

GRADUATION PATHWAYS

“Early Warning System to Keep Freshmen On-Track to Graduate”

Research and Evaluation that inform Leadership for Results
2009 National Evaluation Institute Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE)



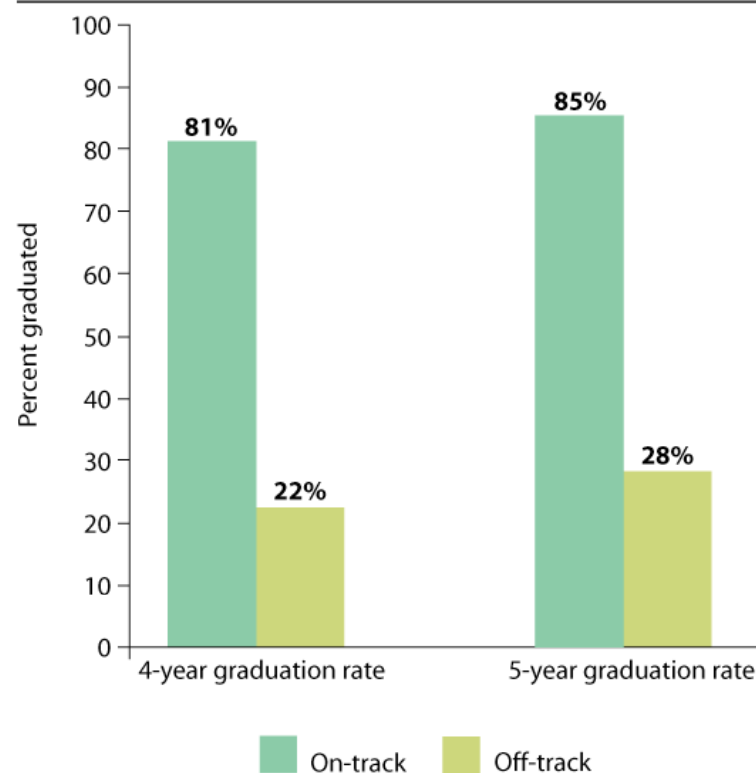
Overarching District Goal

Chicago Public Schools' vision is that *every* child in *every* school is on track at *every* stage in his or her CPS career to graduate prepared for success in post-secondary education and employment.

Freshmen On-Track Rate: Why it Matters

- By 2010, 80% of CPS 8th graders will be on-track to graduate.
- On-track freshmen are almost 4x more likely to graduate within four years than off-track freshmen.
- In 2008, the district-wide Freshman On-Track Rate increased **2.3%** to **59.4%** from 57.1% in 2007.

Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year
Students entering high school in September 1999



"What Matters For Staying On Track and Graduating in Chicago Public Schools," Consortium on Chicago School Research, 2007.

Defining the Freshmen On-Track Rate



Freshmen On-Track Rate IS:

- First-time freshmen who earned at least 5 credits AND failed no more than one semester of a core subject course (English, math, social science, or science) during the school year.
 - Any course beginning with a 1, 2, 3, or 4 counts as a core subject course (course codes 1000-4999). This includes double-period courses in core subjects.
- The On-Track Rate calculates the number of freshmen who complete the year with the On-Track status over the total number of freshmen, excluding verified transfers and repeat 9th graders.
 - Includes students who dropped out during the school year.
- Official calculation takes place 1x per year after second semester grades have been entered.
- Attendance is not figured into the calculation, however attendance is a strong predictor of course grades and failure.



Freshmen On-Track Rate

IS NOT:

- The same thing as the promotion policy. [Students may be promoted to 10th grade if they fail **two semesters** of a core subject.]
- Does NOT include credits recovered in any type of credit recovery.
- The same thing as students **on-pace** to graduate within four years. On-Pace students must earn a minimum of 6 credits per year to earn the required 24 credits to graduate.

