



SAMPLE MATERIAL

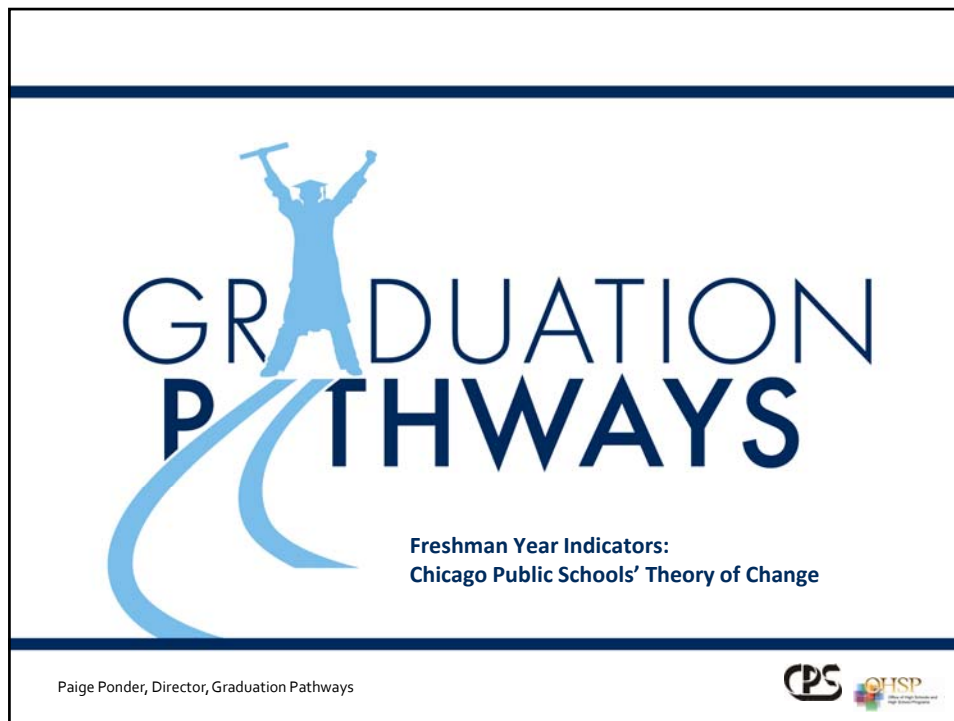
Graduation Pathways: Using Freshman Year Indicators

Chicago Public Schools, Illinois

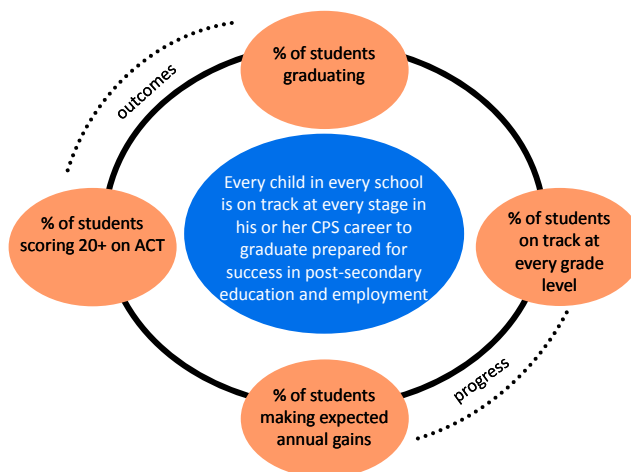
Topic: Dropout Prevention

Practice: Data Systems

This PowerPoint presentation outlines Chicago Public Schools' (CPS) districtwide effort to prepare all students for post-secondary and employment success. This initiative focuses on building the capacity of principals and Instructional Leadership Teams (ILT) to analyze and use data, set strategic goals, employ targeted strategies, and continuously monitor progress. A key driver of this process is an intensive focus on freshman year on-track indicators, e.g. attendance and middle school academic performance. The district's Instructional Leadership Council (ILC) and the ILTs work together to use the district's Early Warning Reporting System to develop a Freshman Watch List, a Freshman Success Report, and a Credit Recovery Report for schools. Based on these reports, schools can take immediate action to plan strategies and interventions to keep students on-track to graduation. Other districts may find this presentation useful as they develop similar initiatives that focus on using data such as the freshman on-track indicators.

