



SAMPLE MATERIAL

What Matters in the Freshman Year for Graduating From High School

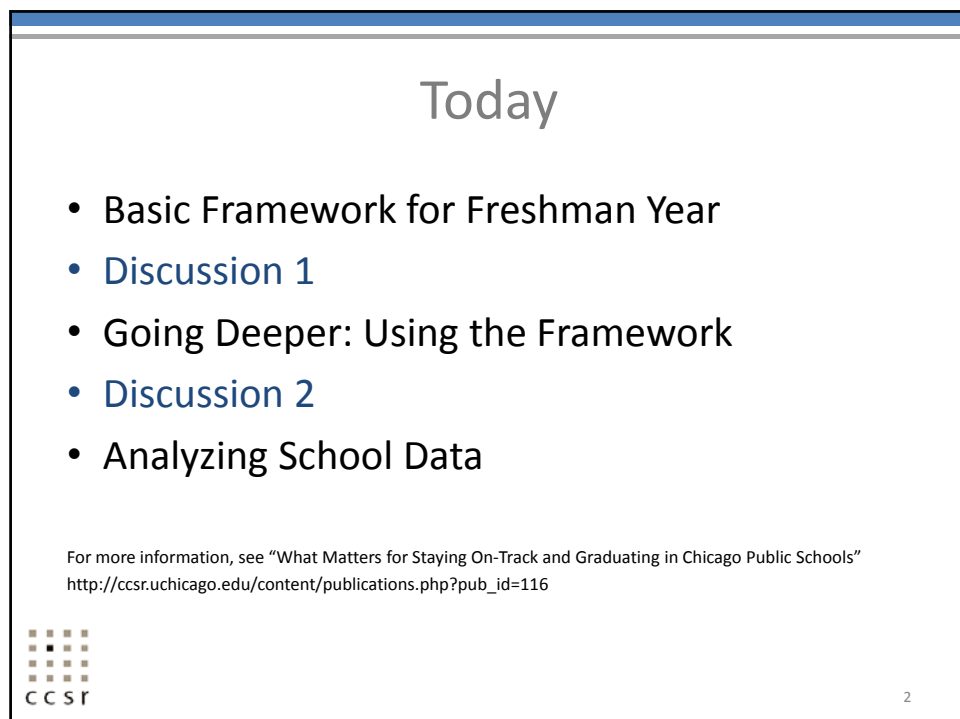
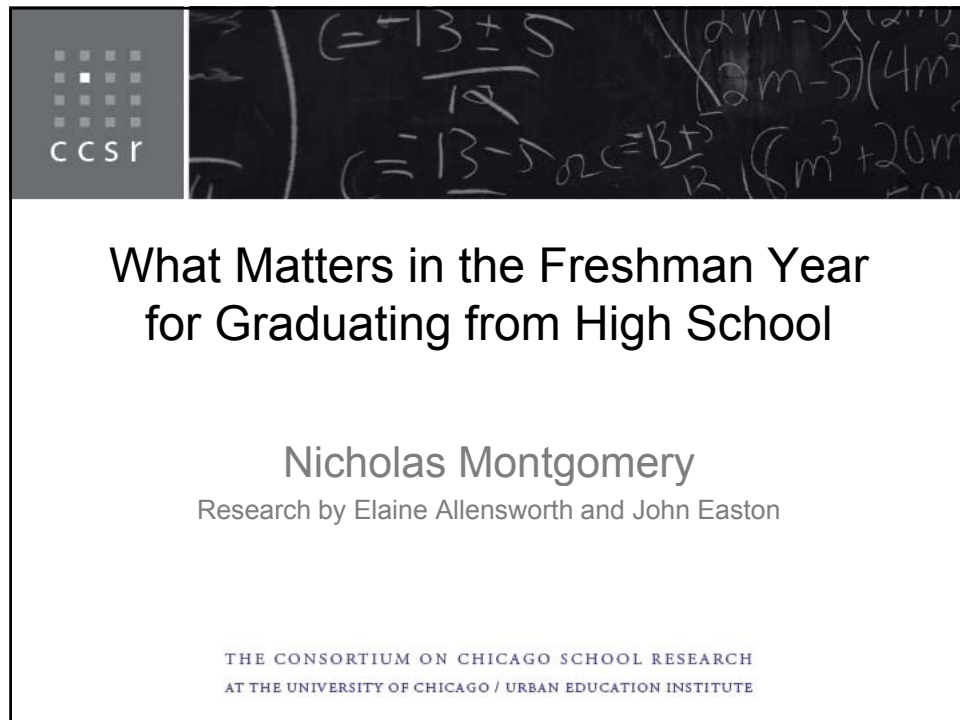
The Consortium on Chicago School Research, Illinois

Topic: Dropout Prevention

Practice: Data Systems

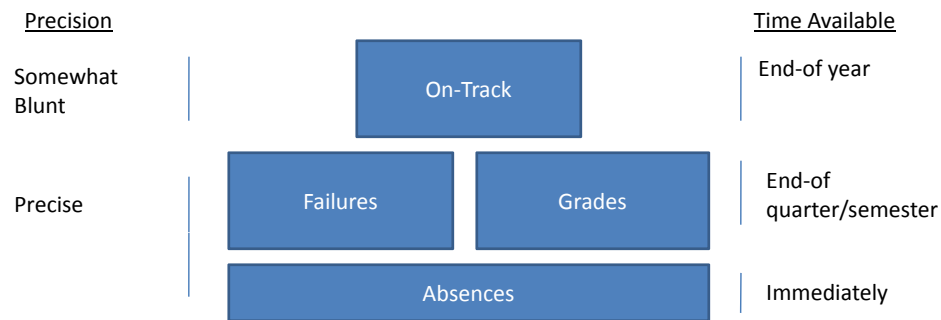
Researchers from The Consortium on Chicago School Research use this PowerPoint presentation to present the Framework for Freshman Year, to help schools understand the data on freshman year indicators used in the framework, and to guide decisions on dropout prevention strategies based on these data.

