

**A9. Transforming Culture  
for Large-Scale College Access**

Set A | Wednesday, April 4 | 8:30am-9:45am

# Welcome!

Please sit according to the sector that best describes your current work:

- Higher Education
- K-12 School Administration
- K-12 School Faculty
- Private Corporation
- Philanthropy
- State or Federal Agency
- Other



- **Sarah Duncan**, Co-Director, University of Chicago, Network for College Success
- **Jenny Nagaoka**, Deputy Director, University of Chicago Consortium on School Research
- **John Foley Murphy**, Senior Director, Capacity Building, New York City Department of Education
- **Andrea Soonachan**, Executive Director, College and Career Planning Team, New York City Department of Education
- **Rachel Beattie (moderator)**, Associate, Director of Student Agency Improvement Community and Productive Persistence, Carnegie Foundation



# Agenda

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**Welcome and Introductions**

**New York City's Improvement Journey**

**Chicago's Culture Shift: Measurement for Improvement**

**Data Activity**

**Q+ A and Share Out**

**Evaluations and Closing**

# Distinguishing Technical from Adaptive Challenges

|           | What's the Work?       | Who Does the Work?          |
|-----------|------------------------|-----------------------------|
| Technical | Apply current know-how | Authorities                 |
| Adaptive  | Learn new ways         | The people with the problem |

from Heifetz and Linsky, *Leadership on the Line*

# New York City's Improvement Journey



## Ten years ago...

**52.8%**

of NYC Public School  
students graduated from  
high school in 2007

**72.4%**

of NYC Public School  
graduates enrolled in  
college

## Now

**70%**

of 2016 NYC Public School  
students graduated from  
high school

**77.3%**

of 2016 NYC Public  
Schools graduates enrolled  
in college

**40.6%**

of 2010 NYC Public  
Schools graduates  
received an Associates  
degree or higher

## College Access for All: Creating a “College-Ready” Culture

*Citywide Goal: Every high school will have the resources they need to create a true “college-ready” culture; and by 2018, every student will graduate from high school with an **individual postsecondary college and career plan**, and will have access to resources that will support them in actualizing that plan.*

**EQUITY &  
EXCELLENCE  
FOR ALL**





# Our North Star Goal:

College Access for All Schools will close the gap between graduation and postsecondary enrollment by 10% in the next two years.

© 2010 Johnnie Williams - CUNY - www.cuny.edu/college-access-for-all

NYC Department of Education  
**COLLEGE  
ACCESS  
FOR ALL**

# Being a CA4A school means...



## Partnership Allocation

Accelerate improvements through [networked communities](#).



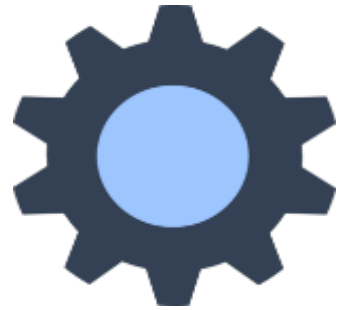
Monthly Coaching Visits

**Inquiry Institute**

# Improvement in Action



# Cross Functional Team



Analysis and Strategic Response



Goal Aligned Plans



Improvement Science



# Arturo A. Schomberg Satellite Academy



*Home of the*

# Lions





# Cross Functional Team



# Analysis and Strategic Response



Pull up the goat!  
The voters are not fix'ing to live at OUR HOUSE!

Public Employees ARE CITIZENS & VOTERS

Democracy not Democracy LET US IN!

I AM ASHAMED!

THE PEOPLE! THE PEOPLE! WHO ARE GOING TO RECALL YOUR ASS

YOU LIE

Jim Johnston 53226











Cathy Johnston 53226

TAX OPP.S & the Rich

SHADDENED By your lack of respect to the taxpayers

A SAD DAY -- MY STATE IS OPEN FOR BUSINESS BUT CLOSED TO ME



|           | <b>classroom</b>  | <b>assemblies</b>  | <b>1:1 meetings</b>   | <b>special events</b>   | <b>trips</b> |
|-----------|---|--|---|---|--------------|
| <b>9</b>  |   |  |   |   |              |
| <b>10</b> |  |  |   |   |              |
| <b>11</b> |  |  | <br><br>  |   |              |
| <b>12</b> |   |  | <br><br> |  |              |

# Our kids are Graduating, but not Persisting...

*Why?*

immigration status

family history

whole school  
whole staff  
messaging  
to students



# Goal Aligned Plans



**CA4A Summer**

School Name:

|   |               |
|---|---------------|
| 1 | Marsha Vernon |
| 4 | Mery Lawrence |
| 7 |               |

**Directions & Purpose**  
Immediately following a Collaborative synthesis time, team members meet here. The purpose of this working document. Nothing will need to select someone

| Day | Element   |
|-----|---|
| 1   | <ul style="list-style-type: none"> <li>CCR Domain - Academic</li> <li>Networked Improvement</li> </ul>  |
| 2   | <ul style="list-style-type: none"> <li>CCR Domain - Academic</li> <li>Improvement Science</li> <li>Improvement Science</li> </ul>                                   |
| 3   | <ul style="list-style-type: none"> <li>CCR Domain - Academic</li> <li>CCR Domain - Academic</li> <li>Partnership Reflection</li> <li>Midweek Check-point</li> </ul> |
| 4   | <ul style="list-style-type: none"> <li>Improvement Science</li> <li>Improvement Science</li> <li>College &amp; Career</li> </ul>                                    |
| 5   | <ul style="list-style-type: none"> <li>CA4A Change Idea</li> <li>Operationalize</li> </ul>  |

**WeTeach Link**  
<https://www.weteachnyc.org/>

**Synthesize:** Ensure you've documented your team's thinking from the day in this planning guide.

**Directions:** Fill in the chart below using notes from your synthesis time.

| Strengths  |
|--|
| Self-awareness reflection on   |
| PBAT classes help students college ready benchmarks                        |
| Students checking on their progress ensure they're on track for graduation |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Check against Goal:** How will the work you've done today help advance your school's progress towards the goal(s) that were shared by your principal?

**Directions:** This is completed at the end of the day. Then the team shares the ideas and sort ideas based on alignment.

**School Goals for CCRC**

- Designing a comprehensive calendar and plan that aligns with the school's vision and mission.
- Building a sense of community that involves all stakeholders.
- Training school staff on college and career readiness.

**Aligned Ideas**

Master schedule and Calendar for the 2017-2018 school year.

Fostering a sense of collaboration among all school staff.

Designing Professional development (PD) for school staff to train them on college/career readiness and access topics.

**Closing:** Whoops, Ouch, Keeper, Share

**Synthesize:** Ensure you've documented your team's thinking from the day in this planning guide.

**Directions:** Complete all items in the chart below.

Students have experiences in appropriate people, including administrators

Office hours, embedded in

**Check against Goal:** How will the work you've done today help advance your school's progress towards the goal(s) that were shared by your principal?

**Directions:** Complete all items in the chart below.

**Problem of Practice**

- Not enough students (20%) are...
- Not enough of our students take...
- Most of our students are not co...

**Directions:** Insert a photo of your work from this year. What ideas come up?

*Why? Lack of college & completion*

**Research Question:**  
Example: How might we increase...

**CA4A Planning Guide**  
Summer Institute - 2017

**Brainstorming Change Ideas**

**Synthesize:** Ensure you've documented your team's thinking from the day in this planning guide.

**Directions:** Based on the ideas you brainstormed and organized, determine one small thing you will try. That "small thing" is your change idea. Reflect on it below.

**Recall your research question, "How might we...?"**

How might we increase college and career access by building a college and career culture in our AASSAB community?

**Check against Goal:** How will the work you've done today help advance your school's progress towards the goal(s) that were shared by your principal?

**Articulate your Change idea:**  
What small change will you try in September?

We will try to enforce the culture in the school by implementing a professional development during the first week of school to get staff acquainted with the initiative and assist

**Explain why you'll make the small change in September.**

This is because of the need to building school culture where everyone is on the same page promoting the initiative by various means including curriculum development, bulletin boards, etc.

**What systems/routines will this affect?**

- It will affect staff because it will involve them working outside their job description and additional hours to promote the initiative
- It will impact curriculum modification
- It will impact the budget

**How does this connect to other systems and priorities in our school?**

The current priority in AASSAB is graduation, not post secondary support, access or transition due to our student population.

**How will we know that this change is an improvement?**

Data Trackers - attendance rates, student scores, Regents scores, etc.

**Why haven't we done this yet?**

This is because of our current focus on graduating our overage/undercredit students and we lack on focusing on college and career readiness.

**Directions:** Now that you know the change idea you want to try out, think about how you can start small and pilot this idea with your team over the course of the year. [Insert CA4A Change Project Goal from Day 5]

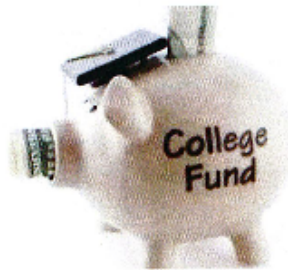
| Month (with the CCPC)                     | Action Plan Items   |
|---|---|
| September                                 | <ul style="list-style-type: none"> <li>Assemble team and set bi-weekly meeting times</li> <li>Finalize plan to [insert change idea - see menu for inspiration]</li> <li>Interview students and collect data to bring to first meeting</li> </ul>  |
| October<br>College App Week (Oct 16 - 20) | <ul style="list-style-type: none"> <li>Brainstorm prototype options for [insert change idea]</li> <li>Review research interview data and exemplars</li> <li>Design [insert change idea] prototype</li> <li>Plan for first attempt</li> </ul>  |
| November<br>Financial Aid Awareness Month | Cycle 1 (The cycles follow a Plan, Do, Study, Act process) <ul style="list-style-type: none"> <li>Test/Try-out the prototype (Note: this happens between meetings)</li> <li>Gather data (student work, observations, etc.) (Note: this happens between meetings)</li> <li>Analyze and Reflect on measures (see indicator grid) and record data (Note: this happens during meetings)</li> <li>Refine/adapt prototype (Note: this happens during meetings)</li> </ul> |
| December                                  | Cycle 2 <ul style="list-style-type: none"> <li>Test/Try-out prototype again</li> <li>Gather data (student work, observations, etc.)</li> <li>Analyze and Reflect on measures and record data</li> <li>Refine/adapt prototype</li> </ul> Mid-year Reflection   |



November is Financial Aid Month

Join Mery, Jonathan, Jackie and other staff members during College & Career Lab Wednesdays and fill-out your FASFA

Room 201



AM ROOM 203

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| Melanie     |
| Iby         |
| z, Steven   |
| Vefi        |
| it, Tyshawn |
| fan         |
| Akellia     |
| iverson     |
| Jhamilex    |
| stiny       |
| Shatla      |

11/18

Must attend on Thursday, October 12, 2017

PM ROOM 203

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| umba       |
| o, Jada    |
| Kairon     |
| o, Melissa |
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| Kiaralyn   |
| Lizbeth    |
| rislandy   |
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| Tal Jay    |
| , Shanell  |
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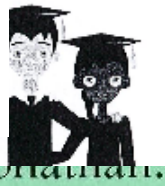
10/18

Must attend on Thursday, October 12, 2017

PM ROOM 203

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| anelle    |
| Bryan     |

8/18



Application Week  
16<sup>th</sup>-20<sup>th</sup>, 2017

... SUNY or any other college during...