Who Uses Freshmen Success Data

- Principal and Instructional Leadership Team
- Freshman Academy Team Leaders
- Freshmen Teacher Teams
- 9th Grade Course Team Members
- Counselors, Social Workers and other Support Staff
- Attendance and/or Discipline Coordinators and staff

**Anyone who working with Freshmen Students
and committed to their 9th Year Success**

Early Warning Reporting System: 'Hot' Data Supporting Data-Driven Leadership Development

Freshmen Watchlist

- List of incoming first-time freshmen with risk factors
- Populated with 8th grade data, including grades, attendance, EXPLORE scores, whether the student has an IEP, and feeder elementary school
- Early 9th grade results, such as Freshmen Connection participation, will be added as available
- ✓ *Provides a snapshot of each incoming freshman's 8th grade performance and informs first quarter interventions*
- ✓ *Use in the summer and through the first quarter*

Freshmen Success Report

- On-going monitoring of all first-time freshmen
- Report will track increases in risky behaviors (high absences, low course grades, high course failures)
- ✓ *Provides snapshot of how a school's freshman class progressed in their first quarter and informs second quarter interventions*
- ✓ *Use after the first quarter throughout the year for first-time freshmen*

Credit Recovery Report

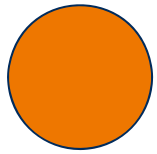
- This is the only report that includes upper classmen
- The report will be a list of all students who fall into the credit recovery target population
- This group is defined as students who are 1-2 credits off-pace towards graduation or who are on-pace, but with core course failures
- ✓ *This report will be updated at the end of each semester and should be used to enroll students in credit recovery programs*

Snapshot of the Freshmen Watchlist

HIGH School Watch List

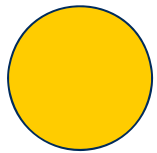
Student_ID	Last_Name	First_Name	Age	Gender	IEP	Bridge_Required	Attendance_Intervention	Math_Intervention	Read_Intervention	Explore math	Explore read	Math grade	Read grade	Unexcused_abs	Feeder_school
	Moss	Julia	15	female	Y	Y	N	Y	Y	.	.	D	D	9	PARKS
	Smith	Daniel	15	male	N	N	N	N	N	11	12	C	C	2	BARNES
	Taylor	Paul	15	male	N	Y	Y	Y	N	4	11	D	B	17	WASHINGTON
	Bryant	Jimmie	14	male	Y	N	Y	N	N	5	10	B	B	22	BROOKS
	James	Lisa	15	female	Y	N	N	N	N	.	.			1	CAIRO
	Boyd	Rosa	15	female	N	N	N	N	N	3	11	C	C	1	EAST
	McKenzie	Jonathan	15	male	N	N	N	N	N	.	.	B	C	5	MILES
	Rodgers	Carla	15	female	N	Y	Y	Y	N	7	10	D	C	13	BEASLY
	Turner	Diane	15	female	N	N	N	N	N	10	12	C	C	1	LUTHER
	Davis	Denise	15	female	N	Y	N	N	N	10	11	B	C	6	TRUMAN
	Ross	Lolita	15	female	N	Y	N	Y	Y	12	10	D	D	5	WASHINGTON
	Brown	Demetrius	15	male	N	N	N	N	N	11	11	C	C	5	PARKS
	Teagues	Johnny	15	male	N	N	N	N	N	14	13	B	B	4	MILES
	Orr	Antione	15	male	N	N	N	N	N	10	12	A	A	1	BEASLY
	Jordan	Tatianna	15	female	N	N	N	N	N	10	13	C	C	3	BEASLY
	Bailey	Joshua	15	male	N	Y	N	Y	Y	10	12	D	D	8	BARNES
	Jones	Thomas	15	male	N	Y	N	N	Y	15	15	C	D	7	PARKS
	Thomas	Regina	15	female	N	Y	Y	N	Y	13	10	C	D	15	WASHINGTON
	Henderson	Chris	15	male	N	Y	Y	Y	N	10	11	F	C	44	CAIRO
	Reed	Vanessa	15	female	N	N	N	N	N	12	12	B	B	2	BROOKS
	Williams	Bernard	15	male	Y	N	N	N	N	10	6	C	B	6	EAST
	Robinson	Dorothy	14	female	N	N	N	N	N	.	.	A	B	4	EAST
	Tucker	Arthur	15	male	N	Y	N	Y	Y	10	12	F	F	8	MILES
	Allen	Randy	14	male	N	N	N	N	N	14	10	C	C	1	LUTHER
	Hill	Allen	15	male	Y	N	N	Y	Y	6	9	D	D	2	TRUMAN
	Payton	Darrell	15	male	N	N	N	N	N	12	12	C	C	4	MILES
	Flowers	Anthony	15	male	N	Y	Y	Y	Y	.	.	D	F	22	MILES
	Payne	Gregory	14	male	N	Y	N	Y	Y	15	12	D	F	7	EAST