The freshman year on-track indicator is a measure of progress during the first year of high school. An on-track student has no more than one semester grade of “F” in a core subject and has accumulated five full course credits. Researchers also present data on course failures and attendance. Students who have frequent absences or cut classes are less likely to graduate. Schools are guided in the use of these data to target students in need of interventions and to design appropriate interventions. For example, data has indicated that 75% of students who are offtrack have few Fs or no Fs and low grades. Thus, schools can target this population in designing its interventions.



The Freshman Year Matters!

Freshman year framework for predicting graduation



Freshman On-Track Indicator

“2 Core F’s in grade 9: won’t graduate any time”

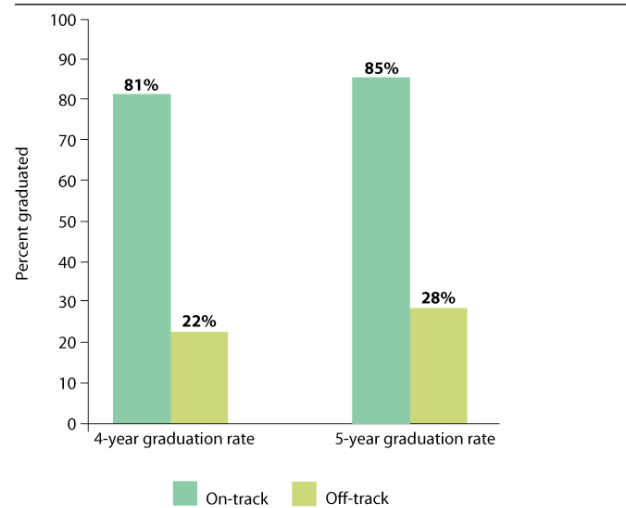
A measure of progress during the first year of high school

- An on-track student has no more than one semester F in a core subject
 - English, math, science, or social studies
- An on-track student has accumulated five full course credits (in any subject)
 - The number required to move to 10th grade Chicago’s CPS policy

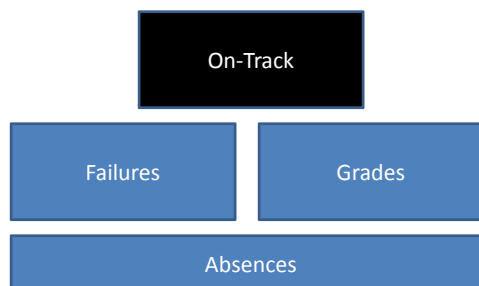


How is On-Track Related to Graduation?

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



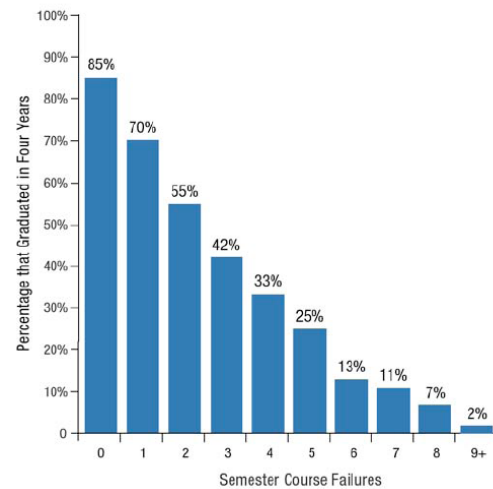
Additional Freshman Year Information



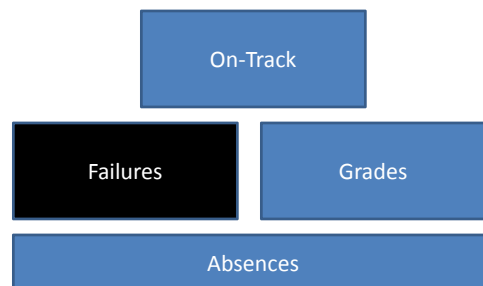
Students who fail more courses are less likely to graduate

FIGURE 7

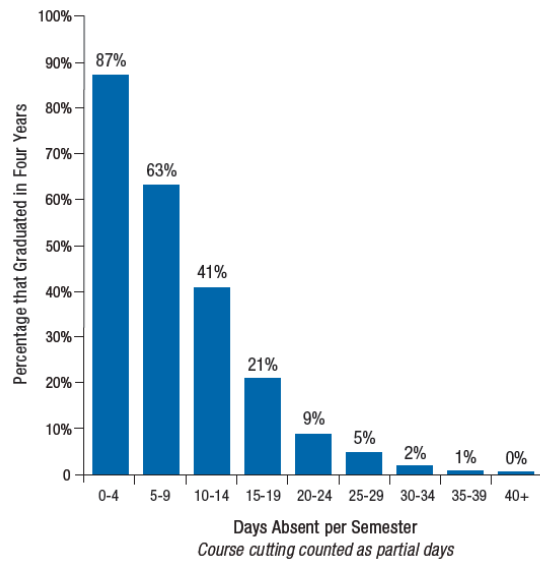
Four-Year Graduation Rates by Freshman Course Failures