... (room 109),  
... 109 only during October 16<sup>th</sup>-

Wednesdays (room 201)  
...ly during October 16<sup>th</sup>-20<sup>th</sup>)



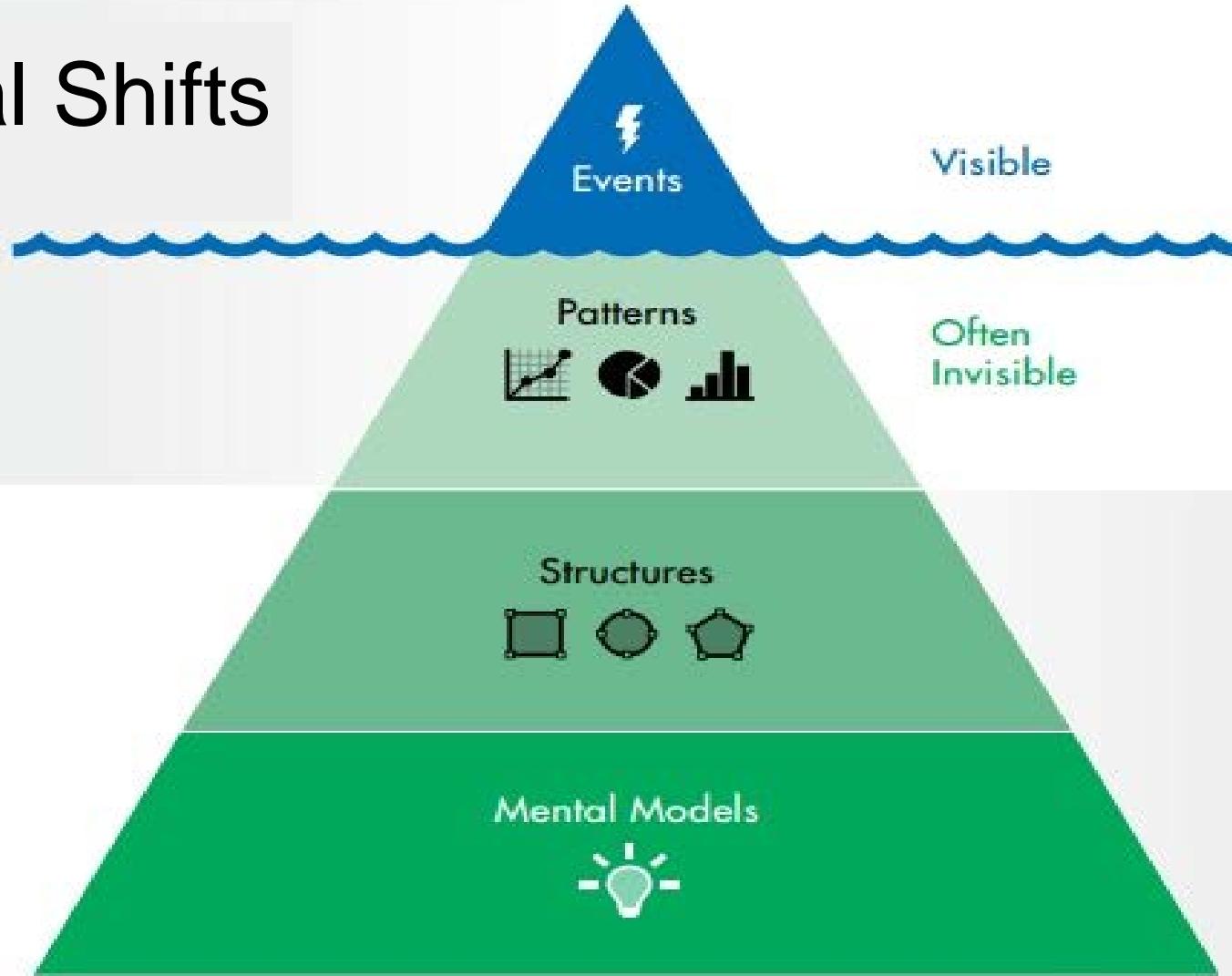
...ee Mery, Bridget, Tanya, or

*ing for Life  
e to College  
Wednesdays.*

...ith college essay  
...e help  
...ew skills  
...ts available

**With who**  
Mery, Guidance  
Counselor and  
other staff  
members

# Technical Shifts



Adaptive Shifts

**Design Driven Thinking & Continuous Improvement: Learn Through Disciplined Inquiry**



# Building Community

## THIRDTURSDAYS

School Teams by Change Project:

- Exploration of Pathways
- Comprehensive Advisement
- College and Career Planning Calendar Events / Activities

## PRINCIPAL + 1

School Administrators and Team Leads:

- Integration for Coherence
- Reflection for Alignment
- Goal Setting for Sustainability




# WeTeachNYC

## Exploration of Pathways

## Comprehensive Advisement

## College and Career Planning Calendar Events and Activities

|  <b>CMAA 2016-2017 SYNTHESIS REPORT</b><br><b>JOHN JAY SCHOOL FOR LAW (15K462)</b>   |  |   |
|---|--|---|
| <b>School Overview:</b> As a community of committed learners, John Jay School for Law cultivates a spirit of excellence in our students through rigorous academic and extracurricular activities and secondary experiences. Through the integration of demanding support programming such as academic tutoring, personalized mentoring, and one-on-one college guidance, our goal is to teach them the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities. |  |   |
| <b>General Information</b><br>Principal: Onesha Swinton<br>Grades served: 09,10,11,12,SE<br>Enrollment: 357<br>Average SAT: 889/1600  | <b>College and Career Readiness 2015-16</b><br>30% successfully completed approved college or career preparatory courses and exams.<br>31% graduated college ready (met CUNY's standards for avoiding remedial classes)<br>71% graduated from high school and enrolled in college or other postsecondary program within 6 months | <b>CMAA Team</b><br>Zhanna Bubnova: teacher<br>Jason Carder: teacher<br>Bonnie Varon: teacher/college counselor<br>Angelina Ramos: guidance counselor/college counselor |

| INSTITUTE  | SEP  | OCT   | NOV  | DEC   | JAN  | FEB   | MAR  |   |
|--|--|---|--|---|--|---|--|---|
| John Jay's CAAA team joined us for the Fall Institute at Hostos Community College. While the sessions were packed with information, the team came away excited and filled with "numerous questions and revelations." <b>CHANGE PROJECT 1: Plan a series of events that celebrate the college process</b> | September was a month filled with preparation and planning. During Institute the team decided to try their first event for <b>College Application Week</b> . | With the arrival of College Application Week came the team's first brush with Senior anxieties. Students were nervous and needed a lot of support. "They were like babies walking in grown up shoes." While it was frustrating, the team felt it validated why they need to do this work: their students need a lot of support and that needs to happen before fall of their Senior year. | The team were "busy bees... scheduling events and receiving confirmations." They spent most of the month planning all the college trips students would take in the Spring semester. This required a lot more foresight than they originally expected, but by the end of the month trips were planned, and the team could move on to their next big move. | The next event in their series was a <b>January Career Day</b> . "Many, many, many emails going back and forth, confirming, planning... yikes!" The team worked tirelessly to book guest speakers from a variety of professions. Moving into the new year they were nervous about the event, but hopeful it would all work out. | <b>CAREER DAY!</b> "Our hard work put on a display...nervous but the rewards were plentiful." The school's event attracted not only dynamic guest speakers, but the interest of Deputy Chancellor Phil Weinberg and local news stations. "Student and staff enjoyed it!" The team would hear from their community about how much they enjoyed Career Day for months to come. | Some structural changes occurred during the school year, making it apparent that the change project needed to change as well. The team had already successfully planned events for the year, so there was space to give attention to another idea that could support a shift in school culture. Knowing that Advisory was going to be revised for next year, the team began to brainstorm ways to infuse their work into the curriculum. <b>CHANGE PROJECT 2: Design a series of College and Career Access for All lessons to be utilized once a month in advisory.</b> | The team made concise and easy decisions for <b>CHANGE PROJECT 2</b> , specifically the decision to utilize the <b>College Board Advisory curriculum</b> . | "So many onical! Maria! Onon more a sign college stude they y the pi Never reality were: the tr probli chape (They) Mean was p Colleg event |



### College Access for All and High School for Arts and Technology

The High School of Arts and Technology (Arts and Tech) is located on the MLK campus in the borough of Manhattan. With just over 576 students, Arts and Tech serves a population of students that identify as 61% Hispanic, 32% Black, 2% Asian and 2% White. The graduation rate is 67% in four years and the postsecondary enrollment rate is 88%. This school year, Arts and Tech set a goal to improve college readiness opportunities for the 9<sup>th</sup> and 10<sup>th</sup> grade students through trips, assemblies and events. Next year, the school would like to continue to provide college and career access by partnering with a CBO to offer courses that will prepare students for the college admissions process. This year, the college team was comprised of the guidance counselor and the assistant principal.

#### The Change Idea

Provide early access to college and career opportunities for 9<sup>th</sup> and 10<sup>th</sup> grade students

#### Rationale

This was the first year that Arts and Tech had a dedicated college advisor and students were able to receive one-on-one counseling throughout their senior year. Almost every senior applied to at least one college and students from all grades were able to visit a variety of campuses. With this change, there was an opportunity for the school to focus on the earlier grades that traditionally did not receive college and career exposure.

#### Implementation

The following changes were made to support the 2016-2017 change idea:

- More college trips for 9<sup>th</sup>-12<sup>th</sup> grade students



### Antonia Pantoja Preparatory Academy 2016-2017

We will shift our school culture to one that is focused on all students being prepared for postsecondary options.

#### BACKGROUND:

Antonia Pantoja Preparatory Academy (APPA) is a 6-12 school co-located in the Stevenson campus in the Soundview section of the Bronx. After spending time diving into an evaluation of school data and looking at a map of the current systems in place, the team at APPA decided to begin the work with a focus on shifting to a "college going culture." This culture would be evidenced by staff and students being engaged in and excited about conversations related to college and career exploration. "College access is a part of the mission but needs to be more central in school and expressed a desire to own more of the college piece as it lives with the CBO partner." Incorporating and following the College and Career Planning Calendar (CCPC) seemed the best way to instill traditions into the school culture. The team began by asking, "How can we create an environment where all members of our community are engaged in preparing our students for their postsecondary paths?"