Using the Freshmen Watchlist: Definition of Data Fields



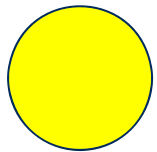
A student is flagged “Yes” for Attendance Intervention if

- He had more than 9 unexcused absences in the 8th grade
- These students are color-coded **dark orange**



A student is flagged “Yes” for Math and/or Reading Intervention if

- She had a D or lower for the final grade in the 8th grade course
- These students are color-coded **light orange**



Students with both Attendance and Math/Reading flags are color-coded **yellow**

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for attendance:

School Leaders, Instructional Leadership Team, and Counselors

- Download students' pictures from IMPACT and post them in a shared faculty space as "focus students" for intensive personalization and relationship-building
- Develop an action plan for monitoring these students' attendance during the first 3 weeks of school
- Ensure these students are part of peer mentoring programs and signed up for at least one extra-curricular activity; track the impact of these interventions with the focus students

Attendance Office

- Develop individualized plans for monitoring focus students' attendance in the first weeks of school and tracking the effect of outreach efforts with these students
- Make sure someone knows each focus student's name and face and personally greets him on the first day of school
- Send a letter from the AIO and Principal to parents stressing the critical importance of attendance on their students' likelihood of graduating and explaining all CPS attendance, tardiness, and truancy policies
- Host a meeting for the parents of these students in the first week of school to build a relationship with them and reiterate the importance of attendance

Student Advocates or Faculty Mentors

- Focus on building a relationship with that student to increase his attachment to school
- Make phone calls and home visits to these students and their families during the first 1-2 weeks of school

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for math or reading:

Instructional Leadership Team

- Analyze the data about these students by looking at their EXPLORE scores, their IEPs, and their course performance
- Use the combination of these data points to develop individualized plans for students
- Share these intervention plans and discuss strategies with freshmen teachers
- Track these students' course performance and grades closely in the first 3-5 weeks of school; monitor the impact of the intervention plans

Freshmen teachers

- Pay close attention to these students in the first few weeks of class, monitor their comprehension and engagement, offer additional supports
- Discuss the progress and instructional needs of these students during common planning times and department meetings

Counselors and Faculty Mentors

- Ensure he is registered for and attending tutoring through Aim High!, GEAR UP, or other tutoring resources
- Ensure she takes advantage of homework tables, peer tutoring, or other academic supports that are available

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for *both* attendance and math or reading:

School Leaders, Instructional Leadership Team, and Counselors

- Download students' pictures from IMPACT and post them in a shared faculty space as “focus students” for intensive personalization and relationship-building
- Develop an action plan for supporting these students both socially and academically; monitor the impact of interventions with these students
- Ensure these students are getting intensive personalized attention from teachers and counselors

Counselors and Faculty Mentors

- Monitor these students closely during the first 3 weeks of school
- Meet one-on-one with this student and develop an individualized plan, including goals for attendance, punctuality, homework, study habits, and first report card grades
- Ensure that these students are involved with at least one after-school activity to increase their engagement

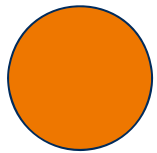
Freshmen teachers

- Develop personalized strategies for these students to increase their engagement with school
- Discuss the progress and overall needs of these students during common planning times and department meetings
- Closely monitor these students for referral to additional supports and other resources such as Aim High!, GEAR UP, or other SES tutoring