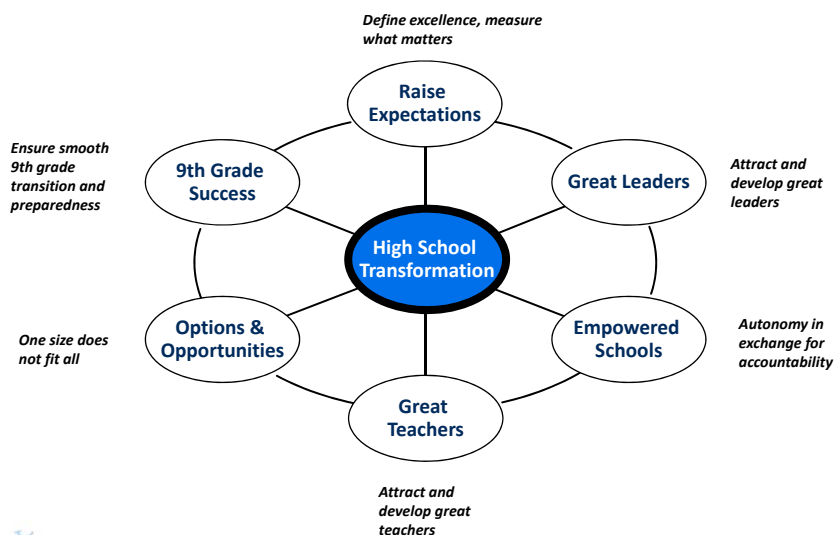


High School Transformation is district-wide effort to prepare *all* students for post-secondary and employment success



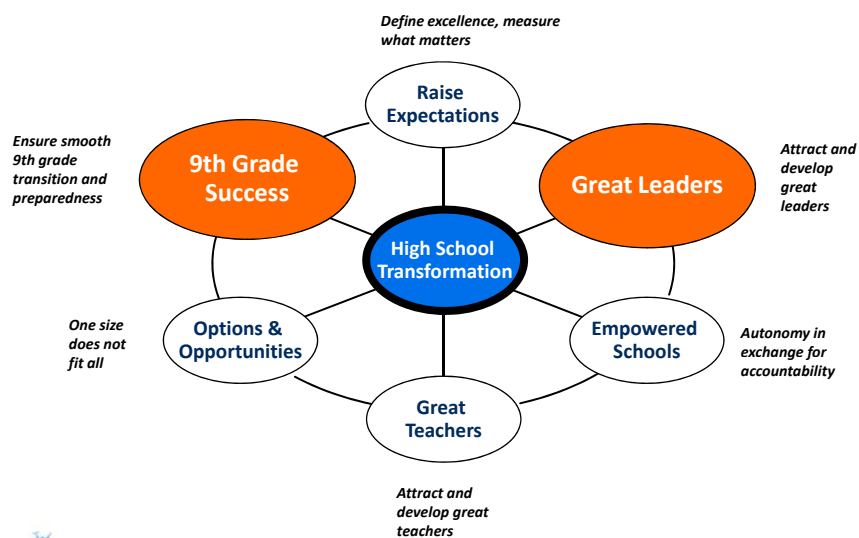
HST Theory of Change:

Six primary change levers, holistic implementation needed to succeed



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Great Leaders Drive Freshman Success