#### SCHOOL DATA

- Grades served: 6 - 12
- 57% Graduation rate (4yrs)
- 42% Postsecondary enrollment
- 13% College Ready Rate
- Average SAT: 881/1600

#### TEAM MEMBERS

- Ms. Singh, Principal
- Ms. Torres, 12<sup>th</sup> Gr. ELA
- Ms. Montas, 6<sup>th</sup> Gr. Sp. Ed
- Ms. Muniz, MS Guidance

#### PARTNERS & VENDORS 2016-2017

- CAAA Middle School



# the To&Through project

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Research, Data, and Professional  
Learning



THE UNIVERSITY OF  
CHICAGO

Urban Education Institute  
UChicago Consortium  
UChicago Impact

School of Social Service Administration  
Network for College Success



## Ten years ago...

**57%**

of Chicago Public Schools  
students graduated from  
high school

**33%**

of Chicago Public Schools  
graduates enrolled in a  
four-year college

**<10%**

of Chicago Public Schools  
ninth graders were projected  
to earn a bachelor's degree

## Now

**74%**

of 2016 Chicago Public  
Schools students  
graduated from high school

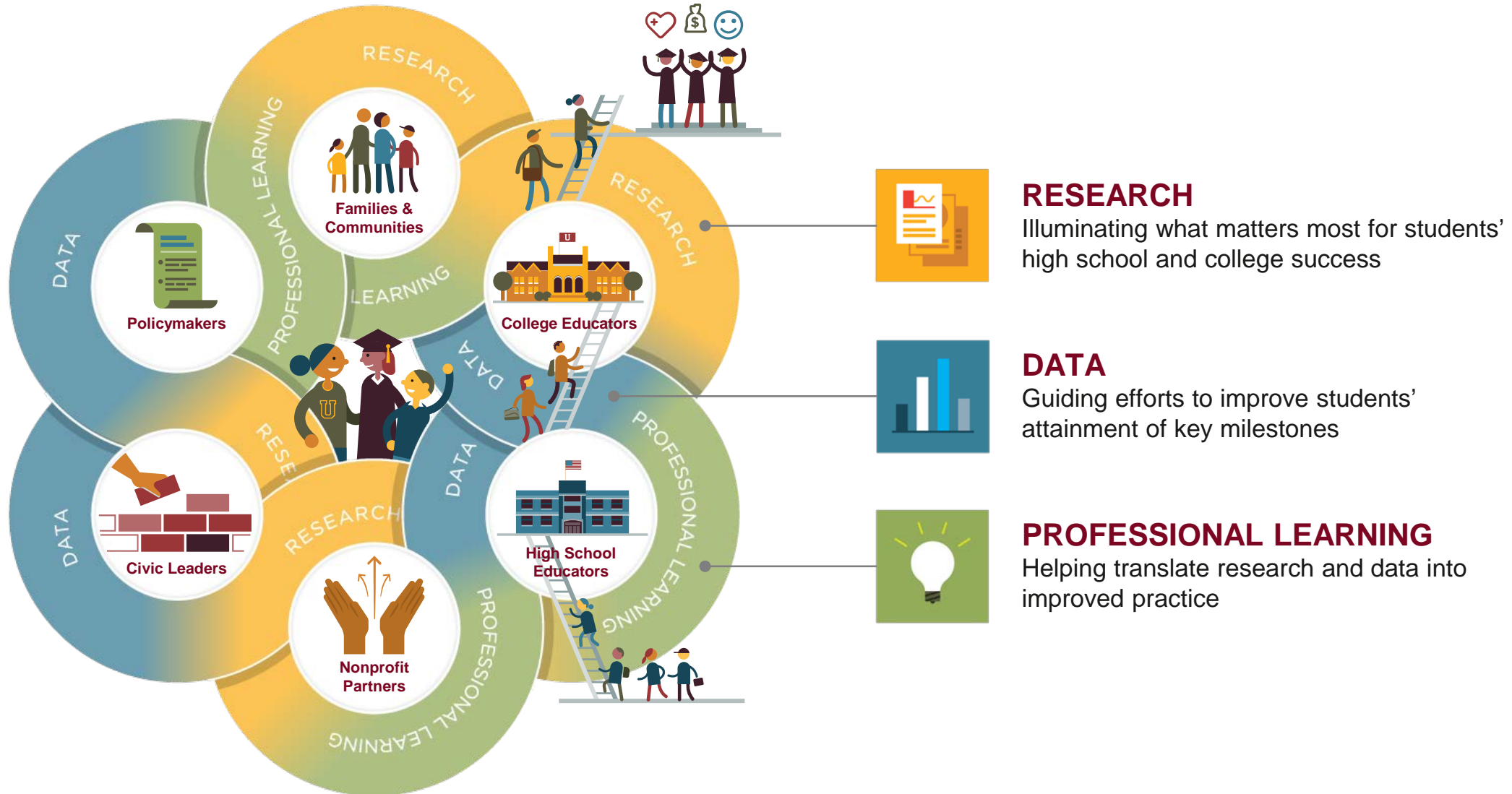
**44%**

of 2015 Chicago Public  
Schools graduates enrolled  
in a four-year college

**18%**

of Chicago Public Schools  
ninth graders were projected  
to earn a bachelor's degree