Transitioning to the Freshmen Success Report

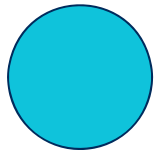
- The **'FC Participant'** field tells you whether a student is in IMPACT as a Freshman Connection participant from this past summer. This data point can help you evaluate whether Freshman Connection participants are faring better in their freshman year vs. non-participants.
- The **'Watchlist Flag'** tells you whether the student was flagged for academic and/or attendance intervention based on his 8th grade data.
- **'Cumulative Absences'** include both excused and unexcused absences. Students who miss school for any reason are at risk because they have missed critical instruction.

Using the Freshmen Success Report: Definition of Data Fields



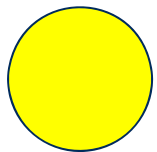
A student is flagged “Yes” for Attendance Intervention if

- He had more than 3 absences in the first quarter of the 9th grade
- These students are color-coded **dark orange**



A student is flagged “Yes” for Math and/or Reading Intervention if

- She had a D or lower in any core academic course in the first quarter
- These students are color-coded **blue**



Students with both Attendance and Math/Reading flags are color-coded **yellow**

Snapshot of the Freshmen Success Report

Student Success Report for High School

Student ID	Last Name	First Name	Division	Age	Gender	IEP	FC Participant	Watchlist Flag	Attendance Intervention	Academic Intervention	Cumulative Abs	English Grade	Math Grade	SocStud Grade	Science Grade
	Moss	Julia	205	15	Male	N	N	Y	Y	Y	29.5	F	F	C	F
	Smith	Daniel	201	14	Female	N	N	Y	Y	N	5	A	A	A	A
	Taylor	Paul	209	14	Female	N	N	Y	Y	Y	16.5	F	B		F
	Bryant	Jimmie	206	14	Male	N	N	N	Y	Y	8.5	F	D	A	A
	James	Lisa	208	15	Female	N	N	N	Y	N	8.5	A	A	B	C
	Boyd	Rosa	202	15	Female	N	N	N	Y	N	5.5	B	B	B	B
	McKenzie	Jonathan	211	16	Female	N	N	N	Y	Y	41	F	F	D	F
	Rodgers	Carla	212	15	Male	N	N	Y	N	Y	2	F	C	C	F
	Turner	Diane	201	15	Male	N	N	N	Y	Y	16	F	D	A	C
	Davis	Denise	202	14	Male	N	N	N	N	N	4.5	B	A	B	A
	Ross	Lolita	209	15	Female	N	N	N	Y	Y	11	A	D	B	D
	Brown	Demetrius	209	15	Female	Y	N	N	Y	Y	23.5	B		B	F
	Teagues	Johnny	202	14	Female	N	N	N	N	N	2	B	A	A	B
	Orr	Antione	201	15	Female	N	N	N	Y	Y	5	F	C	C	C
	Jordan	Tatianna	206	16	Male	N	N	Y	Y	Y	9	B	F	D	C
	Bailey	Joshua	206	16	Female	N	N	Y	Y	Y	15.5	D	F	A	C
	Jones	Thomas	202	15	Male	Y	N	N	Y	Y	19	B	D	A	A
	Thomas	Regina	207	15	Female	N	N	Y	Y	Y	24	F	F	C	B
	Henderson	Chris	202	14	Male	N	N		Y	Y	11	F	C	C	C
	Reed	Vanessa	210	15	Male	Y	N	N	Y	Y	36.5	F	F	C	F
	Williams	Bernard	206	14	Female	N	N	N	Y	Y	16.5		C	C	D
	Robinson	Dorothy	212	14	Male	Y	N	Y	N	N	0.5	B			C
	Tucker	Arthur	202	14	Female	N	N	Y	Y	N	15.5	A	C	A	B
	Allen	Randy	206	15	Female	N	N	N	Y	Y	38	F	F	A	F
	Hill	Allen	209	15	Male	N	N	Y	Y	Y	5	D	D		F
	Payton	Darrell	212	15	Male	N	N	N	Y	Y	7	F	D	A	D