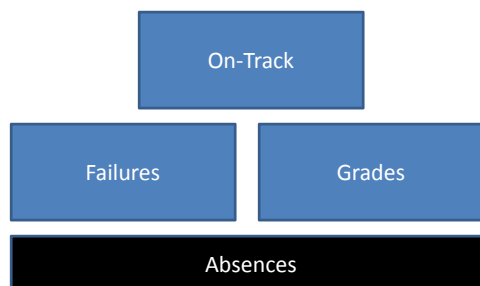
Additional Freshman Year Information

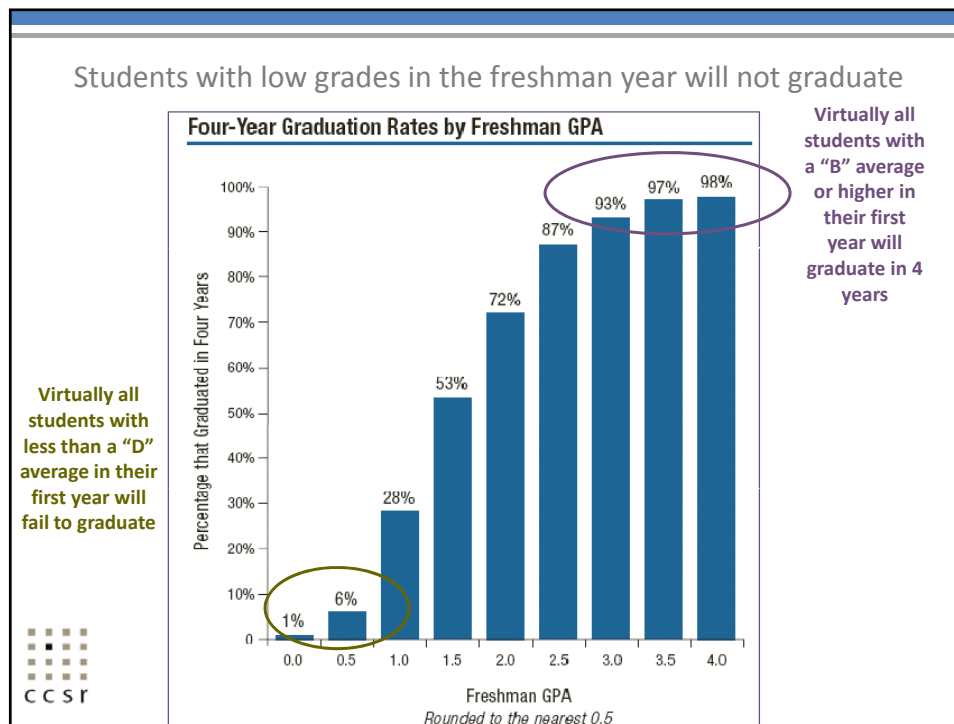


Students who are absent or cut too many classes don't graduate



Additional Freshman Year Information

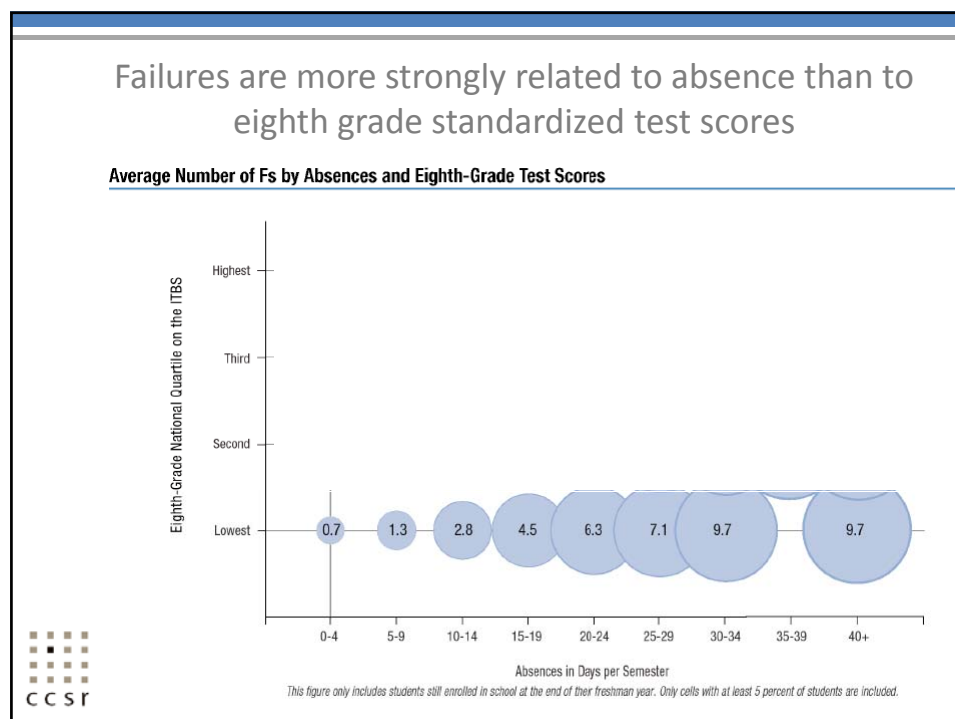
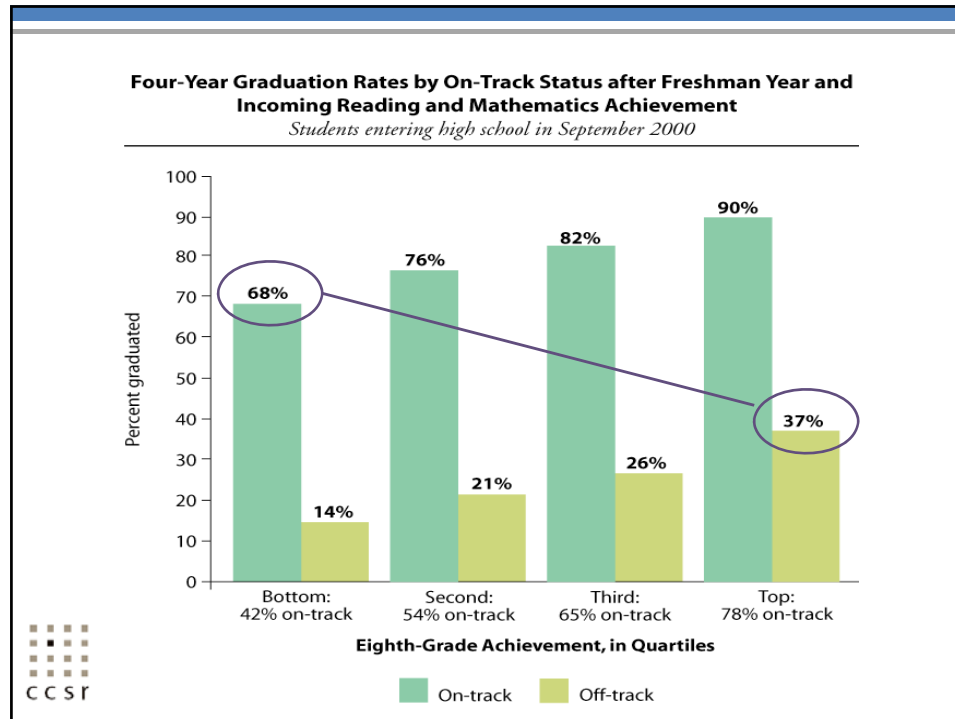




Perhaps you are saying to yourself...