# A collaborative model for change





## RESEARCH

Illuminating what matters most for students' high school and college success



## DATA

Guiding efforts to improve students' attainment of key milestones

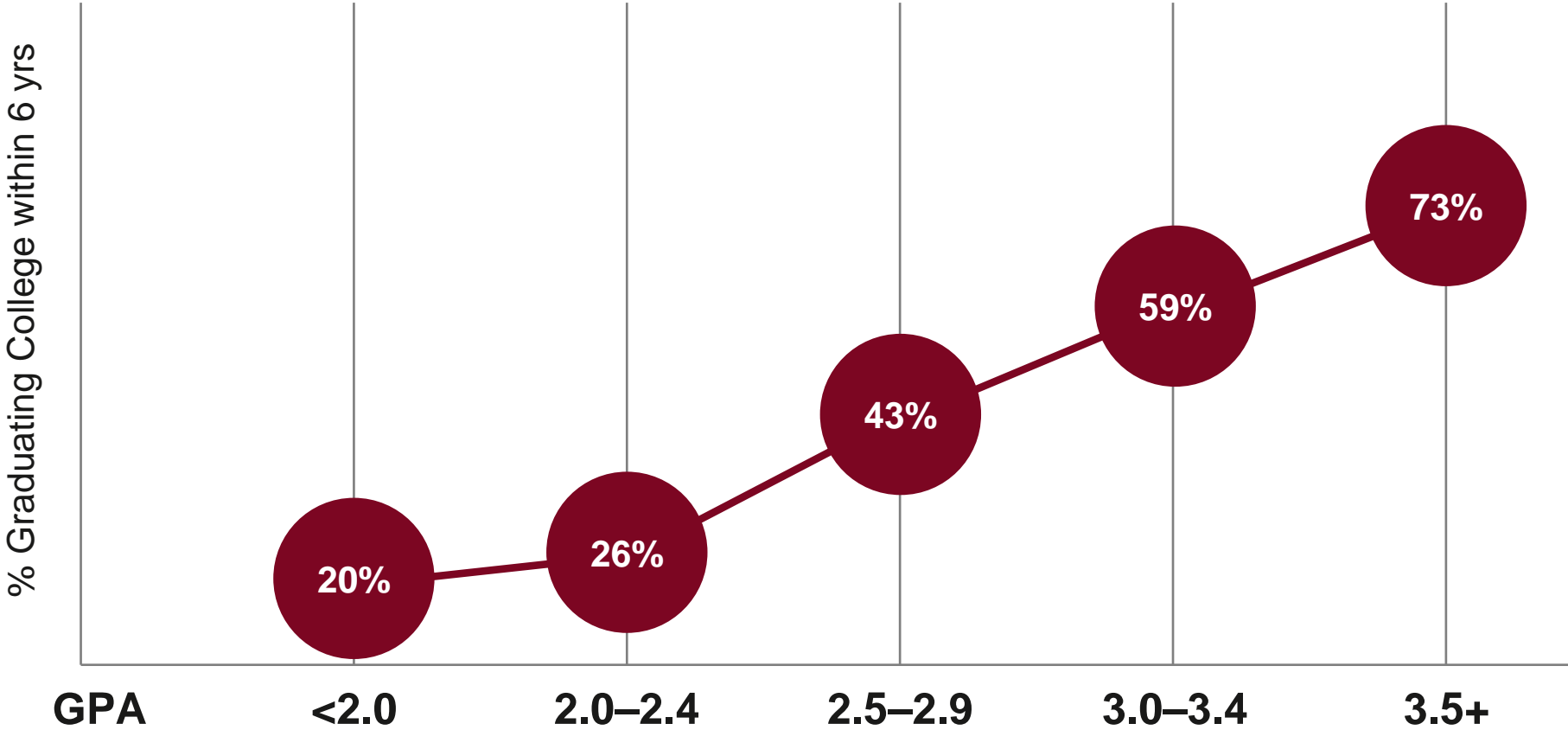


## PROFESSIONAL LEARNING

Helping translate research and data into improved practice

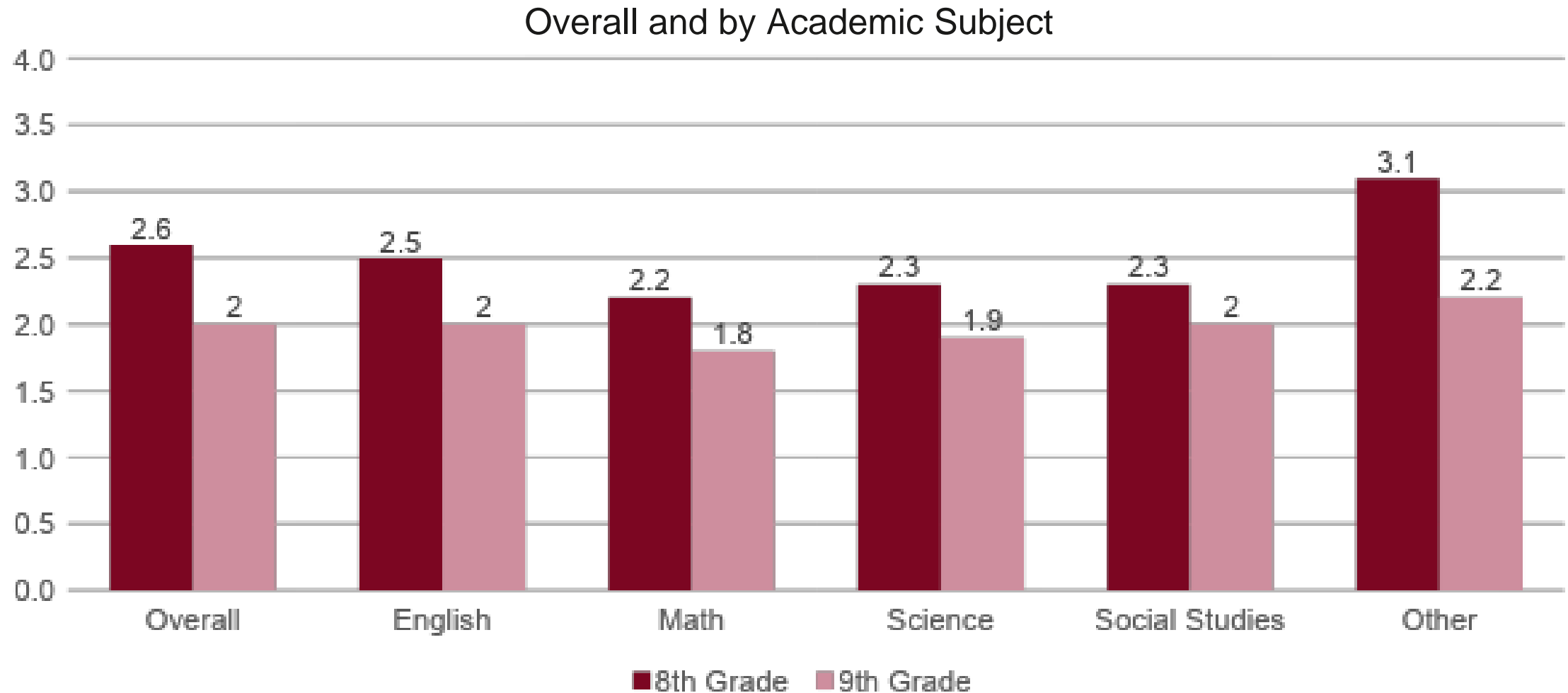
# GPA is strongest predictor of college graduation

Students with SAME ACT SCORE RANGE of 18–20



Source: Healey, K., Nagaoka, J. & Michelman, V.. (2014). *The educational attainment of Chicago Public Schools students: A focus on four-year college degrees*. University of Chicago Consortium on School Research.

# Overall GPA & course grades decline from 8<sup>th</sup> to 9<sup>th</sup> grade



Source: Rosenkranz, T., et al. (2014). *Free to fail: Why grades drop when students enter high school and what adults can do about it.* University of Chicago Consortium on School Research.



## RESEARCH

Illuminating what matters most for students' high school and college success



## DATA

Guiding efforts to improve students' attainment of key milestones



## PROFESSIONAL LEARNING

Helping translate research and data into improved practice

## District: Chicago Public Schools

FIVE MILESTONES. ONE DESTINATION.

Freshman  
OnTrack

High School  
Graduation

College  
Enrollment

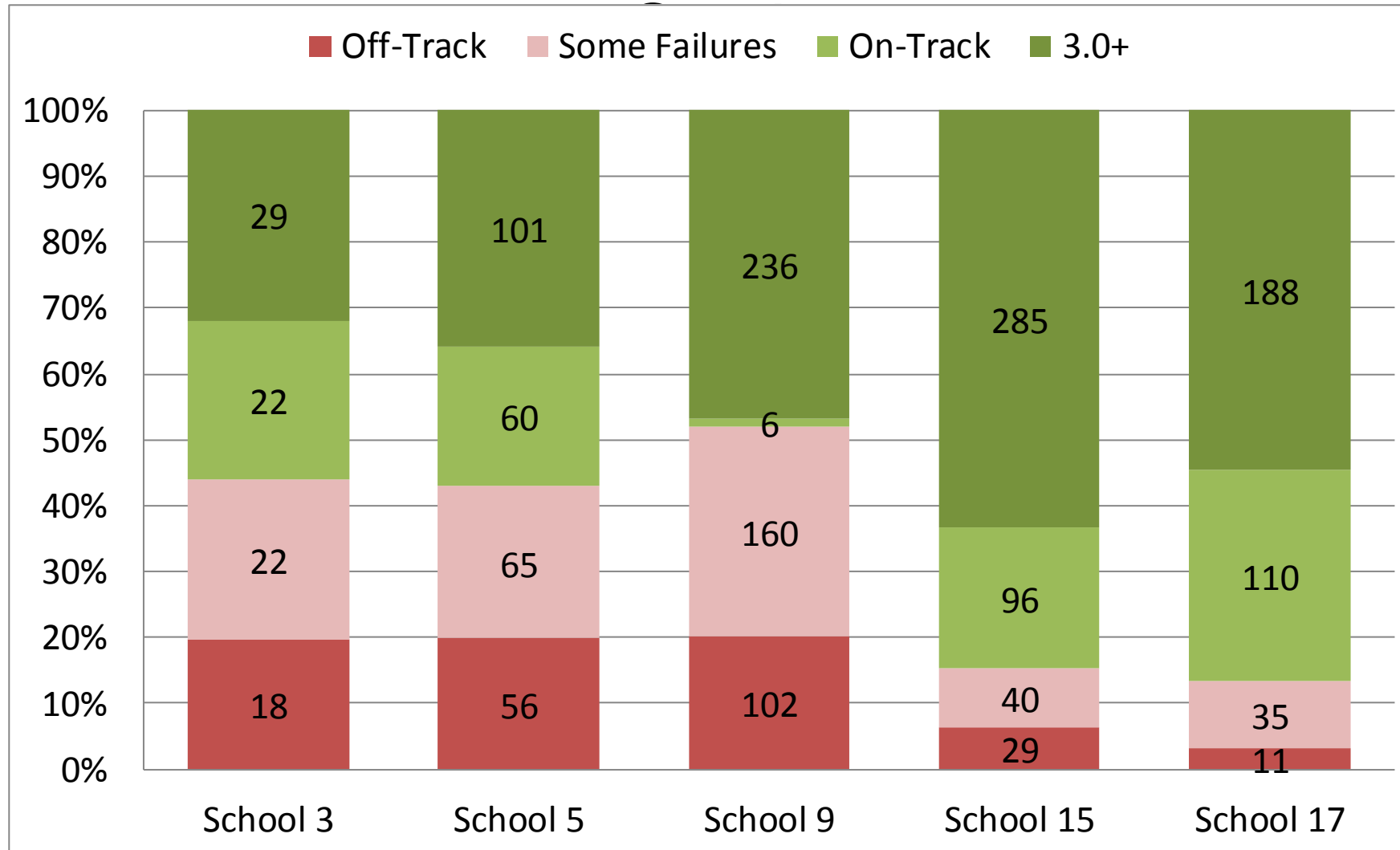
College  
Persistence

College  
Graduation

[Explore Milestones Across Schools](#)



