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Tracking Progress Toward Graduation

New CPS 3rd to 8th Grade On-Track Metric

CPAA Conference

Agenda

Today's objective is to provide general information on 3rd to 8th on-track by covering the following

- Overview of On-Track
- Development of On-Track
- Defining On-Track
- Use of On-Track
- Questions & Feedback

Overview: K-12 On-Track to High School Graduation Rate of 75% by 2017

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> **The district has set a goal to achieve a graduation rate of 75% by 2017. To help achieve this goal, the district will rollout a K-12 on-track measure as the leading indicator to HS graduation.**

Rationale for Expanding On-Track	K-12 On-Track Recommendation
• Currently our graduation rate is only 61%. We know graduation from HS makes a difference! • CCSR research provides strong evidence that Freshmen On-Track has increased HS graduation and increased academic performance (highest ACT and grad rates ever). • CPS research shows that elementary grade early warning indicators are predictive of high school graduation. • An on-track metric allows CPS to flag students who are off-track and intervene early. It puts a face to the data. • We can look at the on-track data every 10-weeks to monitor progress and implement appropriate interventions.	• K-2 – TBD • **3rd -8th grade – C or higher in Math & Reading ; 92% attendance rate, fewer than 3 misconducts** • 9th grade – Freshman On-Track (FOT) – Earned 5 credits and failed no more than 1 semester core course (English, Math, Science or Social Studies) • 10th grade – Sophomore On-Track (SOT) - Earned 11 credits and failed no more than 1 semester core course (English, Math, Science or Social Studies) • 11th grade – 17 credits by end of 11th grade • 12th grade – TBD All grades- Students flagged for attendance, academic, and/or behavior interventions Cross-check grades with NWEA/EPAS/Interim assessment results

K-12 Steering Committee are representatives from Office of Network Support, Network Chiefs, Curriculum & Instruction, Office of Accountability, ITS, Office of Pathways to College & Career, Consortium on Chicago School Research
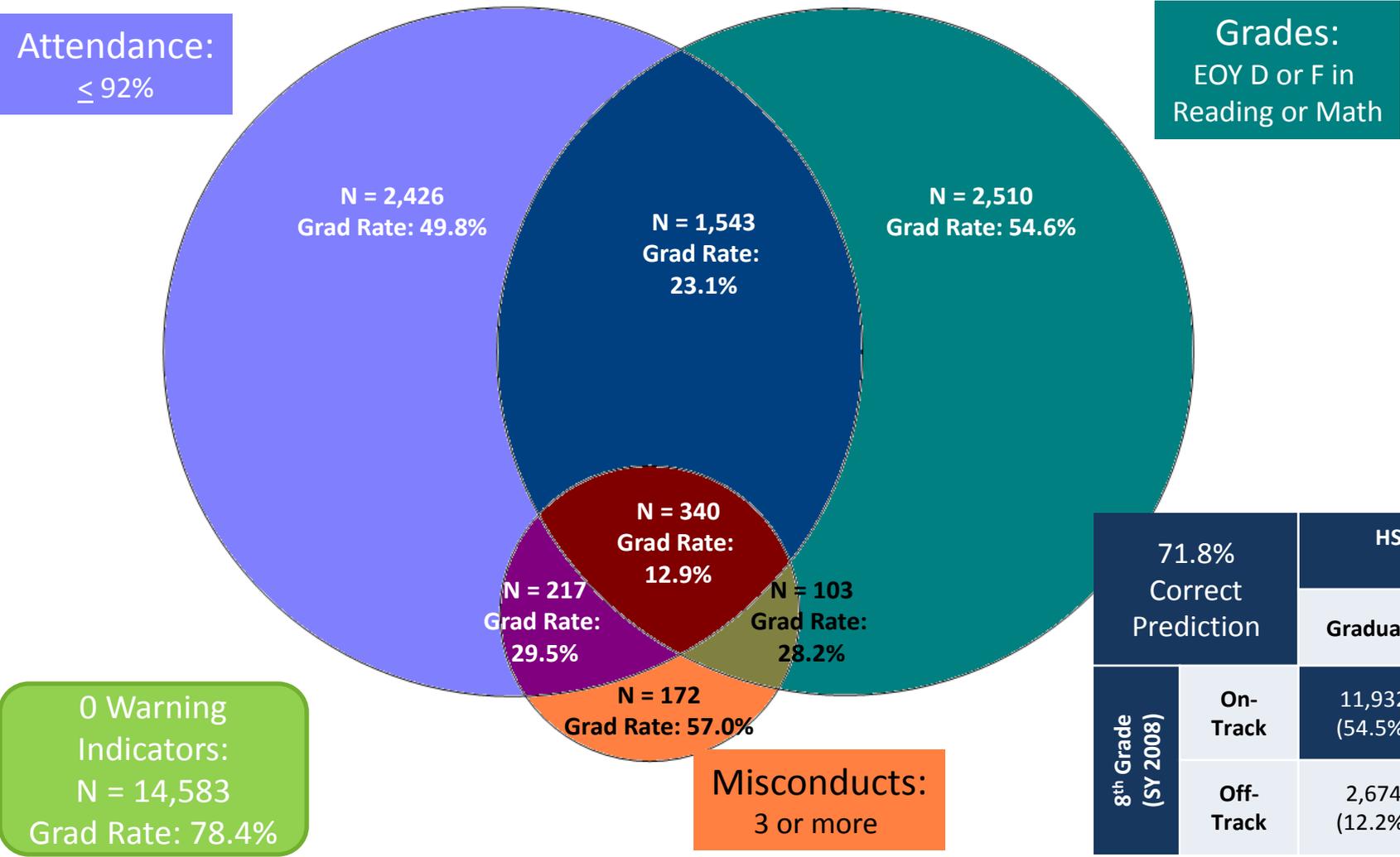
Development of 3rd to 8th Grade On-Track