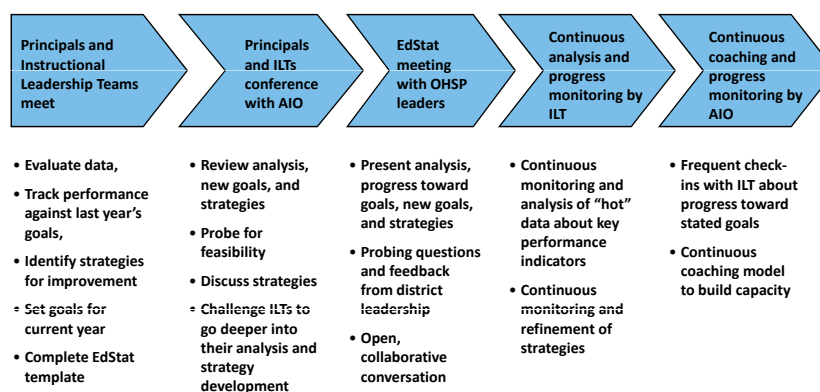


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Instructional Leadership Council (ILC) and Instructional Leadership Teams (ILT)

- Comprised of Area Instructional Officers, Office of High School Programs leaders, Lead Instructional Coaches, Director of Instructional Development System (IDS)
- Purpose is to build the capacity of principals and Instructional Leadership Teams to
 1. analyze data and draw conclusions about student- and school-level performance
 2. Set feasible and strategic goals for improving performance
 3. Create and employ targeted strategies for improving performance
 4. Continuously monitor progress toward these goals and refine strategies for improvement
- Intensive focus on freshman year indicators is a key driver of this process

Instructional Leadership Council: EdStat Process



Instructional Leadership Council: EdStat Template

		2004/05	2005/06	2006/07	2007/08	2008/09 Goal
% Freshmen on Track						
Freshmen Attendance						
% Scoring 20+ on ACT						
% Meets/Exceeds on PSAT (composite)						
% Exceeds on PSAT (composite)						
PSAT WorkKeys (% scoring 5+)	Math					
	Reading					
% Scoring Above 20 on ACT Subtests	Math					
	Reading					
	Science					
*Available on both REA website and the Dashboard						
School Attendance Rate						
5 Yr. Graduation Rate						
College Enrollment						

Instructional Leadership Council: EdStat Template

Please enter in the boxes below, your 07/08 goal, 07/08 actual result and your 08/09 goals for the indicated metric			Key Initiatives (Brief description of up to 3 key focus areas for each 08/09 goal)	Key Milestones (What actions must you complete along the way in order to reach your stated 08/09 goal in this area?)	Person(s) Primarily Responsible	Resources Allocated in SIPAAA	Outcomes (What measurable outcomes will you use to track progress toward the 08/09 goal?)
Freshmen On-Track	07/08 Goal	XX%					
	07/08 Actual	XX%					
	08/09 Goal	XX%					
Freshmen Attendance	07/08 Goal	XX%					
	07/08 Actual	XX%					
	08/09 Goal	XX%					

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

✓ 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 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



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Snapshot of the Freshmen Watchlist

Freshmen Watchlist

High_School	Student ID	Last Name	First Name	Age	Gender	IEP	Bridge	Required	Attendance	Math	Reading	Explore Math	Explore Read	Math Grade	Read Grade	Unexcused	Feeder
																absences	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	BANNERKER
				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	DOOLESBY
				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	DOOLESBY
				15	male	N	Y	N	N	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		8	9	D	D	2	VALE
				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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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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Snapshot of the Freshmen Success Report

