, race/ethnicity, multilingual learners, and students with an IEP)

CDE is using the Teacher Student Data Link (TSDL) collection for this reporting and has made updates for the 2024-25 and 2025-26 collections to improve accuracy of this data.

### Release schedule

CDE released state and district data in Spring 2026 and will begin with an annual release of data that includes school and district data starting in Winter 2027.

### Effective Ninth Grade Practices

In Colorado, the ninth-grade success work is defined by four strategies. Schools and districts use on-track and course data to help make decisions about how to support individuals and groups of students.

- **Ninth Grade Success Team:** A multi-disciplinary team of ninth grade teachers and staff that meet regularly to determine individual and group strategies;
- **Data System:** A system that provides students' behavior, attendance, and grades;

---

<sup>1</sup> <https://consortium.uchicago.edu/publications/track-indicator-predictor-high-school-graduation>



- **Instructional Support:** Support for ninth grade students that includes tier 1 common instructional approaches and intervention strategies;
- **Transition Programs:** Programs to support the transition from 8th to 9th grade.

## Course Passage

Overall, data shows that about 80% of students are passing at least four courses and not failing any courses with slight variation between the two rates. This includes data for 64,405 first-time ninth grade students across Colorado for these two metrics:

- Number and percentage of students who passed more than four courses
- Number and percentage of students who did not have any course failures

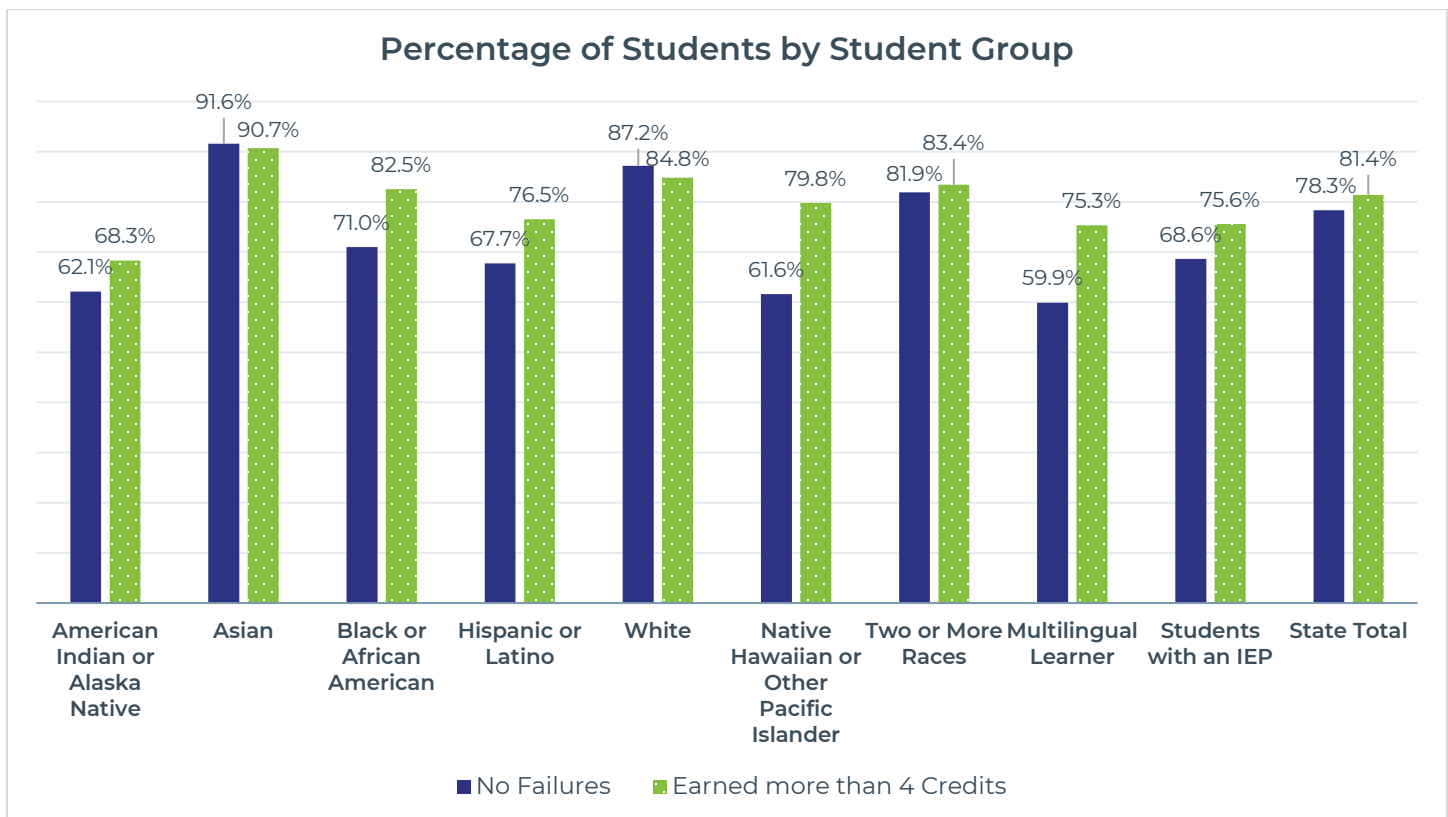
### Students who Passed More Than 4 Core Courses

Number	Percentage
52,135	81.4%

### Students with No Course Failures

Number	Percentage
50,153	78.3%

Statewide, there is variation among student groups that are similar to trends seen in four-year graduation rates. Students with IEPs, multilingual learners as well as Black/African American, Hispanic, and American Indian or Alaska Native students have lower percentages of students with no failures and students who passed more than 4 core courses.





## Subject Areas

At the state level, Language Arts had the highest percentage of students who passed at least one course (89.2%), with Math and Science the lowest at 87.7%.

<b>Subject Area</b>	<b>Number of Records</b>	<b>Passed at least one course</b>
<i>Language Arts</i>	62,135	89.2%
<i>Math</i>	61,784	87.7%
<i>Science</i>	61,275	87.7%
<i>Humanities</i>	59,716	87.9%

## Variations and Trends

There is variation among district data:

- The number of ninth grade students from just 1 ninth grade student to 6,986 in the largest district with 38 districts with 16 or fewer students.
- The percentage of students with 0 failures ranges from 43% to 100%.
- There are 15 districts that did not report data for 2024-25.

## Definitions

In order to align reporting across districts, the following assumptions were used in analyzing the reported data.

**Exclusions:** In order to get an accurate picture of the progress of ninth grade students, the following data points were excluded from analysis:

- Second time ninth grade students
- Students enrolled for less than 6 weeks (42 days)
- Students attending alternative education campuses (AECs)
- Second failures. For example, a student who failed a course twice would only have one failure counted.

**Course coding:** Given that Colorado does not have statewide course requirements for graduation, the following assumptions were made to compare across local education agencies:

- All courses coded as language arts, math, science, and humanities courses are core courses
- All course types are treated equally (basic v. advanced)
- Defining a "course" is based on length of time for course (quarter versus semester versus year-long).

In the 2025-26 collection, changes were made to improve accuracy including:

- Adding a "core course" flag to eliminate any outliers where students were taking electives in a core course area.
- Tables within the collection so data can be analyzed internally at a smaller level.