Development Process of the On-Track Metric

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- Focus groups were held with Network Chiefs, Principals/Lead teachers and Teachers representative of Elementary and High Schools

- Consortium on Chicago School Research (CCSR) presented updated Freshmen On-Track findings & summaries

- Notes from Chiefs, Principals/Lead teacher focus groups summarized to present K-12 On-Track Steering Committee and CPS Applied Research Team to test based on research and feedback

- CPS K-12 On-Track Steering Committee vetted and recommended 3rd-8th on-track metric

- Options for indictors were submitted to Chiefs for input and feedback on the 3rd – 8th recommended metric options

On-Track Why it Matters

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Attendance: ≤ 92%

Grades: EOY D or F in Reading or Math

N = 2,426
Grad Rate: 49.8%

N = 1,543
Grad Rate: 23.1%

N = 2,510
Grad Rate: 54.6%

N = 340
Grad Rate: 12.9%

N = 217
Grad Rate: 29.5%

N = 103
Grad Rate: 28.2%

N = 172
Grad Rate: 57.0%

0 Warning Indicators:
N = 14,583
Grad Rate: 78.4%

Misconducts: 3 or more

71.8% Correct Prediction		HS Graduation (SY 2012)	
		Graduate	**Not Graduate**
8th Grade (SY 2008)	**On-Track**	11,932 (54.5%)	3,498 (16.0%)
	Off-Track	2,674 (12.2%)	3,790 (17.3%)

Defining On-Track

3rd to 8th Grade On-track reporting

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- Defining 3rd – 8th grade On-track:
  - **A student is considered to be on-track if he/she has an Attendance rate ≥92% , a C or better in reading/math and less than 3 misconducts.**
    - o Attendance, grades and misconducts are all related to ultimate high school graduation rates.

- How will on-track be used:
  - The 3rd to 8th grade on-track metric will provide network, school and student-level data on the Dashboard.
    - o Annual: Data will be cumulative across the entire year, but reset at the beginning of the next year
    - o 5 Week: Data will be refreshed for reporting every 5-weeks
  - The reports are intended to help school Administration, ILTs, Teacher teams, Teachers and Counselors:
    - o Immediately intervene with students who have been identified as at-risk for falling off-track
    - o Focus interventions based on the type of indicator(s) that may lead a student to be off-track at the end of the year

Student Level On-Track Scenarios															
	Annual On-Track					5-Week On-Track					10-Week On-Track				
SID	Status	#	Attendance	Grade	Misconduct	Status	#	Attendance	Grade	Misconduct	Status	#	Attendance	Grade	Misconduct
xxxxxxxa	Off	1	0	1	0	On	0	0	0	0	Off	1	0	1	0
xxxxxxxb	On	0	0	0	0	On	0	0	0	0	On	0	0	0	0
xxxxxxxc	Off	2	1	0	1	Off	1	1	0	0	Off	1	0	0	1
xxxxxxxd	Off	3	1	1	1	Off	1	1	1	0	Off	1	0	0	1

Demystifying the Freshman On-Track Rate

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Freshmen On-Track Rate Facts:

- Students are considered "On Track" if they are first-time freshmen who have 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.

  Core academic courses are any courses that fall within the following course code ranges (including double-period courses):

English	10000 – 19999
Social Studies	20000 – 29999
Science	30000 – 39999
Math	40000 – 49999

- The Freshman On Track Rate is calculate by dividing the number of freshmen who complete the year "On-Track" by the total number of freshmen, excluding verified transfers and repeat 9th graders.
  - Includes students who dropped out during the school year.

- Freshmen On Track is an annual calculation that takes place at the end of the school year following year-end data processing.

- Students are assigned to schools based on "annualized" school, which is the school where the student was enrolled for the most time during the year.

Freshmen On-Track Rate Myths:

- Freshmen On Track 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.]

- Freshmen On Track is not 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.

- Freshmen On Track does **NOT** include credits earned through credit recovery.

- Attendance is not part of the Freshmen On Track calculation.