Freshmen Student Success Report for High School

Student ID	Last Name	First Name	Division	Age	Gender	IEP	ELL	FC Participant	Watch Flag	Attendance Intervention	Academic Intervention	Cu Abs	Misc Category 1-3	Misc Category 4-5	Engl Grade	Math Grade	SocSt Grade	Scien Grade
A101			16	F	N	N	N	N	Y	N	N	5			A	A	A	A
A102			16	M	N	N	N	Y	Y	N	N	2.5			A	A	A	A
A103			16	M	N	Y	N	Y	N	N	N	2			C	C	C	C
A104			16	F	N	N	N	Y	N	N	N	6.5			D	D	D	D
A105			16	M	N	N	N	Y	N	N	N	2			B	B	B	B
A106			16	M	N	N	N	Y	N	N	N	0.5			A	A	A	A
A107			16	F	N	N	N	N	N	N	N	15			B	B	B	B
A108			16	F	N	N	N	N	N	N	N	0			C	C	C	C
A109			16	F	N	N	N	N	Y	Y	Y	4.5			D	D	D	D
A110			16	M	N	N	N	N	Y	Y	Y	11			F	F	F	F
A111			16	M	N	N	N	N	Y	N	N	8.5			C	C	C	C
A112			16	F	N	N	N	N	Y	N	N	6			C	C	C	C
A113			16	M	N	N	N	N	N	N	N	0.5			B	B	B	B
A114			16	F	N	N	N	N	Y	N	N	8.5			C	C	C	C
A115			16	F	N	N	N	N	Y	N	N	8			C	C	C	C
A116			16	F	N	N	N	N	Y	N	N	0.5			C	C	C	C
A117			16	F	N	N	N	N	Y	N	N	3.5			B	B	B	B
A118			16	F	N	N	N	N	N	N	N	2.5			A	A	A	A
A119			16	M	N	N	N	N	Y	N	N	17			C	C	C	C
A120			16	F	N	N	N	N	Y	N	N	12			A	A	A	A
A121			16	M	N	N	N	N	Y	N	N	0			C	C	C	C
A122			16	M	N	N	N	N	Y	N	N	2.5			B	B	B	B
A123			16	M	N	N	N	N	Y	N	N	4			B	B	B	B
A124			16	M	N	N	N	N	Y	N	N	3.5			B	B	B	B
A125			16	M	N	N	N	N	Y	N	N	4.5			C	C	C	C
A126			16	F	N	N	N	N	Y	N	N	3.5			C	C	C	C
A127			16	M	N	N	N	N	Y	N	N	17			D	D	D	D
A128			16	F	N	N	N	N	N	N	N	11			B	B	B	B
A129			16	F	N	N	N	N	Y	Y	Y	87.5			F	F	F	F
A130			16	F	N	N	N	N	Y	N	N	6			B	B	B	B
A131			16	F	N	N	N	N	Y	N	N	4			B	B	B	B
A132			16	F	N	N	N	N	Y	N	N	10			C	C	C	C
A133			16	F	N	N	N	N	Y	N	N	24			A	A	A	A
A134			16	M	N	N	N	N	Y	N	N	4			B	B	B	B
A135			16	M	N	N	N	N	Y	Y	Y	15			D	D	D	D
A136			16	M	N	N	N	N	Y	Y	Y	4			F	F	F	F
A137			16	F	N	N	N	N	Y	Y	Y	6			D	D	D	D
A138			16	M	N	N	N	N	Y	N	N	5			B	B	B	B
A139			16	M	N	N	N	N	Y	N	N	0.5			D	D	D	D
A140			16	M	N	N	N	N	N	N	N	15			C	C	C	C



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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 Academic 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 Academic flags are color-coded **yellow**



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Freshmen Success Summary Report to ILTs

STUDENT SUCCESS SUMMARY REPORT FOR FENGER HIGH SCHOOL									
Total First-Time Freshman									
If your Freshmen On-Track rate were calculated today, it would be:									
First-Time Freshmen Grade by Core Subject									
	English		Math		Science		Social Studies		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
A									
B									
C									
D									
F									
	% with 1 F				% with 2 or more Fs				
First Time Freshman Flagged On Success Report									
	Number					Percent			
Academic Intervention									
Attendance Intervention									
Academic and Attendance Interventions:									
Progress of Students Flagged									
	Number					Percent			
Flagged on Success Report									
Flagged on Watchlist									
Flagged on Watchlist but not on Student Success Report									
Flagged on Success Report but not on Watchlist									



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Breaking Down the On-Track Rate Into 'Hot' Data: The Point-in-Time On-Track Rate – Semester 1

Annual Freshmen On-Track Rate

The annual Freshmen On-Track Rate is calculated by the Office of Research, Evaluation, and Accountability at the end of the school year. It is a measure of the percent of freshmen who are predicted to graduate on time. It is intended to be used as an indicator of school success and not intended to be used as a student-level measure.