# Overall Freshman Success-All



| First   | HR     | ELL     | IEP     | Gender | Ethnicity | Group  | Risk & Opportunity Category | Q1 Freshman Success | Q1 GPA | GPA change from 8th to Q1 | GPA change category | Q1 Attendance | Att change from 8th to Q1 | Att change category |
|---------|--------|---------|---------|--------|-----------|--------|-----------------------------|---------------------|--------|---------------------------|---------------------|---------------|---------------------------|---------------------|
| Student | A141E  | non-ELL | IEP     | M      | HSP       | HSP--M | High Opportunity            | Q1 Some Fs          | 1.00   | NA                        | NA                  | 98.84%        | 0.40                      | increase            |
| Student | A101IB | non-ELL | non-IEP | F      | BLK       | BLK--F | Vulnerable                  | Q1 Some Fs          | 2.57   | -0.26                     | decrease            | 100.%         | 5.34                      | increase            |
| Student | A174   | non-ELL | non-IEP | F      | HSP       | HSP--F | Unknown                     | Q1 Off Track        | 0.57   | NA                        | NA                  | 82.56%        | NA                        | NA                  |
| Student | A112AT | non-ELL | non-IEP | F      | HSP       | HSP--F | Vulnerable                  | Q1 3.0+             | 3.14   | 1.54                      | high increase       | 98.84%        | 1.09                      | increase            |
| Student | A121B  | non-ELL | IEP     | M      | BLK       | BLK--M | High Opportunity            | Q1 Some Fs          | 2.00   | -1.00                     | decrease            | 100.%         | 0.56                      | increase            |
| Student | A603   | ELL     | IEP     | M      | HSP       | HSP--M | Opportunity                 | Q1 3.0+             | 4.00   | 0.67                      | increase            | 89.53%        | -3.17                     | decrease            |
| Student | A101IB | non-ELL | non-IEP | M      | HSP       | HSP--M | High Opportunity            | Q1 3.0+             | 3.00   | 0.00                      | increase            | 100.%         | 2.25                      | increase            |
| Student | A151AV | non-ELL | non-IEP | F      | HSP       | HSP--F | High Opportunity            | Q1 3.0+             | 3.29   | 0.09                      | increase            | 100.%         | 3.37                      | increase            |
| Student | A102IB | non-ELL | non-IEP | M      | HSP       | HSP--M | Opportunity                 | Q1 On-Track         | 2.71   | -0.95                     | decrease            | 96.51%        | 1.85                      | increase            |
| Student | A604   | ELL     | IEP     | F      | HSP       | HSP--F | Vulnerable                  | Q1 3.0+             | 4.00   | 1.33                      | high increase       | 95.35%        | 2.65                      | increase            |
| Student | A171   | non-ELL | non-IEP | F      | BLK       | BLK--F | Vulnerable                  | Q1 On-Track         | 2.57   | -0.03                     | decrease            | 20.%          | -74.58                    | high decrease       |
| Student | A173   | non-ELL | non-IEP | F      | BLK       | BLK--F | Vulnerable                  | Q1 On-Track         | 2.57   | -0.03                     | decrease            | 90.7%         | -5.37                     | decrease            |
| Student | A111AT | ELL     | IEP     | M      | HSP       | HSP--M | High Risk                   | Q1 Some Fs          | 1.86   | 0.26                      | increase            | 97.67%        | 9.19                      | increase            |
| Student | A132DM | non-ELL | IEP     | M      | HSP       | HSP--M | High Risk                   | Q1 3.0+             | 3.00   | 1.20                      | high increase       | 98.84%        | 5.86                      | increase            |
| Student | A171   | non-ELL | non-IEP | M      | HSP       | HSP--M | Vulnerable                  | Q1 Some Fs          | 1.14   | NA                        | NA                  | 88.37%        | -4.72                     | decrease            |
| Student | A132DM | non-ELL | non-IEP | F      | BLK       | BLK--F | Opportunity                 | Q1 Off Track        | 1.29   | -0.71                     | decrease            | 98.84%        | 0.53                      | increase            |
| Student | A133DM | non-ELL | non-IEP | M      | BLK       | BLK--M | Vulnerable                  | Q1 Some Fs          | 1.86   | -0.54                     | decrease            | 91.86%        | -1.93                     | decrease            |
| Student | A131DM | non-ELL | non-IEP | M      | HSP       | HSP--M | High Risk                   | Q1 Off Track        | 0.00   | -0.20                     | decrease            | 11.63%        | -42.58                    | high decrease       |
| Student | A121B  | non-ELL | IEP     | F      | HSP       | HSP--F | Vulnerable                  | Q1 On-Track         | 2.86   | 0.66                      | increase            | 91.86%        | -4.21                     | decrease            |
| Student | A603   | ELL     | IEP     | M      | HSP       | HSP--M | Opportunity                 | Q1 3.0+             | 3.80   | 1.55                      | high increase       | 100.%         | 0.56                      | increase            |
| Student | A133DM | non-ELL | non-IEP | F      | HSP       | HSP--F | Vulnerable                  | Q1 3.0+             | 3.14   | 0.54                      | increase            | 88.37%        | -7.14                     | decrease            |
| Student | A103IB | non-ELL | non-IEP | F      | HSP       | HSP--F | Vulnerable                  | Q1 Off Track        | 1.86   | -0.54                     | decrease            | 88.37%        | -6.57                     | decrease            |
| Student | A112AT | non-ELL | non-IEP | M      | HSP       | HSP--M | Opportunity                 | Q1 3.0+             | 3.29   | 1.09                      | high increase       | 96.51%        | -1.80                     | decrease            |
| Student | A151AV | non-ELL | non-IEP | M      | HSP       | HSP--M | High Risk                   | Q1 Some Fs          | 2.14   | 0.74                      | increase            | 96.51%        | 3.81                      | increase            |
| Student | A174   | non-ELL | non-IEP | M      | HSP       | HSP--M | Unknown                     | Q1 Some Fs          | 2.00   | NA                        | NA                  | 94.19%        | NA                        | NA                  |
| Student | A142AH | non-ELL | IEP     | M      | HSP       | HSP--M | High Opportunity            | Q1 On-Track         | 2.71   | -0.89                     | decrease            | 98.84%        | 2.21                      | increase            |
| Student | A112AT | non-ELL | IEP     | M      | HSP       | HSP--M | Vulnerable                  | Q1 Off Track        | 1.43   | -1.07                     | high decrease       | 90.7%         | -5.93                     | decrease            |
| Student | A172   | non-ELL | IEP     | M      | WHT       | WHT--M | Vulnerable                  | Q1 3.0+             | 3.29   | 0.69                      | increase            | 95.35%        | -1.56                     | decrease            |
| Student | A131DM | ELL     | IEP     | M      | HSP       | HSP--M | Vulnerable                  | Q1 3.0+             | 3.00   | 0.50                      | increase            | 100.%         | 6.18                      | increase            |
| Student | A172   | non-ELL | non-IEP | M      | HSP       | HSP--M | High Risk                   | Q1 Some Fs          | 2.57   | 1.57                      | high increase       | 75.58%        | -9.53                     | decrease            |
| Student | A122B  | non-ELL | non-IEP | M      | BLK       | BLK--M | High Opportunity            | Q1 Some Fs          | 1.86   | -1.54                     | high decrease       | 96.51%        | -2.93                     | decrease            |
| Student | A171   | non-ELL | non-IEP | M      | BLK       | BLK--M | Vulnerable                  | Q1 On-Track         | 2.00   | -0.40                     | decrease            | 100.%         | 2.81                      | increase            |



## RESEARCH

Illuminating what matters most for students' high school and college success



## DATA

Guiding efforts to improve students' attainment of key milestones



## PROFESSIONAL LEARNING

Helping translate research and data into improved practice

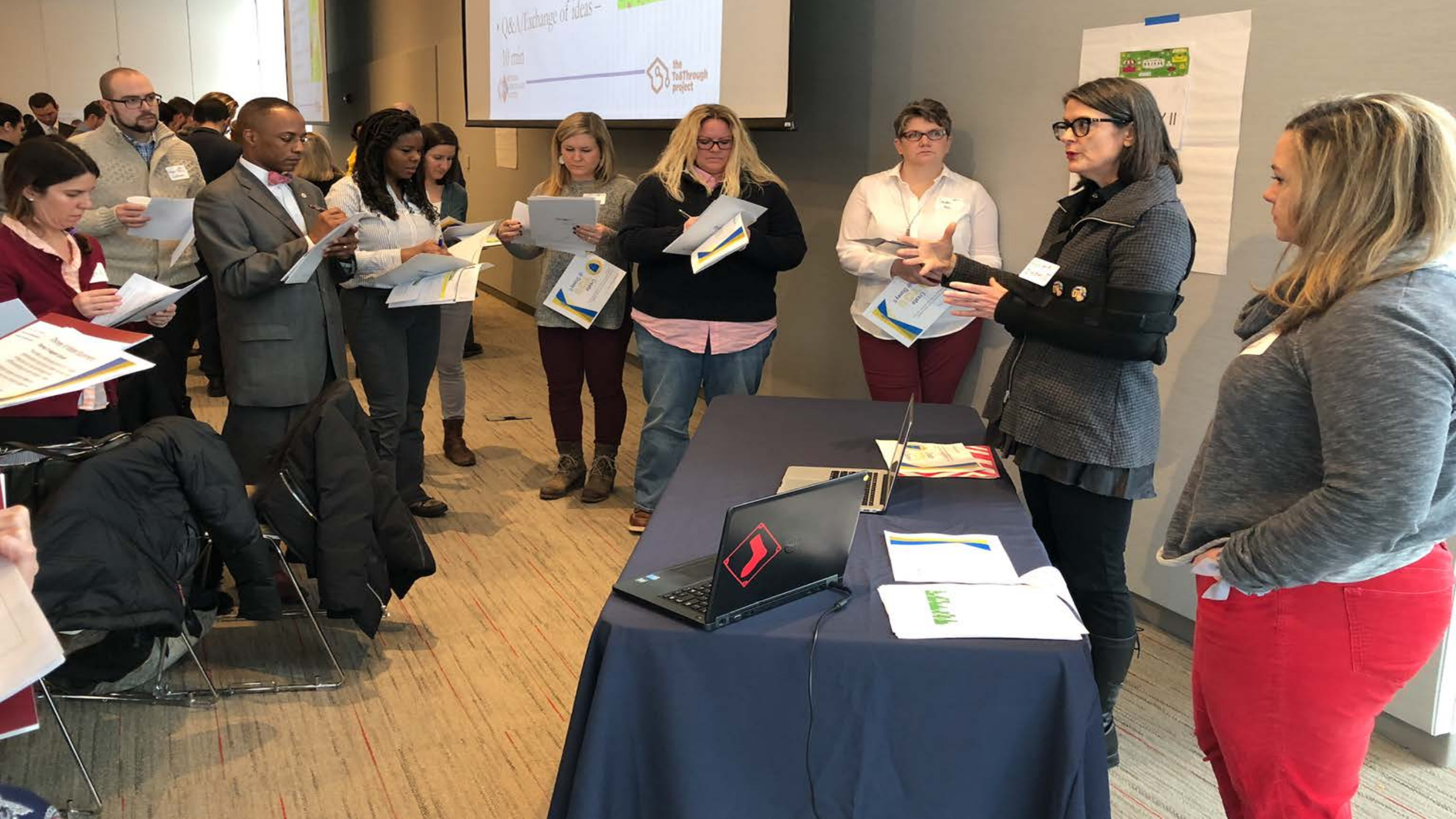












# Network for College Success

Anonymized Data Deck using the  
Risk and Opportunity Framework



# Key Insight

If we intervene in 9<sup>th</sup> grade and students get off to a good start, they will be more likely to stay in and graduate from high school.

UChicago Consortium research shows that students who are On-Track in 9<sup>th</sup> grade are almost four times more likely to graduate from high school than their off-track peers.



# What are the best indicators of high school success?

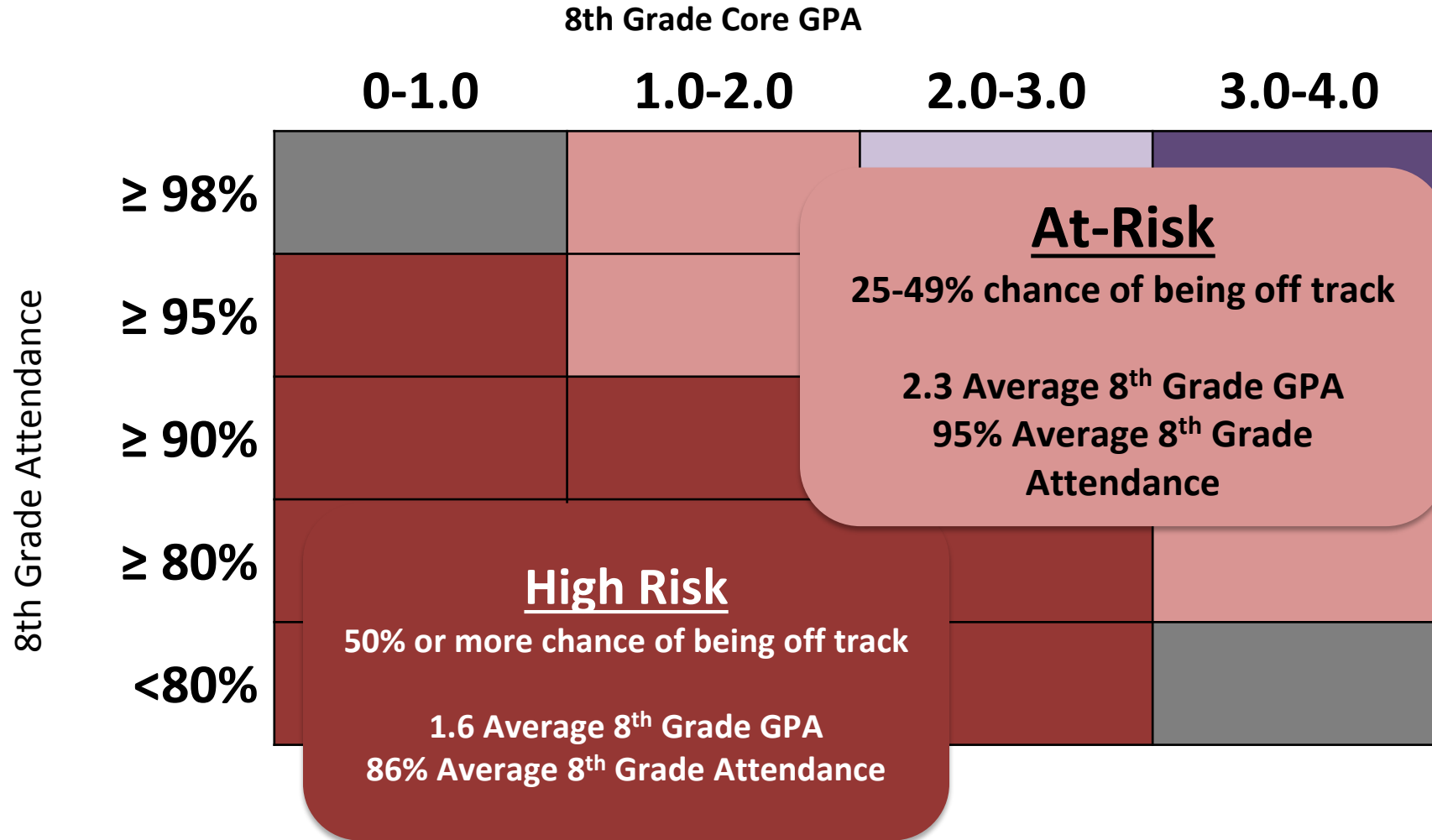
- Core 8<sup>th</sup> grade GPA and attendance are the best predictors of:
  - Students' risk of being off-track in 9<sup>th</sup> grade
  - Whether students will earn a 3.0 GPA or better in high school
- Other variables do not add predictive value, including:
  - Race, gender, special education status, bilingual status, age
  - Grades in particular classes
  - Yearly test score gains and test score growth over the middle grades
    - Subtest scores on standardized tests
  - Changes in grades over the middle grades
  - Perseverance or study habits
  - Discipline records, suspensions