Notes:
- The 5-week on-track reports available on the Dashboard should be used to gauge students requiring an intervention to stay on-track. These reports are not the official on-track rate published annually for Principal Evaluation or Performance Policy.

Calculating the Freshmen On-Track Rate

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Annual Freshmen On-Track Rate

Semester 1 Core Failures + Semester 2 Core Failures < 2

➕

Semester 1 Credits + Semester 2 Credits >= 5

⬇

On-Track

Dropouts and unverified transfers count as off track.

Demystifying the 3rd – 8th Grade On-Track Rate

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3rd – 8th Grade On-Track Facts:

- 3rd to 8th grade students are considered "On Track" if they complete the school year with an attendance rate of 92% or better, at least a C in reading and math AND fewer than 3 misconducts.

- The 3rd-8th Grade On Track Rate is calculated by dividing the number of 3rd to 8th grade students who are "On Track" at the end of the school year by the total number of 3rd to 8th grade students, excluding verified transfers and students repeating a grade.
  - Includes students who dropped out during the school year.

- The 3rd-8th Grade On Track rate is an annual calculation that takes places at the end of the school year following year-end data processing.

- The 3rd to 8th Grade On Track rate is cumulative across the entire year, but resets at the beginning of the next year.

- Students are assigned to schools based on "annualized" school, which is the school where the student was enrolled for the most time during the year.

3rd – 8th Grade On-Track Myths:

- 3rd -8th Grade On Track is not the same thing as the promotion policy.

- Students do **NOT** have the ability to recover misconducts during the year.

Notes:
- The 5-week on-track reports available on the Dashboard should be used to gauge students requiring an intervention to stay on-track. These reports are not the official on-track rate published annually for Principal Evaluation and/or Performance Policy.

Calculating the Annual Elementary On-Track Rate

Annual 3rd to 8th Grade On-Track Rate

Attendance ≥ 92%

➕

C or better in Reading and Math

➕

Less than 3 Misconducts

⬇

On-Track

Dropouts and unverified transfers count as off track.

Use of On-Track

Who Uses On-Track Data

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- District

- Networks

- Schools
  - Principal and Instructional Leadership Team
  - Teacher Teams
  - Course Team Members
  - Counselors, Social Workers and other Support Staff
  - Attendance and/or Discipline Coordinators and Staff

  Anyone who is committed to Students Success

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If a student is flagged for <u>attendance:</u>

School Leaders, Instructional Leadership Team, and Counselors

- Review attendance weekly in a shared faculty space and create a list of "focus students" for intensive personalization and relationship-building

- Develop an attendance improvement plan for monitoring these students attendance that have fallen below the 92% threshold

- 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

- Check log 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/her daily

- Send a letter from the Network Chief and Principal to parents stressing the 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 the "focus students" 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/her attachment to school
- Make phone calls and home visits to these students and their families that have less than 92% attendance rate

Resource: Student Attendance Management Guidelines Traditional and Contract Elementary Schools Student Attendance Management Guidelines Traditional and Contract High Schools created by OPCC Attendance & Truancy Department http://cps.k12.il.us/StaffResources/AttendanceTruancy/index.shtml

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If a student is flagged for <u>misconduct(s)</u>:

School Leaders, Instructional Leadership Team, and Counselors

- Review misconducts weekly with school team to provide intensive personalization and relationship-building

- Develop an action plan for supporting these students both socially and emotionally; monitor the impact of interventions with these students

- Ensure these students are getting intensive personalized attention from teachers and counselors to create a culture of calm

Administration, Counselors and/or Discipline Staff

- Monitor these students closely who have are flagged

- Meet one-on-one with this student and develop an individualized plan, including goals for decreasing inappropriate behavior leading to misconducts

- Ensure that these students receive positive behavior reinforcements

Teachers

- Develop and communicate classroom rules for all students to understand positive classroom behaviors

- Closely monitor students displaying inappropriate classroom behavior for referral to additional supports and other resources such as Behavior Education Program Check in/out, Restorative justices (Peer Jury, Peace Circles)

Resource: https://sites.google.com/site/cpspositivebehavior/

Using the On-Track: Recommended Academic Interventions

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If a student is flagged for <u>academic performance</u>:

Instructional Leadership Team

- Analyze the data about these students by looking at their standardized test 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 teachers
- Track these students' course performance and grades closely; monitor the impact of the intervention plans

Teachers

- Pay close attention to these students, 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, SES Tutoring or other tutoring resources
- Ensure she takes advantage of homework tables, peer tutoring, or other academic supports that are available

Draft: Still in development

Using the On-Track: Recommended Attendance, Academic and/or Misconducts Interventions

If a student is flagged for any combination of <u>attendance, academic performance or behavior</u>:

School Leaders, Instructional Leadership Team, and Counselors

- Review attendance weekly in a shared faculty space create a list 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 who have are flagged
- Meet one-on-one with this student and develop an individualized plan, including goals for attendance, punctuality, homework, study habits, and grades
- Ensure that these students are involved with at least one after-school activity to increase their engagement

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

Questions