Freshmen Success Report

The Point In Time **'On-Track'** indicator

- 9th grade students who are on-track at the point in time
 - Point in time corresponds with the 5-week grade reporting periods at Chicago Public Schools
- At the semester this indicator informs schools which of their students are off-track at the student level

Freshmen Success Report – End of 1st Semester

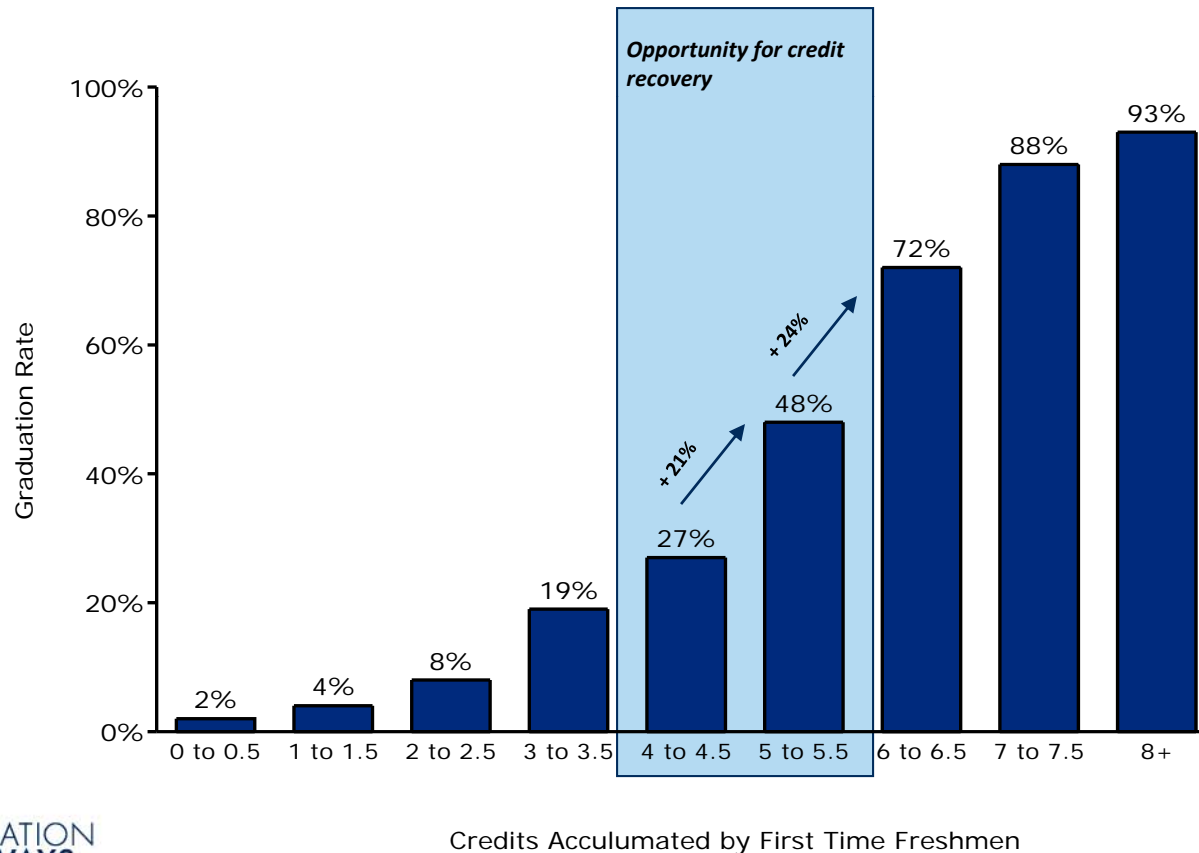
Student Success Reprt at the End of Semester 1