CALCULATION

Semester 1 Core Failures + Semester 2 Core Failures < 2
Semester 1 Credits + Semester 2 Credits >= 5

Dropouts and unverified transfers count as off track.

Semester 1 Point-in-Time On-Track Rate (OHSP Data and Analysis)

The Semester 1 Point-in-Time On-Track Rate is calculated by the OHSP Data and Analysis unit throughout first semester. It represents the percent of freshmen who are on track by applying the annual on track calculation to only first semester data. In conjunction with the Freshmen Student Success Reports, it is intended to help schools identify individual students that are at risk for falling off track and who require extra support. The Semester 1 Point in Time On-Track Rate is available on the Freshmen Student Success Summary reports produced every five weeks.

CALCULATION

Semester 1 Core Failures < 2
Estimated Annual Credits >= 5

Students are calculated as having full credit for a course if they had a passing grade. Dropouts and unverified transfers are not included.



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Breaking Down the On-Track Rate Into 'Hot' Data: The Point-in-Time On-Track Rate – Semester 2

Semester 2 Point-in-Time On-Track Rate

The Semester 2 Point-in-Time On-Track Rate is calculated by the OHSP Data and Analysis unit throughout second semester. It represents the percent of freshmen who are on track by applying the annual on track calculation to first and second semester data. In conjunction with the Freshmen Student Success Reports, it is intended to help schools identify individual students that are at risk for falling off track and who require extra support. The Semester 1 Point-in-Time On-Track Rate is available on the Freshmen Student Success Summary reports produced every five weeks.

CALCULATION

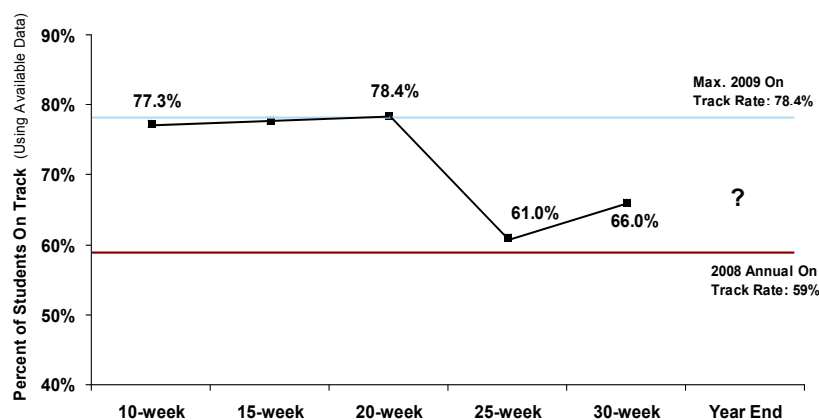
Semester 1 Core Failures + Point-in-Time Semester 2 Core Failures < 2
Semester 1 Credits + Semester 2 Estimated Credits >= 5

Students are calculated as having full credit for a course if they had a passing grade. Dropouts and unverified transfers are not included.



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Point-in-Time On-Track Trend for 2008-2009



The Point-in-Time On-Track Rate incorporates information as it becomes available. Because more information is available after first semester, the Point-in-Time On-Track Rate will converge toward the annual On-Track Rate during the second semester.



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Anecdotal Evidence from Schools

9th Grade, By the Numbers

Education Week, March 11, 2009

Even before Alamin Smith set foot in Kelvyn Park High School last fall, the woman who would be his 9th grade counselor knew he would need extra help.