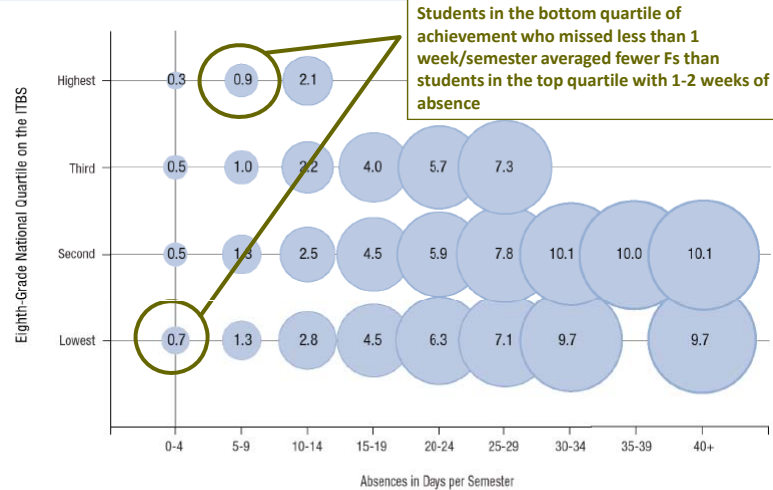
BUT MY KIDS READ AT A 6TH GRADE LEVEL...

CCSR

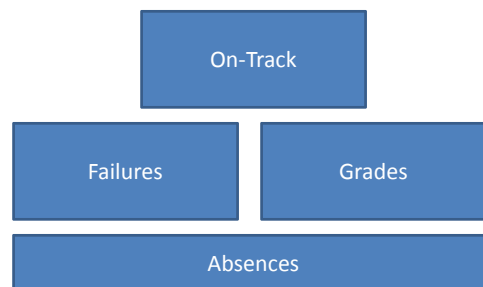


Failures are more strongly related to absence than to eighth grade standardized test scores

Average Number of Fs by Absences and Eighth-Grade Test Scores



Summarizing the Freshman Year



- Freshman performance is crucial for graduation
- Students have to go to class
- Students have to get good grades

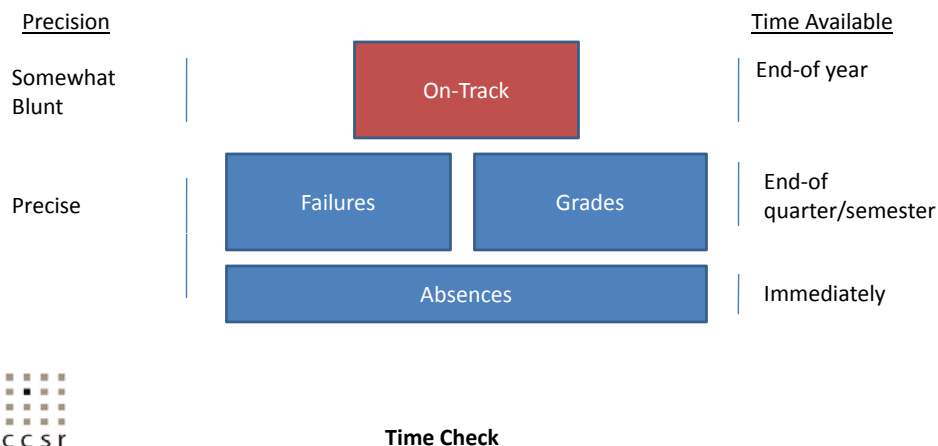
Discussion 1

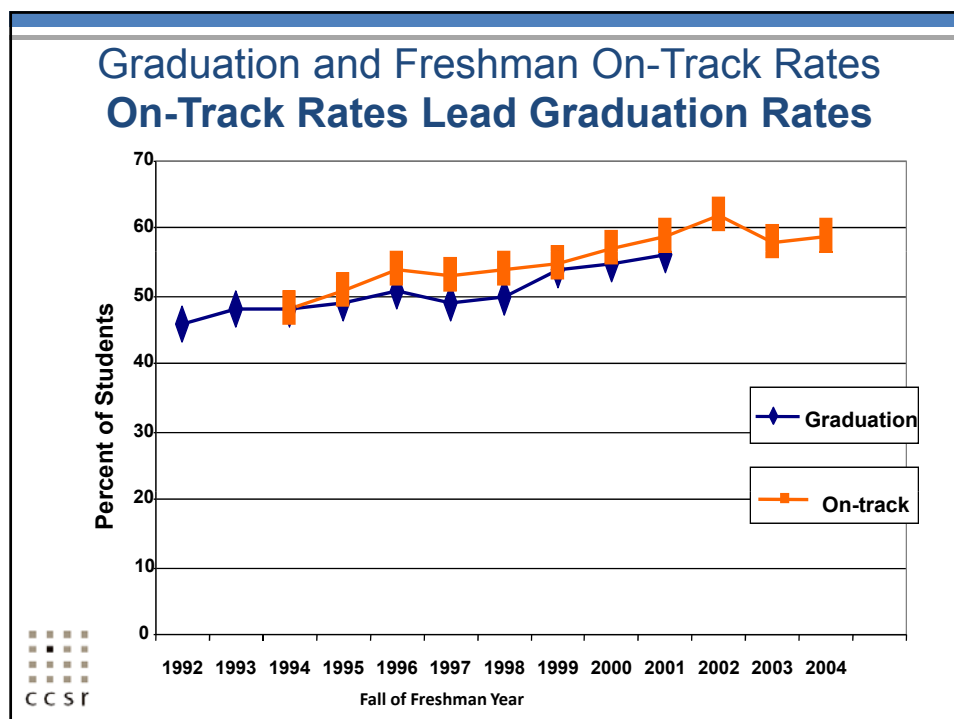
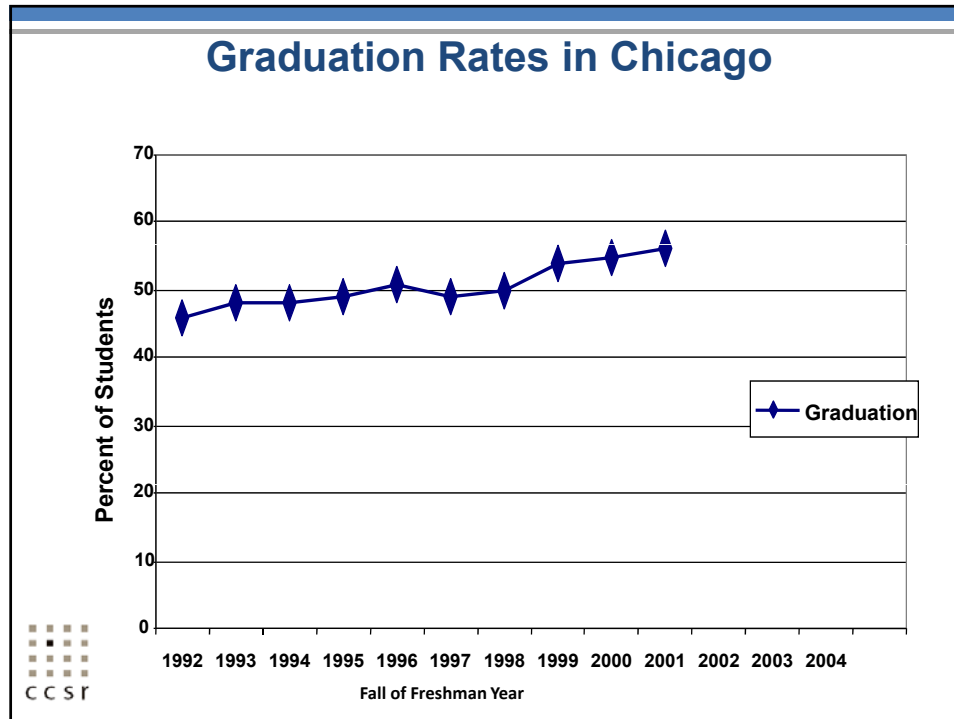
- What are the implications of the freshman year framework for your practice?
 - What have you been doing?
 - What might you try?