Student ID	Last Name	First Name	Division	Age	Gender	IEP	FC Participant	Watchlist Flag	Attendance Intervention	Academic Intervention	Cumulative Abs	English Grade	Math Grade	SocStud Grade	Science Grade	OnTrack
	Moss	Julia	205	15	Male	N	N	Y	N	N	.					Y
	Smith	Daniel	201	14	Female	N	N	Y	Y	N	7.5	A	A	B	A	Y
	Taylor	Paula	209	14	Female	N	N	Y	Y	Y	19.5	F	B	F	C	N
	Bryant	Jimmie	206	14	Male	N	N	N	Y	Y	15.5	C	D	B	C	Y
	James	Lisa	208	15	Female	N	N	N	Y	Y	15.5	A	B	C	D	Y
	Boyd	Rosa	202	16	Female	N	N	N	Y	N	11	B	B	B	B	Y
	McKenzie	Christina	211	16	Female	N	N	N	Y	Y	53.5	F	D	F	F	N
	Rodgers	Carl	212	15	Male	N	N	Y	N	Y	6	D	D	B	F	Y
	Turner	Daniel	201	15	Male	N	N	N	Y	Y	22.5	F	F	D	B	N
	Davis	Devin	202	14	Male	N	N	N	Y	N	13	C	A	C	C	Y
	Ross	Lolita	209	15	Female	N	N	N	Y	Y	14.5	B	D	A	F	Y
	Brown	Denise	209	16	Female	Y	N	N	Y	N	28	A	A	C	C	Y
	Teagues	Janet	202	14	Female	N	N	N	N	N	3.5	B	A	A	B	Y
	Orr	Antionette	201	15	Female	N	N	N	Y	Y	13.5	F	D	F	C	N
	Jordan	Kevin	206	16	Male	N	N	Y	N	N	.					Y
	Bailey	Jasmine	206	16	Female	N	N	Y	Y	Y	22	C	D	B	C	Y
	Jones	Thomas	202	15	Male	Y	N	N	Y	Y	30.5	F	F	C	D	N
	Thomas	Regina	207	15	Female	N	N	Y	Y	Y	31.5	D	D	C	C	Y
	Henderson	Chris	202	14	Male	N	N		Y	Y	17.5	F	C	C	C	Y
	Reed	Albert	210	15	Male	Y	N	N	Y	Y	51.5	F	F	F	F	N
	Williams	Bernice	206	14	Female	N	N	N	Y	N	20	A	C	B	B	Y
	Robinson	Jason	212	14	Male	Y	N	Y	N	Y	6.5	B	C	D	D	Y
	Tucker	Aretha	202	14	Female	N	N	Y	Y	Y	21.5	C	C	B	D	Y
	Allen	Racquel	206	15	Female	N	N	N	Y	Y	47.5	D	C	D	D	Y
	Hill	Allen	209	15	Male	N	N	Y	Y	Y	7.5	C	C	F	C	Y
	Payton	Darrell	212	15	Male	N	N	N	Y	Y	9	C	C	B	D	Y
	Flowers	Anthony	203	15	Male	Y	N	Y	Y	Y	42	D	F	D	F	N
	Payne	Sherita	203	14	Female	N	N	Y	Y	Y	11	D	D	B	F	Y

Identifying the Need

9th grade credit accumulation predicts likelihood of graduating and one additional credit can be powerful for the right students

Five-year Graduation Rates by Freshman Credit Accumulation



Freshmen On-Pace Credit Recovery Program

• What is it?

- A targeted credit recovery program for eligible freshmen to recover credits immediately after the fall semester

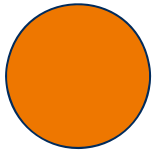
• What is the goal?

- To increase the number of first-time freshmen who earned six or more credits and are therefore on-pace to graduation.

• Who are the target students?