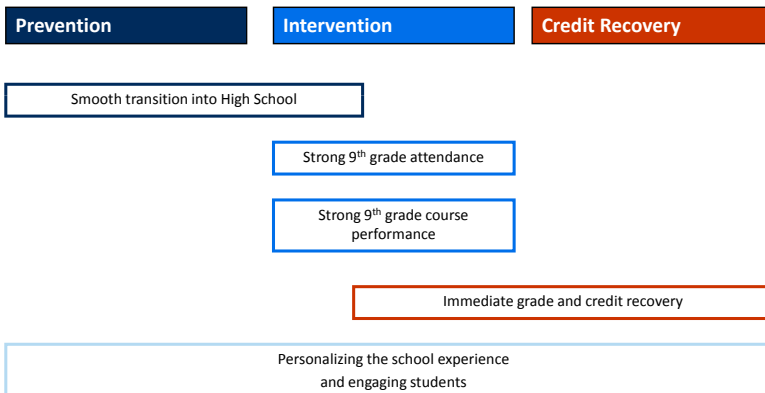
All the information was right there for Kathryn McAuley, in a color-coded spreadsheet: Alamin had missed more than three dozen days of school in 8th grade. He had failed reading and mathematics, so he had to go to summer school to make them up.

For big urban districts, it can be slippery work to catch and hold students who are falling off track at a point that derails too many graduations: the transition from 8th to 9th grade.



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Freshmen On-Track Labs Action Research Framework



What have the Labs done to address these issues?

Kelvyn Park	<ul style="list-style-type: none"> Intervention Database SLC Intervention Meetings 	<ul style="list-style-type: none"> ➤ Prevention – Transition ➤ Intervention – Attendance ➤ Intervention – Course Performance ➤ Personalization ➤ Grade and Credit Recovery
Michele Clark	<ul style="list-style-type: none"> One-on-one Student Conferences Individual Action Plans Academic Intervention Plans 	<ul style="list-style-type: none"> ➤ Prevention – Transition ➤ Intervention – Course Performance ➤ Personalization ➤ Grade and Credit Recovery
Wendell Phillips	<ul style="list-style-type: none"> Freshmen Teacher Meetings Personalization Initiatives 	<ul style="list-style-type: none"> ➤ Prevention – Transition ➤ Intervention – Course Performance ➤ Personalization
Kenwood Academy	<ul style="list-style-type: none"> Teaching-Learning Center 'No Zeroes' Policy Winter Intersession Homework Project 	<ul style="list-style-type: none"> ➤ Intervention – Course Performance ➤ Grade and Credit Recovery ➤ Personalization ➤ Grade and Credit Recovery
Paul Robeson	<ul style="list-style-type: none"> Student Improvement Team Freshmen On-Track Attendance Initiative 	<ul style="list-style-type: none"> ➤ Intervention – Attendance ➤ Intervention – Course Performance ➤ Personalization
School of the Arts – South Shore	<ul style="list-style-type: none"> Off-Track Student Conferences 	<ul style="list-style-type: none"> ➤ Intervention – Attendance ➤ Intervention – Course Performance ➤ Personalization ➤ Grade and Credit Recovery

Kelvyn Park: Intervention Database

Strong 9th grade attendance

Strong 9th grade course
performance

Personalizing the school experience
and engaging students

- Freshmen Intervention Database

- Database created to increase communication among teachers, counselors and other stakeholders and to document interventions for students.
- To date there have been over 900 interventions entered into the database.
 - These interventions include phone calls, home visits, conferences, alerts, referrals
 - About 55% of the freshmen have received home visits either for attendance or a staff request



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Clark: Individual Action Plans/Academic Intervention Plans

Smooth transition into High School

Strong 9th grade course performance

Immediate grade and credit recovery

Personalizing the school experience
and engaging students

- **Individual Action Plans** are a component of the one-on-one conferences
- **One-on-one Conferences are held with students who are considered to be off-track. One-on-ones** are an information sharing process that attempts to have students identify their academic needs.
- **The Individual Action Plan is the tool used to help students plan solutions that will correct the academic issues they have identified.**
- **Individual Action Plans ask students to set goals for each course they are taking. Students identify** two to three realistic things that they can do to reach their goal grade.
- **Academic Intervention Plans help students complete any make-up or missed assignment available in their core classes.**