# Risk and Opportunity Framework

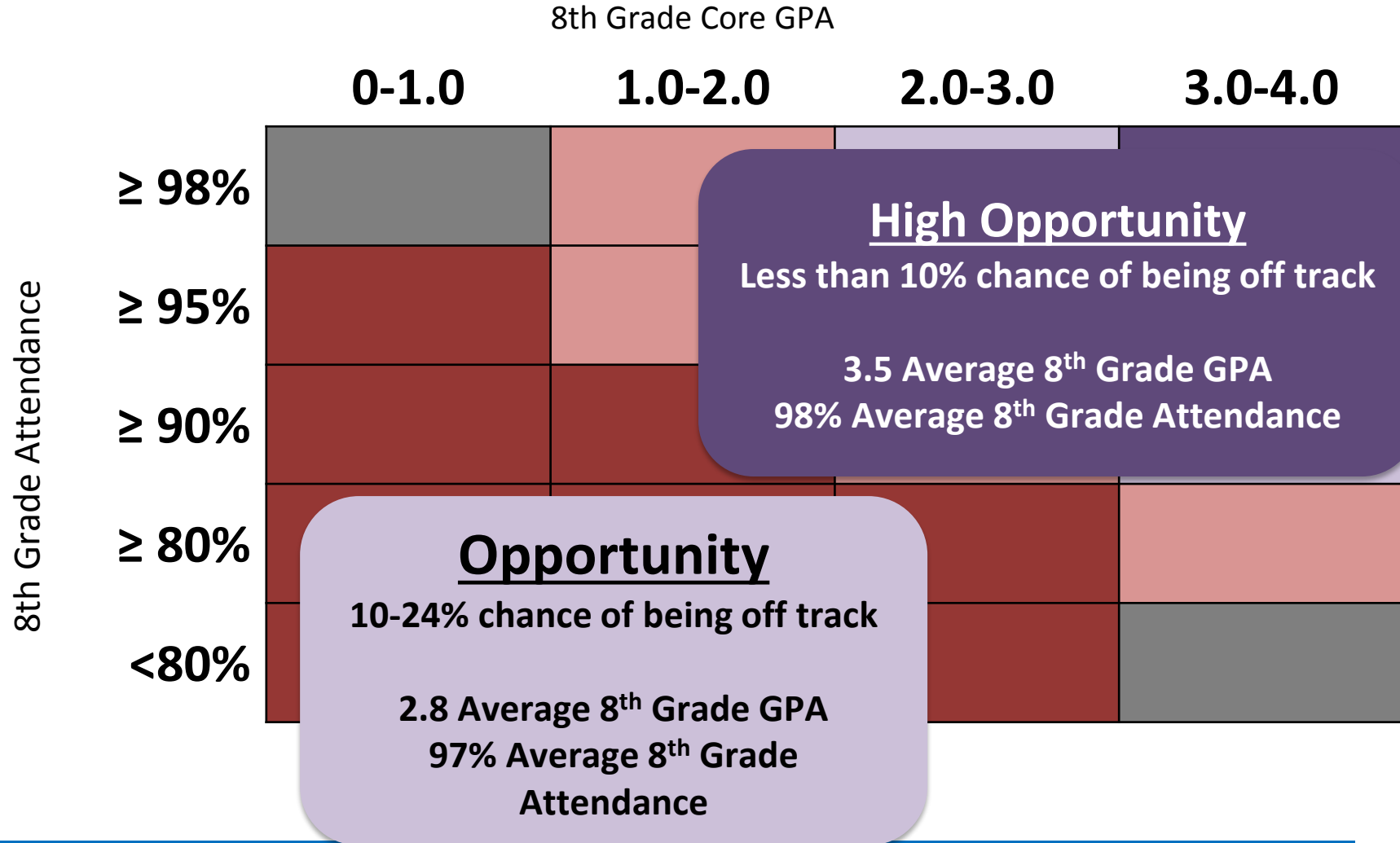
8th Grade Core GPA

|                                  | 0-1.0    | 1.0-2.0   | 2.0-3.0      | 3.0-4.0      |
|----------------------------------|----------|-----------|--------------|--------------|
| 8th Grade Attendance $\geq 98\%$ | Grey     | Light Red | Light Purple | Dark Purple  |
| $\geq 95\%$                      | Dark Red | Light Red | Light Red    | Dark Purple  |
| $\geq 90\%$                      | Dark Red | Dark Red  | Light Red    | Light Purple |
| $\geq 80\%$                      | Dark Red | Dark Red  | Dark Red     | Light Red    |
| $<80\%$                          | Dark Red | Dark Red  | Dark Red     | Grey         |

# 8th Grade Risk/Opportunity



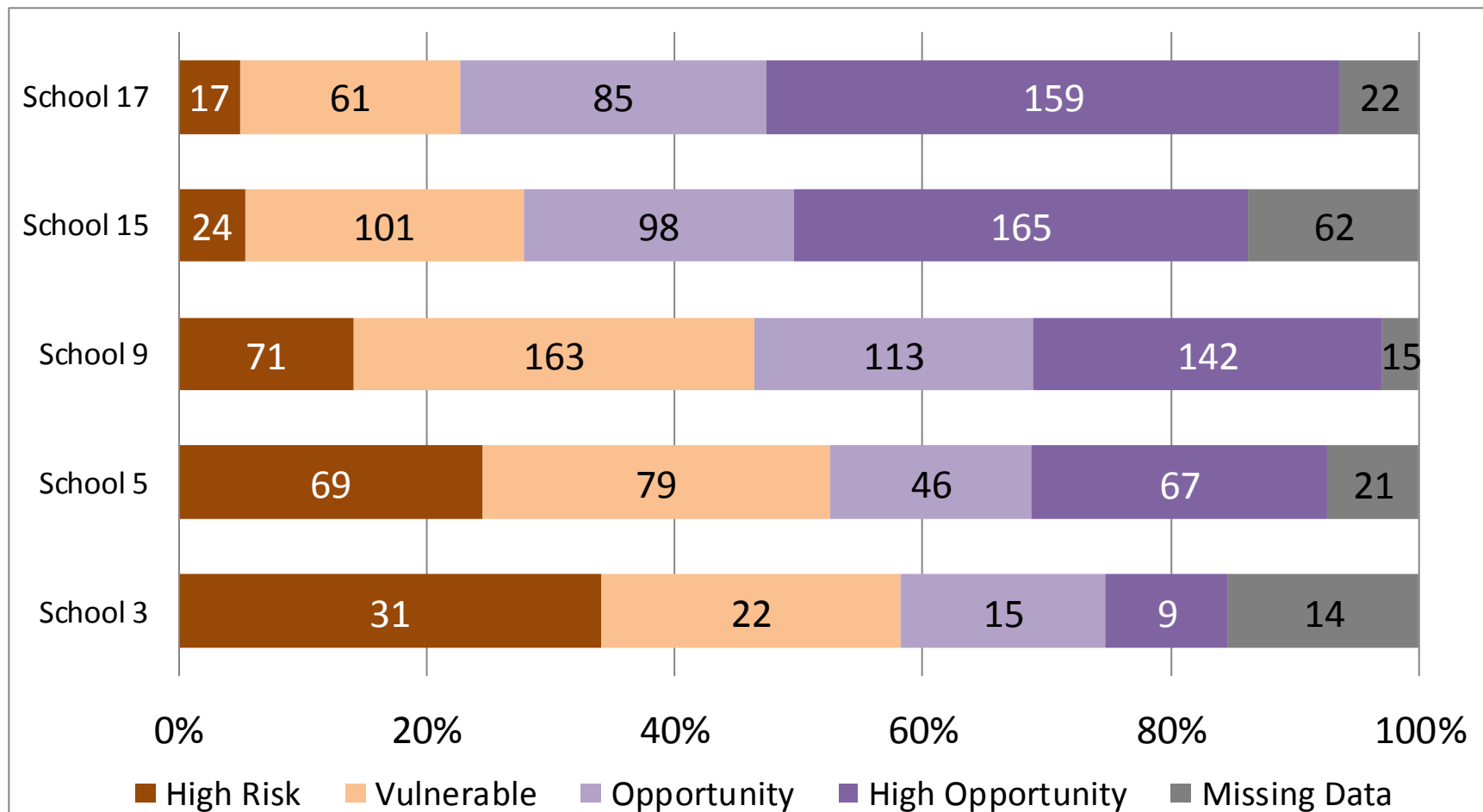
# 8th Grade Risk/Opportunity



# 8th Grade Risk/Opportunity

| <u>High Opportunity</u>  | <u>Opportunity</u>   | <u>At-Risk</u>   | <u>High Risk</u>   |
|--|--|--|--|
| Less than 10% chance of being off track                            | 10-24% chance of being off track                                   | 25-49% chance of being off track                                   | 50% or more chance of being off track                              |
| 3.5 Average 8 <sup>th</sup> Grade GPA                              | 2.8 Average 8 <sup>th</sup> Grade GPA                              | 2.3 Average 8 <sup>th</sup> Grade GPA                              | 1.6 Average 8 <sup>th</sup> Grade GPA                              |
| 98% Average 8 <sup>th</sup> Grade Attendance                       | 97% Average 8 <sup>th</sup> Grade Attendance                       | 95% Average 8 <sup>th</sup> Grade Attendance                       | 86% Average 8 <sup>th</sup> Grade Attendance                       |
| Systemwide, 31% of incoming Freshmen were in this category in 2012 | Systemwide, 19% of incoming Freshmen were in this category in 2012 | Systemwide, 34% of incoming Freshmen were in this category in 2012 | Systemwide, 16% of incoming Freshmen were in this category in 2012 |