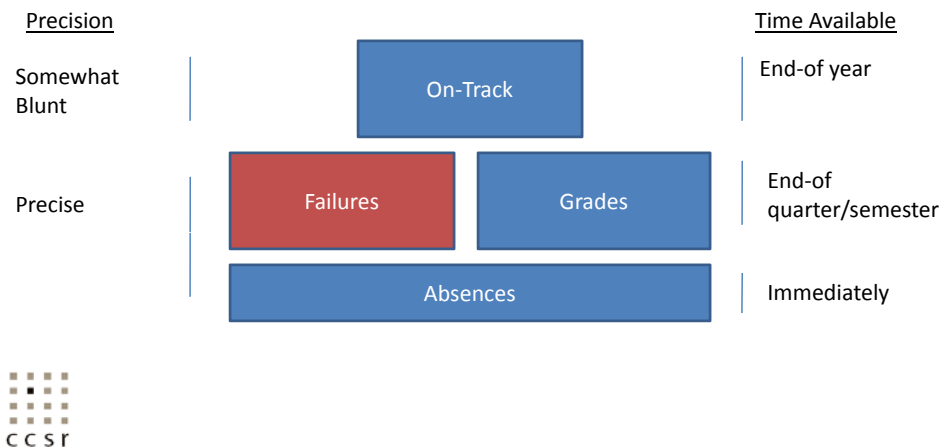
Going Deeper: Using the Framework

Using On-Track Rates to Predict Graduation Rates





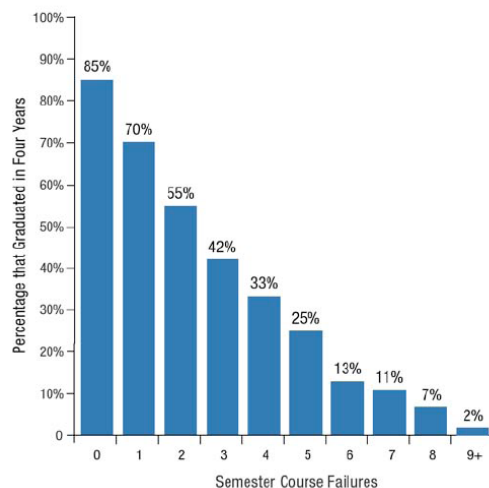
Failures and Credit Recovery