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Phillips: Freshmen Teacher Meetings

Smooth transition into High School

Strong 9th grade course
performance

Immediate grade and credit recovery

Personalizing the school experience
and engaging students

• Bi-weekly Freshmen Teacher Meetings

- Allow the FOT team to collaboratively inquire and discuss solutions with the teachers so that everyone can work together to increase student achievement.
 - Freshmen teacher meetings are data-driven (using the Watchlist and Success Report) and have been instrumental in showing teachers how to use the data upon receiving it.
 - Freshmen teachers use a student Remediation/Intervention plan referral that is already a part of CPS Intervention policy for grades.
 - When asked if the biweekly meetings were effective teachers said:
 - *The meeting has helped build team spirit amongst the freshmen teachers.*
 - *Communication has been excellent. I always know what is going on with the freshmen.*
 - *The information given to the freshmen teachers is very informative and provides us with materials which will enable us to assist our freshmen students with instruction and any necessary support.*
 - 100% of the freshmen teachers surveyed said they had a clear understanding of the Freshmen On-Track goals for the 2008-2009 school year.



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Robeson: Student Improvement Team

Strong 9th grade attendance

Strong 9th grade course
performance

Personalizing the school experience
and engaging students

The Student Improvement Team is a school-based team that utilizes a problem solving process and the collective expertise of the school staff to address the needs of students who are having difficulties either academically or socially/emotionally.

- **Level I: teacher/classroom intervention**
 - **Who is involved:** teacher, student, parent(s)
 - **What is documented:** Request for Student Assistance form completed that includes teacher interventions
 - **Decision Point:** If student performance does not improve after recommended intervention, the process requires moving to level II.
- **Level II: SIT referral for additional assistance in problem solving and development of a Personal Improvement Plan**
 - **Who is involved:** SIT and possible consultation from level I participants
 - **What is documented:** Personal Improvement Plan developed that includes students strengths and concerns, description of problem, intervention ideas, and expected outcomes
 - **Decision Point:** If student performance does not improve after recommended intervention, SIT makes modification to the plan and determines final recommendation.
- **Level III – Follow up and monitoring of PIP, further recommendation by the team**



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School of the Arts: Off-Track Student Conferences

Strong 9th grade attendance

Immediate grade and credit recovery

Strong 9th grade course
performance

Personalizing the school experience
and engaging students

• Off-Track Student Conferences

- Students failing 2 or more courses on Q1 grades were targeted to receive individual conferences.
- Conferences were facilitated by school social workers as one-on-one conversations to determine what *the student* believes is preventing him or her from performing well.
- FOTL provided a template for conferences to ensure consistency in data collected and to keep the focus on student academic performance.
- Facts and Progress
 - 18 of the 92 freshmen (20%) were targeted
 - Social workers met with students individually *twice a week* to follow-up and gauge student progress
 - Predominant reasons students felt they were failing courses was: (1) didn't understand instruction and (2) not studying



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Kenwood: Focus on Homework

Strong 9th grade course
performance

Immediate grade and credit recovery

Personalizing the school experience
and engaging students

• Homework Completion

From day one, we knew that one of our biggest hurdles with ninth grade failure was homework completion. Because homework in core classes can equal as much as 40% of one's grade, if a student did not complete the majority of given assignments, he was three times more likely to fail.

We didn't understand why students were not completing their homework. Did they not comprehend the material or were there other barriers that kept them from completing and submitting homework? If we couldn't change the environment at home, what could we change about school to create a culture of accountability?

When asked, students said that they didn't complete their homework because:

- *The school day is too long. Many students said that when they got home they were too tired to do more work.*
- *Too many distractions.*
- *It's easy to get behind fast! High school moves faster than elementary school.*
- *Lack of comprehension.*



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