# 8<sup>th</sup> Grade Risk and Opportunity Status for 9<sup>th</sup> Graders

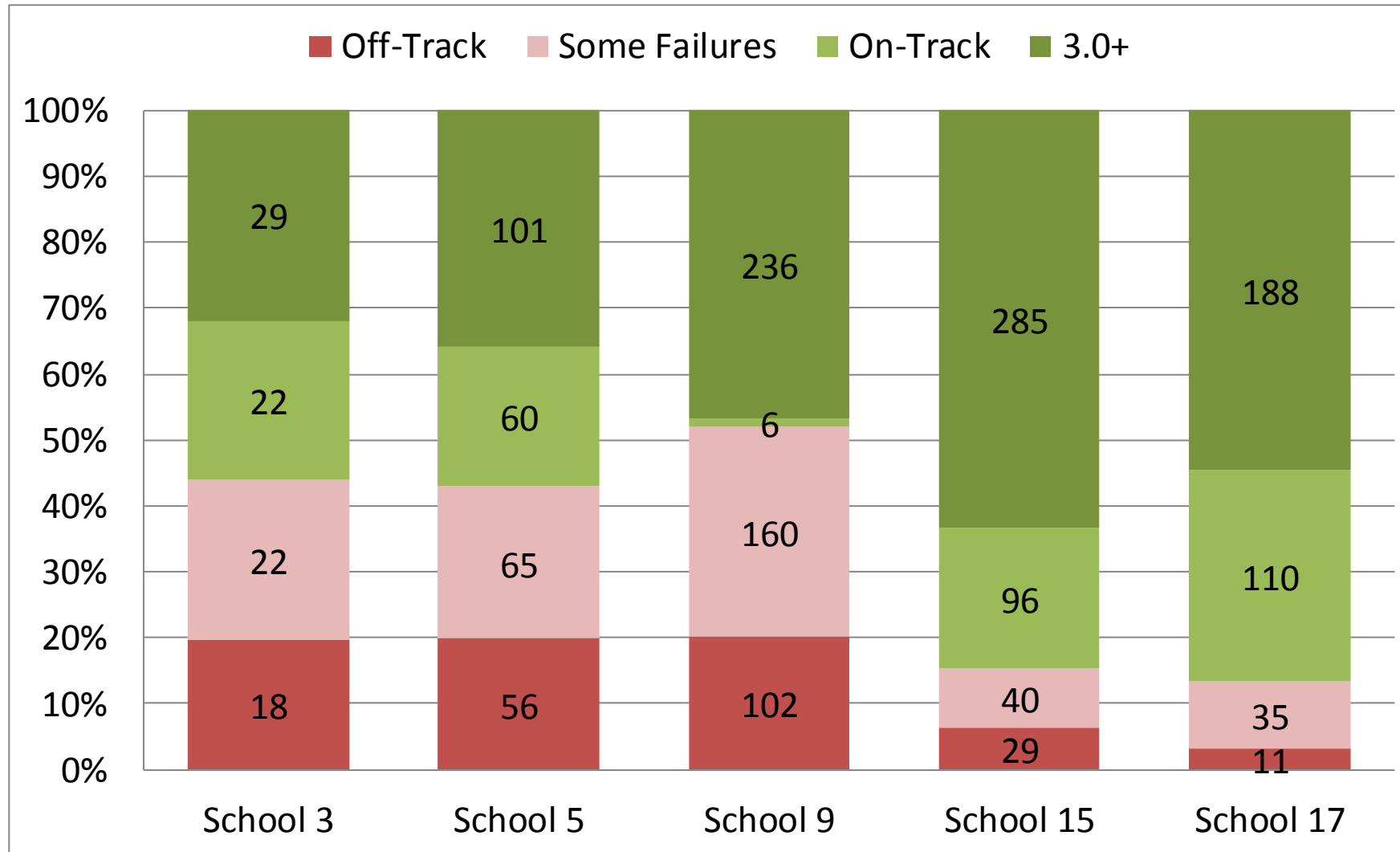




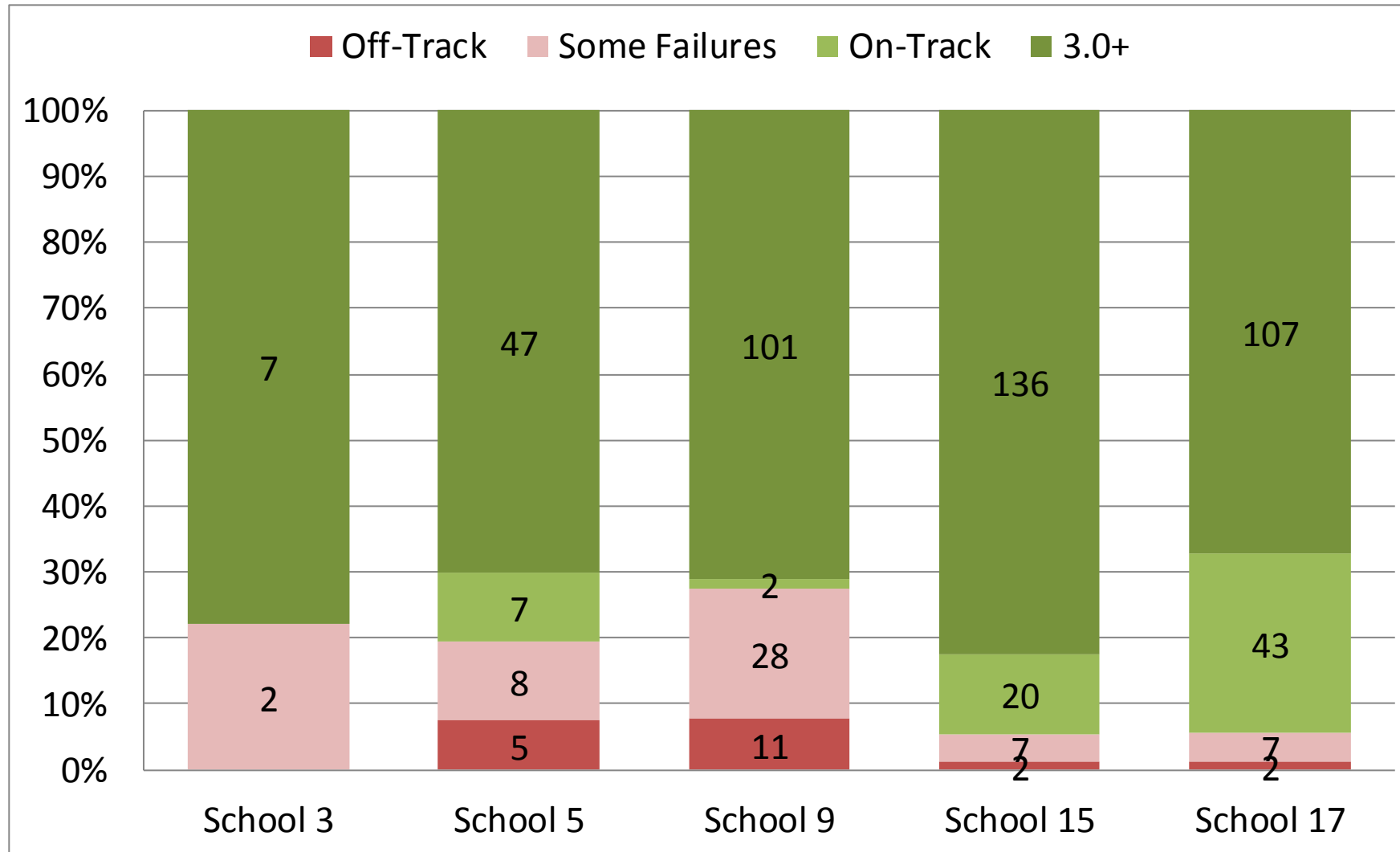
# Freshman Success Categories

- **3.0:** Students have no course failures and a 3.0 or better unweighted GPA
- **On-Track:** Students have no course failures and below a 3.0 GPA
- **Some Failures:** Student has some amount of course failure, but not enough to be provisionally off-track
- **Off-Track:** Student is failing more than one core course at the end of 1<sup>st</sup> quarter