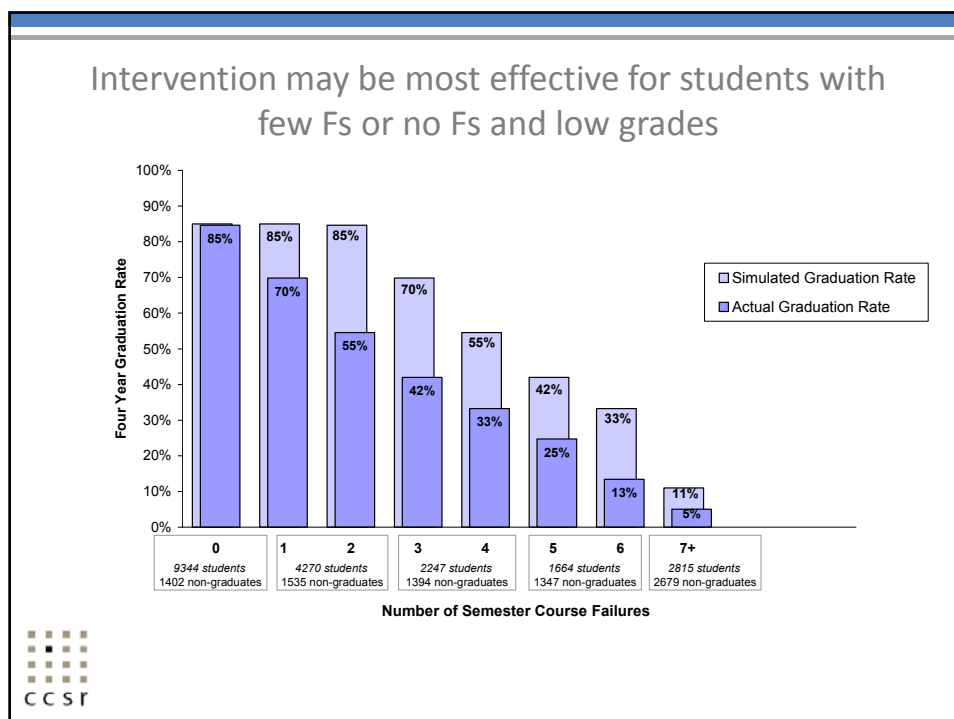
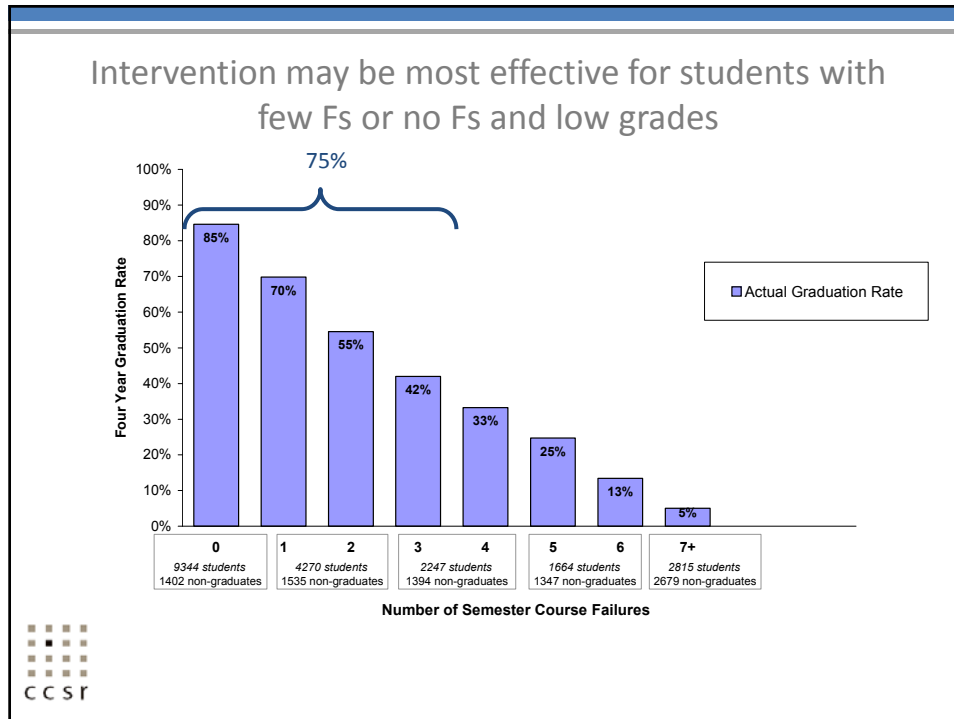


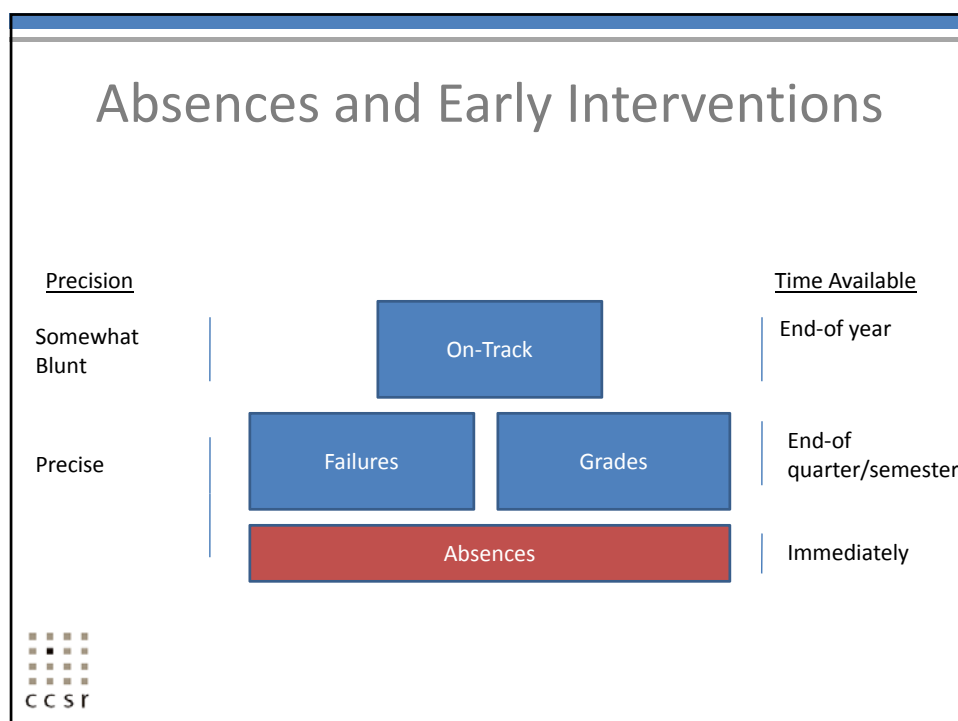
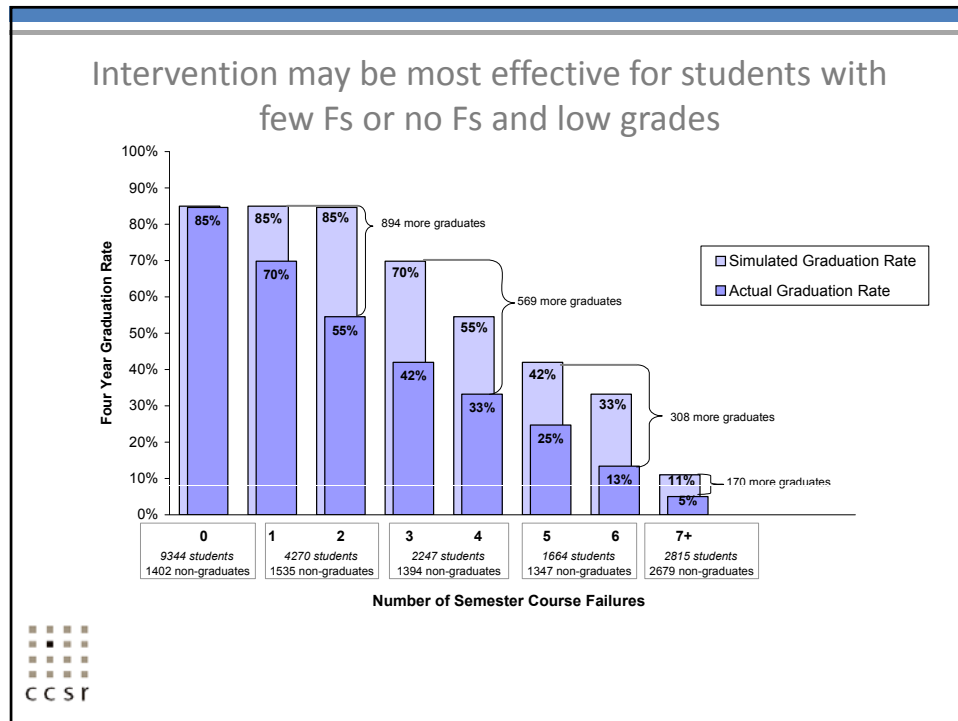
Students who fail more courses are less likely to graduate

