



SAMPLE MATERIAL

Data Reports to Help Identify and Support Students

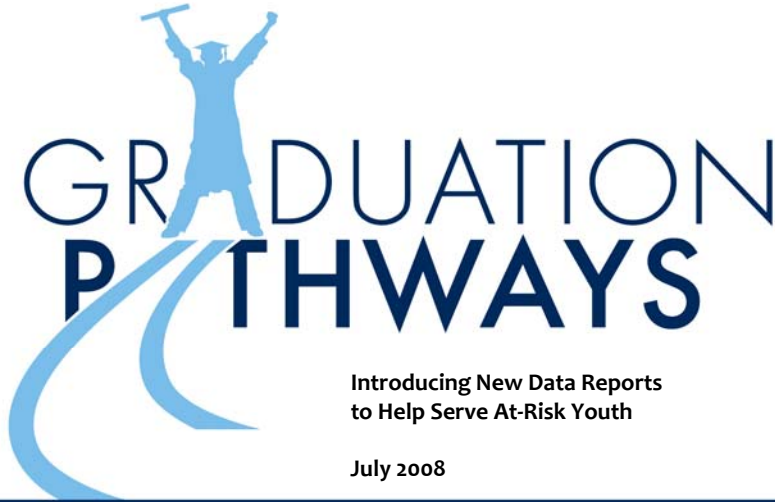
Chicago Public Schools, Illinois

Topic: Dropout Prevention

Practice: Data Systems

The Graduation Pathways department of Chicago Public Schools used this PowerPoint presentation to introduce three data reports to its high schools: the Freshman Watch List, the Freshman Success Report, and the Credit Recovery Report. The presentation shows a snapshot of each report, definitions of data fields, and recommended actions schools can take based on the data.


For example, if a student is flagged on the Freshman Watch List report for excessive absences in middle school, the high school can develop an individualized attendance monitoring plan for immediate implementation when the school year begins. The presentation also provides ideas for action if students are on the Watch List due to low grades in middle school in reading and/or math. Additionally, the presentation includes ideas for using the Credit Recovery Report. Districts may find this helpful in designing similar reports and helping schools tailor interventions to their students' needs.



Introducing New Data Reports
to Help Serve At-Risk Youth

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Introduction

- This summer, we are introducing **three new data reports** with student-level data that will be available for each school.
- These reports will be available on the **Dashboard** at <https://dashboard.cps.k12.il.us/>
- The reports are intended to help school personnel **immediately identify students who are at-risk** for falling off-track.
- The focus will be on **first-time freshmen**, because we know that 9th grade results are very predictive of ultimate high school graduation rates.
- We will also focus on a new group of students who are the **target population for credit recovery**: these students are just slightly off-track.

Three New Reports To Help You Identify and Support Students

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

✓ 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)

✓ Use 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



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Snapshot of the Freshmen Watchlist