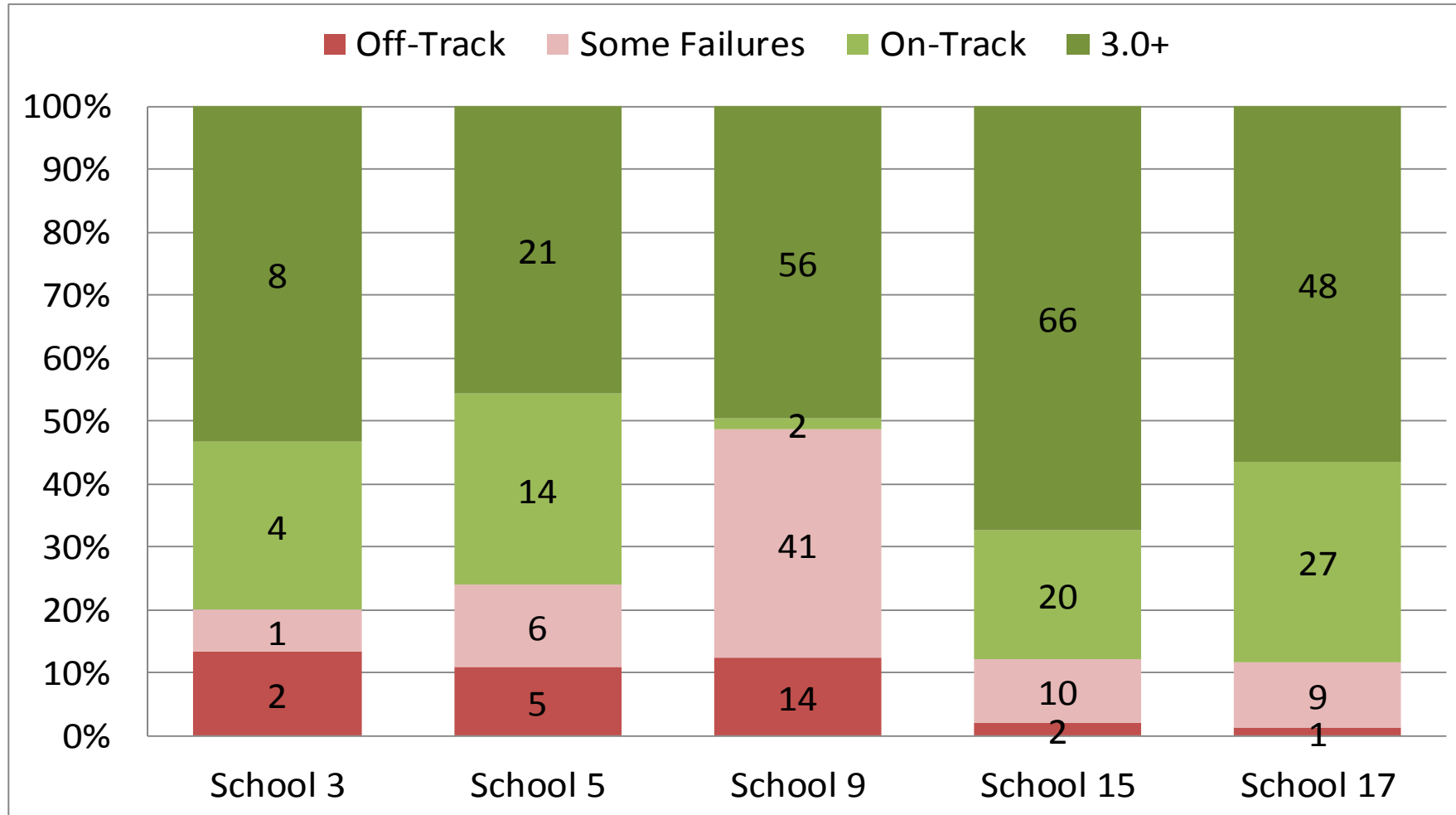
# Overall Freshman Success-All Students



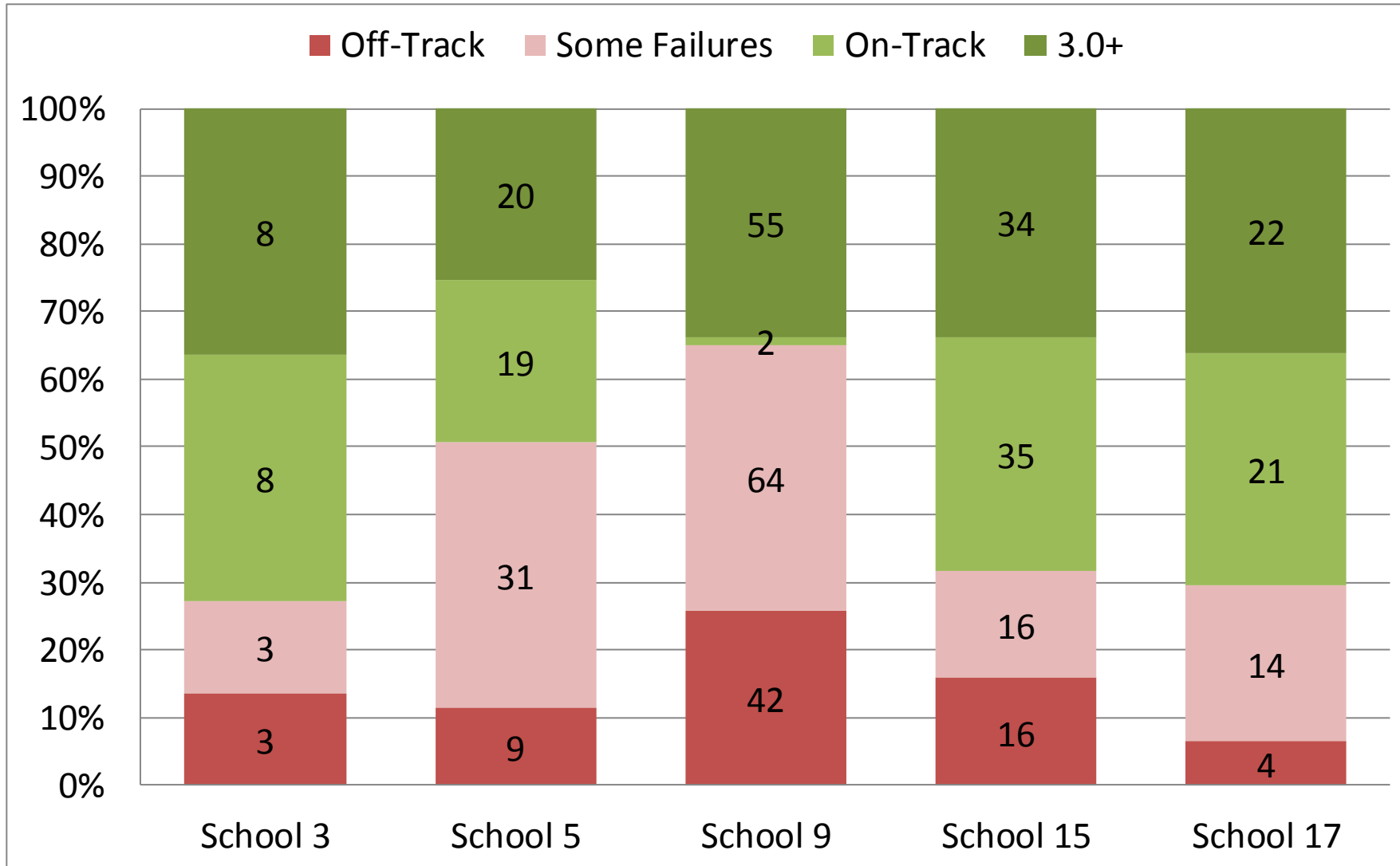
# Overall Freshman Success – High Opportunity Students



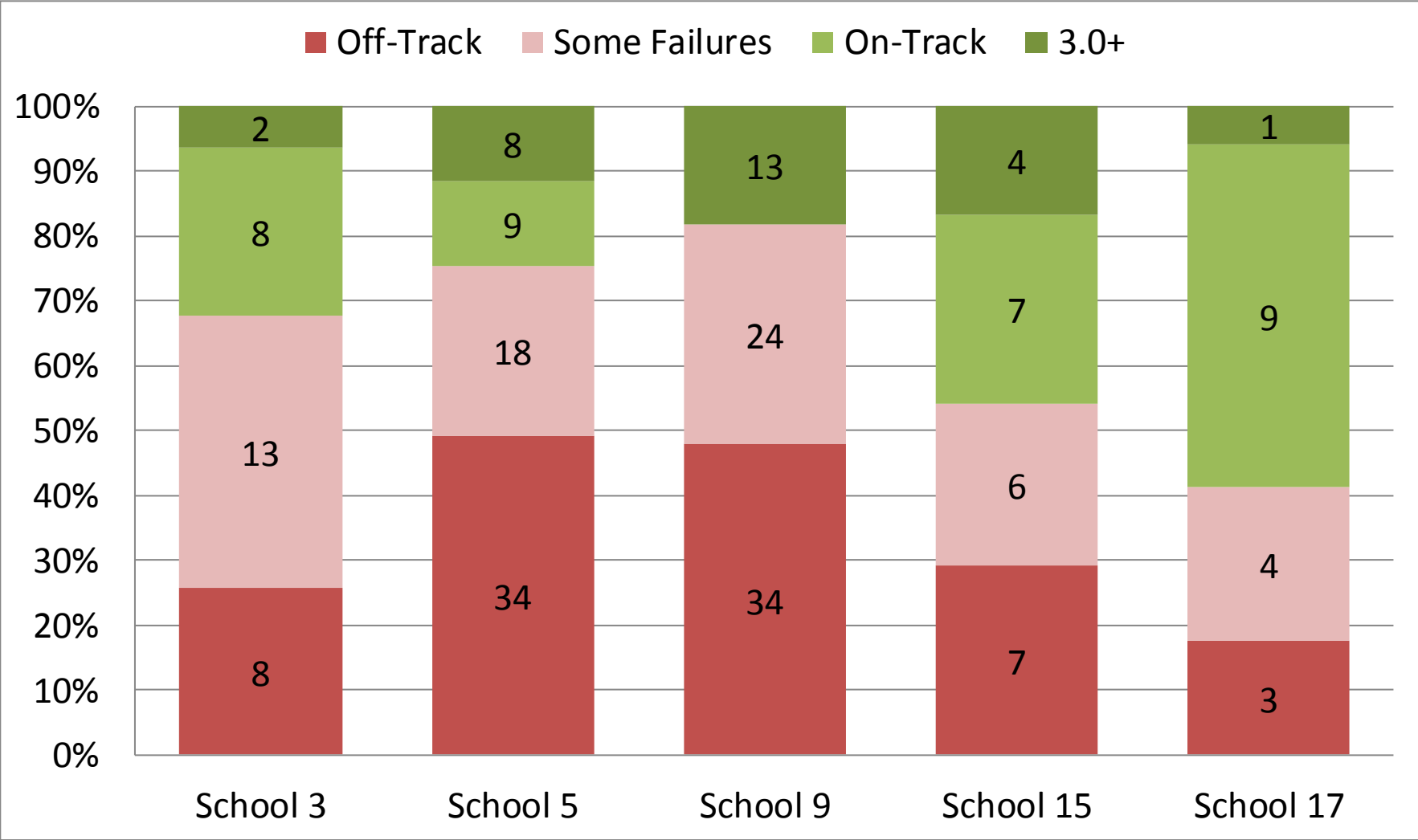
# Overall Freshman Success – Opportunity Students



# Overall Freshman Success – Vulnerable Students



# Overall Freshman Success – High Risk Students





# Resources and Contact Information

- To&Through Project: [toandthrough.uchicago.edu](http://toandthrough.uchicago.edu)
  - Online data tool on district and school milestones
  - Data insights
  - School profiles
  - Communications toolkit for schools
- Network for College Success: [ncs.uchicago.edu](http://ncs.uchicago.edu)
  - Freshman OnTrack Toolkit
  - Postsecondary Success Toolkit
  - Model Capture Paper
- Consortium on School Research: [consortium.uchicago.edu](http://consortium.uchicago.edu)
  - Research on the transition to high school
  - Research on the transition to college and college readiness
  - Sarah Duncan, Network for College Success [sjduncan@uchicago.edu](mailto:sjduncan@uchicago.edu)
  - Jenny Nagaoka, Consortium on School Research [jkn@uchicago.edu](mailto:jkn@uchicago.edu)

# Thank you



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