FIGURE 7

Four-Year Graduation Rates by Freshman Course Failures

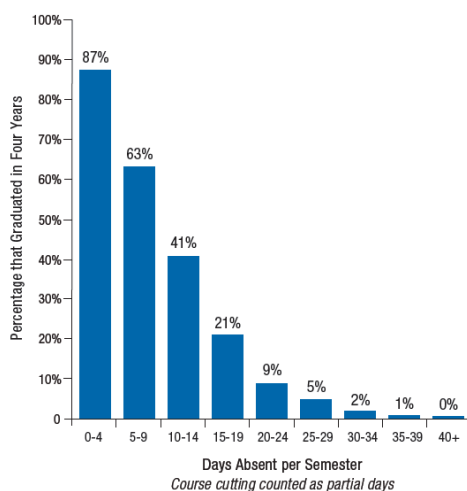




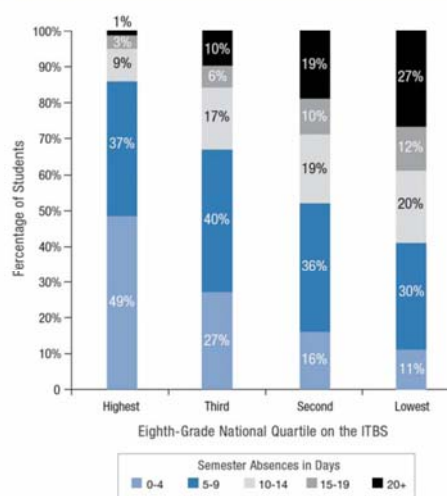


Students with lower test scores are at higher risk for absences

Missing Classes Puts Graduation at Risk

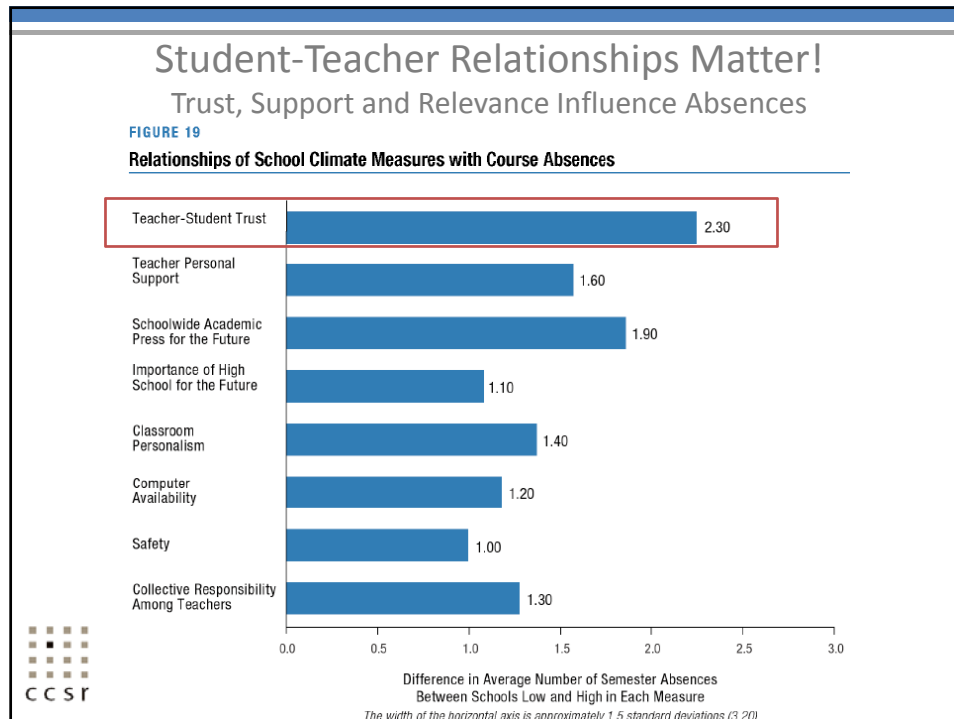


Absences by Incoming Achievement



So how do I get my students to come to school and perform in classes?