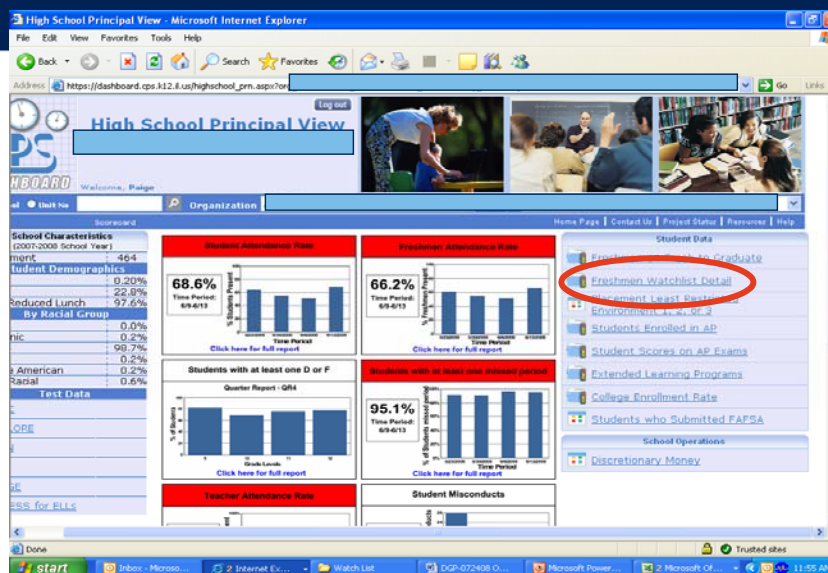
Freshmen Watchlist

| High_School | Student ID | Last Name | First Name | Age | Gender | IEP | Bridge Referred | Attendance Intervention | Math Intervention | Reading Intervention | Explore Math | Explore Read | Math Grade | Read Grade | Unexcused absences | Feeder school |
|-------------|------------|-----------|------------|-----|--------|-----|-----------------|-------------------------|-------------------|----------------------|--------------|--------------|------------|------------|--------------------|---------------|
| SAMPLE HS | | | | 15 | female | Y | Y | N | Y | Y | | | D | D | 9 | BASS |
| | | | | 15 | male | N | N | N | N | N | 11 | 12 | C | C | 2 | WENTWORTH |
| | | | | 15 | male | N | Y | Y | Y | N | 4 | 11 | D | B | 17 | BOND |
| | | | | 14 | male | Y | N | Y | N | N | 5 | 10 | B | B | 22 | KINZIE |
| | | | | 15 | female | Y | N | N | N | N | | | | | 1 | SEXTON |
| | | | | 15 | female | N | N | N | N | N | 3 | 11 | C | C | 1 | PARKER |
| | | | | 15 | male | N | N | N | N | N | | | B | C | 5 | MAYS |
| | | | | 15 | female | N | Y | Y | Y | N | 7 | 10 | D | C | 13 | BANNEKER |
| | | | | 15 | female | N | N | N | N | N | 10 | 12 | C | C | 1 | PARKER |
| | | | | 15 | female | N | Y | N | N | N | 10 | 11 | B | C | 6 | DENEEN |
| | | | | 15 | female | N | Y | N | Y | Y | 12 | 10 | D | D | 5 | OGLESBY |
| | | | | 15 | male | N | N | N | N | N | 11 | 11 | C | C | 5 | ATTUCKS |
| | | | | 15 | male | N | N | N | N | N | 14 | 13 | B | B | 4 | NICHOLSON |
| | | | | 15 | female | N | Y | Y | N | Y | 13 | 10 | C | D | 15 | PARK MANOR |
| | | | | 15 | male | N | Y | Y | Y | N | 10 | 11 | F | C | 44 | DENEEN |
| | | | | 15 | female | N | N | N | N | N | 12 | 12 | B | B | 2 | HARVARD |
| | | | | 15 | male | Y | N | N | N | N | 10 | 6 | C | B | 6 | BOND |
| | | | | 14 | female | N | N | N | N | N | | | A | B | 4 | OGLESBY |
| | | | | 15 | male | N | Y | N | Y | Y | 10 | 12 | F | F | 8 | WENTWORTH |
| | | | | 14 | male | N | N | N | N | N | 14 | 10 | C | C | 1 | CARTER |
| | | | | 15 | male | Y | N | N | Y | Y | 6 | 9 | D | D | 2 | YALE |
| | | | | 15 | male | N | N | N | N | N | 12 | 12 | C | C | 4 | BASS |
| | | | | 15 | male | N | Y | Y | Y | Y | | | D | F | 22 | NICHOLSON |
| | | | | 15 | female | N | Y | Y | Y | N | 6 | 10 | D | C | 15 | DENEEN |
| | | | | 15 | female | N | Y | N | Y | Y | 10 | 10 | D | D | 5 | ABBOTT |
| | | | | 15 | male | N | N | N | N | N | 10 | 12 | C | B | 2 | BOND |
| | | | | 15 | female | N | Y | N | N | Y | 11 | 14 | C | D | 4 | HINTON |



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Accessing the Freshmen Watchlist



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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**

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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



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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



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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