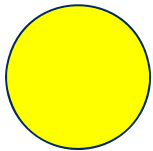
- First-time freshmen who in the first semester
 - Failed no more than three courses
 - Missed no more than ten days of school

Using the Credit Recovery Report: Definition of Flags and Data Fields



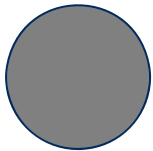
A student is flagged orange if he/she

- Is 1-2 credits off pace to graduation
- Has less than 10 absences in the first semester



A student is flagged yellow if he/she

- Is 1-2 credits off pace to graduation
- Has more than 10 absences in the first semester (attendance issues)



A student is flagged gray if he/she

- Is more than 2 credits off pace to graduation

Data Fields Included on Report

- Student ID
- Last Name
- First Name
- Age
- Grade
- Special Ed Indicator
- English Failures (n)
- Math Failures (n)
- Science Failures (n)
- Social Studies Failures (n)
- Elective Failures (n)
- Total Credits Earned
- Total Credits Needed
- Cumulative Absences
- Credit Recovery Eligibility
- Grade Repeated Indicator

Snapshot of the Credit Recovery Report

High School Credit Recovery Report

Student ID	Last Name	First Name	Age	Grade	Special Ed	Number of English Failures	Number of Math Failures	Number of Science Failures	Number of Social Studies Failures	Number of Elective Failures	Total Credits Earned	Total Credits Needed	Total Absences	Eligible for On-Pace Credit Recovery	Student has repeated a grade
	Moss	Julia	16	9	Y	.	.	.	1	.	3	3	10.5	On-Pace	N
	Smith	Daniel	15	9	N	.	.	.	.	.	3.5	3	7.5	On-Pace	N
	Taylor	Paula	16	9	N	1	1	1	.	4	0	3	34	N	N
	Bryant	Jimmie	17	9	N	2	1	1	1	2	3.5	9	33	N	Y
	James	Lisa	16	9	Y	1	1	.	.	1	4.5	9	11.5	N	Y
	Boyd	Rosa	15	9	N	1	.	.	1	.	2.5	3	19.5	Y	N
	McKenzie	Christina	15	9	N	.	.	.	.	.	3.5	3	15.5	On-Pace	N
	Rodgers	Carl	16	9	N	.	.	.	.	.	3.5	3	15.5	On-Pace	N
	Turner	Daniel	16	9	Y	2	1	1	1	2	2.5	9	38.5	N	Y
	Davis	Devin	16	9	N	.	.	.	.	.	3.5	3	11	On-Pace	N
	Ross	Lolita	17	9	N	2	1	1	1	2	3.5	9	34	N	Y
	Brown	Denise	17	9	Y	1	.	1	.	2	4	9	19	N	Y
	Teagues	Janet	16	9	N	2	.	1	1	1	1	3	53.5	Y	N
	Orr	Antionette	15	9	N	.	.	1	.	.	3	3	6	On-Pace	N
	Jordan	Kevin	15	9	N	2	2	.	.	.	1.5	3	22.5	Y	N
	Bailey	Jasmine	14	9	N	.	.	.	.	.	3.5	3	13	On-Pace	N
	Jones	Thomas	16	9	Y	.	.	.	.	.	3.5	3	28	On-Pace	N
	Thomas	Regina	15	9	N	1	1	1	1	2	3	9	60.5	N	Y
	Henderson	Chris	15	9	N	.	.	.	.	.	3.5	3	3.5	On-Pace	N
	Reed	Albert	16	9	N	2	.	.	1	1	1.5	3	13.5	Y	N
	Williams	Bernice	19	9	Y	1	.	.	1	1	6	3	39.5	On-Pace	N
	Robinson	Jason	16	9	N	2	1	1	1	2	4.5	9	52	N	Y
	Tucker	Aretha	16	9	N	.	.	.	.	.	3.5	3	22	On-Pace	N
	Allen	Racquel	15	9	Y	.	.	.	.	1	3	3	30.5	On-Pace	N
	Hill	Allen	16	9	N	.	.	1	.	1	6	9	26	N	Y
	Payton	Darrell	15	9	N	.	.	.	.	.	3.5	3	31.5	On-Pace	N
	Flowers	Anthony	15	9	N	1	3	3	17.5	On-Pace	N
	Payne	Sherita	14	9	N	3.5	3	20	On-Pace	N

For More Information

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