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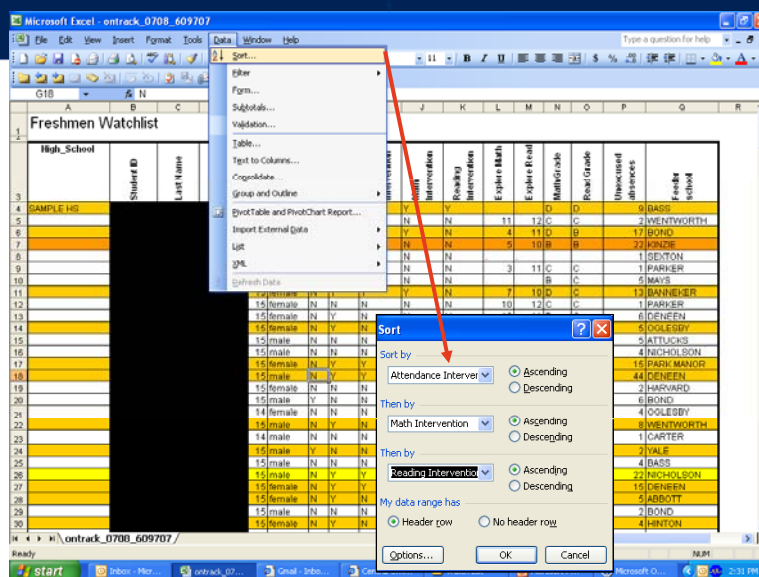
More ways to use the Freshmen Watchlist

- Sort your students who need **attendance vs. academic interventions** in order to focus your activities. What type of intervention will be most effective for this student?
- Sort your students who need **math vs. reading interventions** and share this information with the appropriate teachers. What are each student's most critical learning needs?
- Sort your students who need **both types of interventions** and involve your freshmen teachers and Instructional Leadership Team in developing individual plans for these students. What is the most strategic starting point for each student?
- Look at **multiple data points for each student**, including their EXPLORE scores, their course performance, and whether they have an IEP. What does this comparison tell you about each student?



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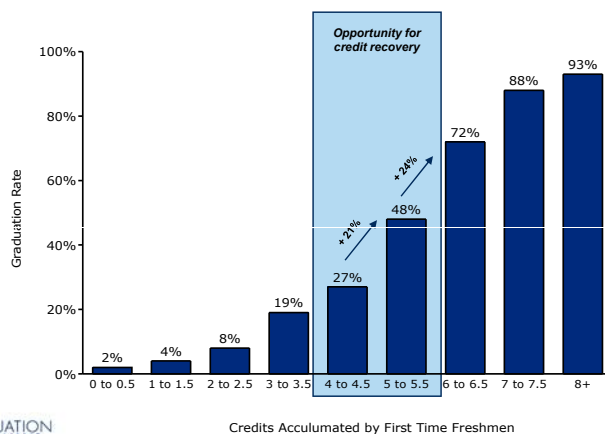
Sorting the Freshmen Watchlist



The Credit Recovery Report

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

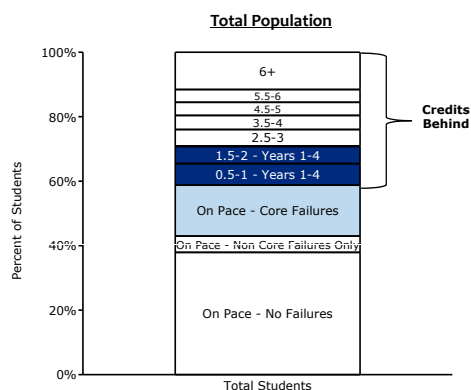


The Credit Recovery Report

We have defined a specific group of students as our target population for credit recovery efforts

Credit Recovery Target Population

- Students who are 1-2 credits off-pace towards graduation
 - End of Year 1: 4-5.5 credits
 - End of Year 2: 10-11.5 credits
 - End of Year 3: 16-17.5 credits
- Students who are on-pace (6 credits per year) but who have failed core courses



Using the Credit Recovery Report

Introducing 9th Grade Back on Track

- In January 2009, CPS will launch a new district-wide credit recovery program: **9th Grade Back on Track**
- Classes offered **immediately after the school day** (around 3pm) and at the **student's own school**
- Principals **determine details of the implementation** for their school (i.e. what time and day to offer the classes, what teachers to hire)
- Students can participate **only if they meet the target population definition with minimum attendance**.
- We will launch the program this spring for **freshmen**. The program will be scaled to include more grades in later years.
- Funds will be allocated to schools based on the **needs of the target population** at each school.
- The program will use **both traditional and virtual classroom** formats.