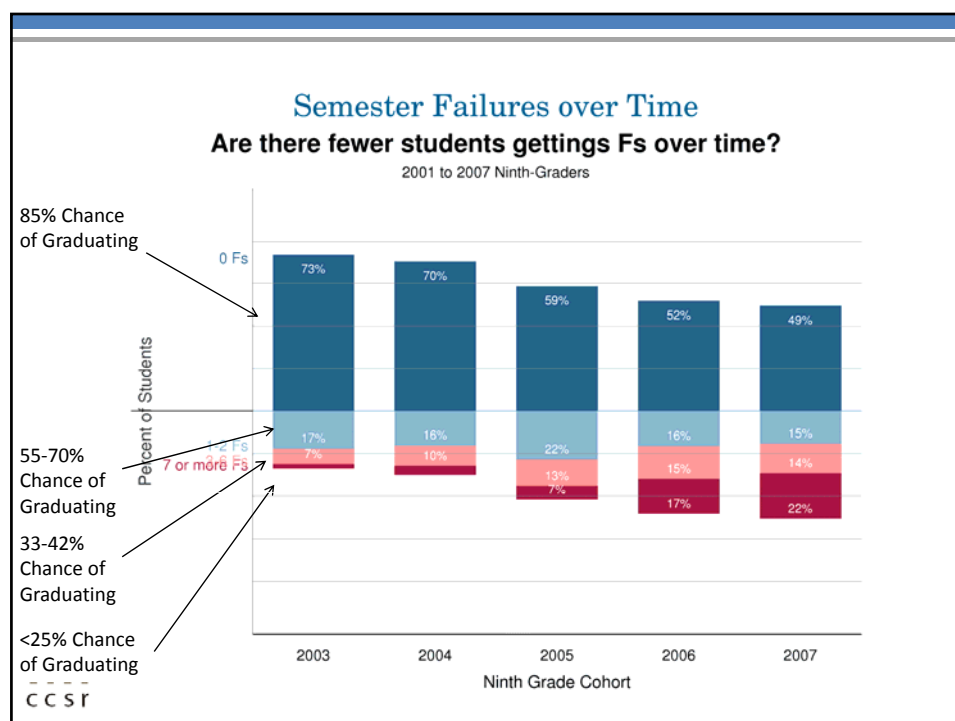
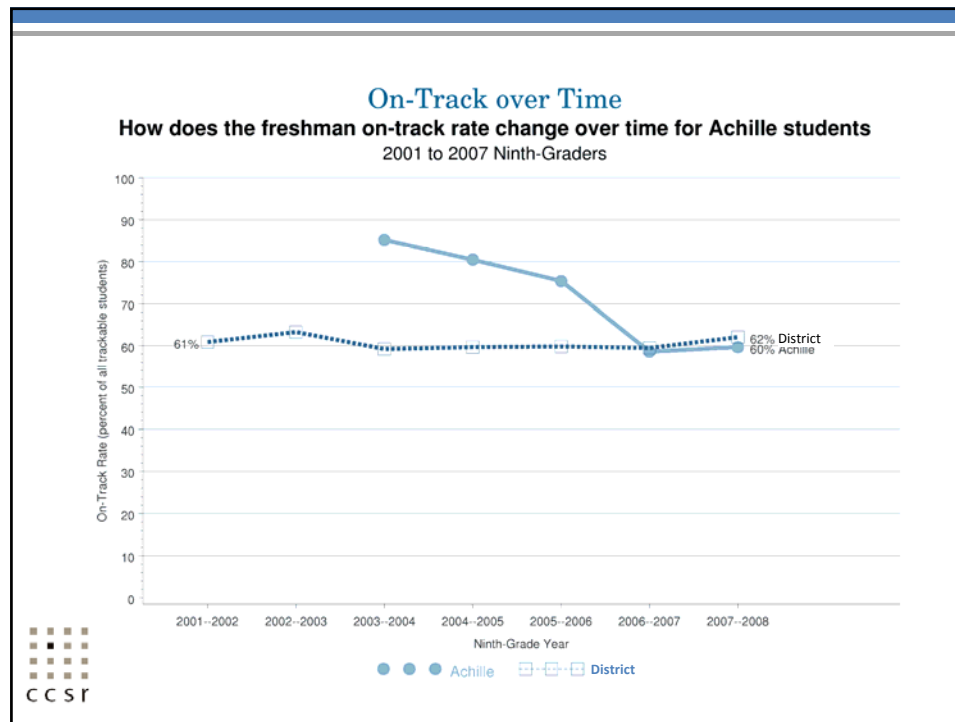
SCHOOL CLIMATE

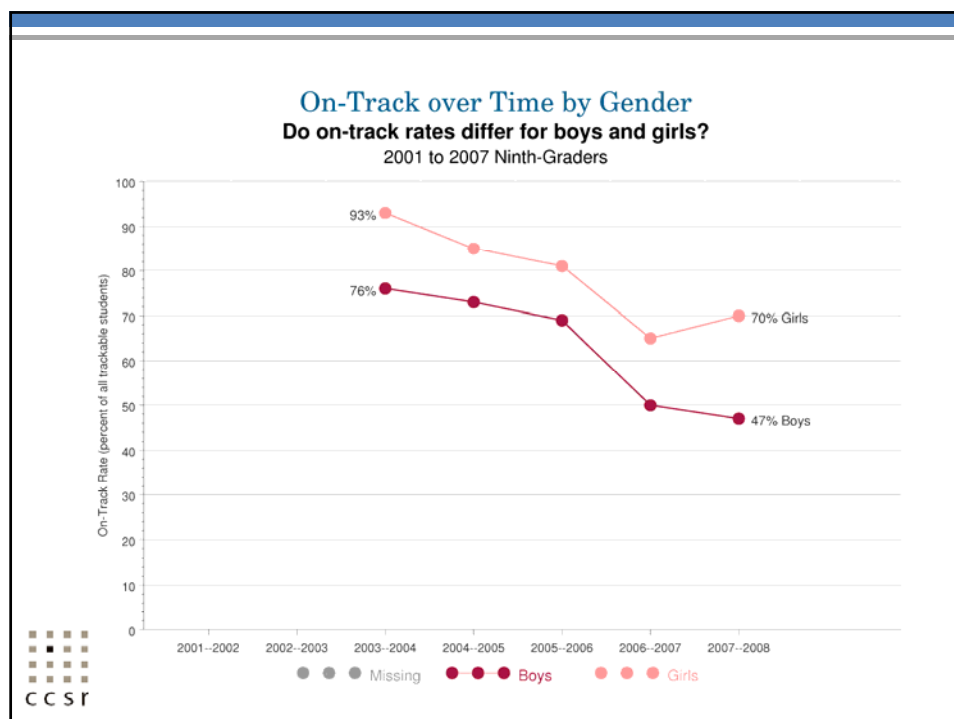
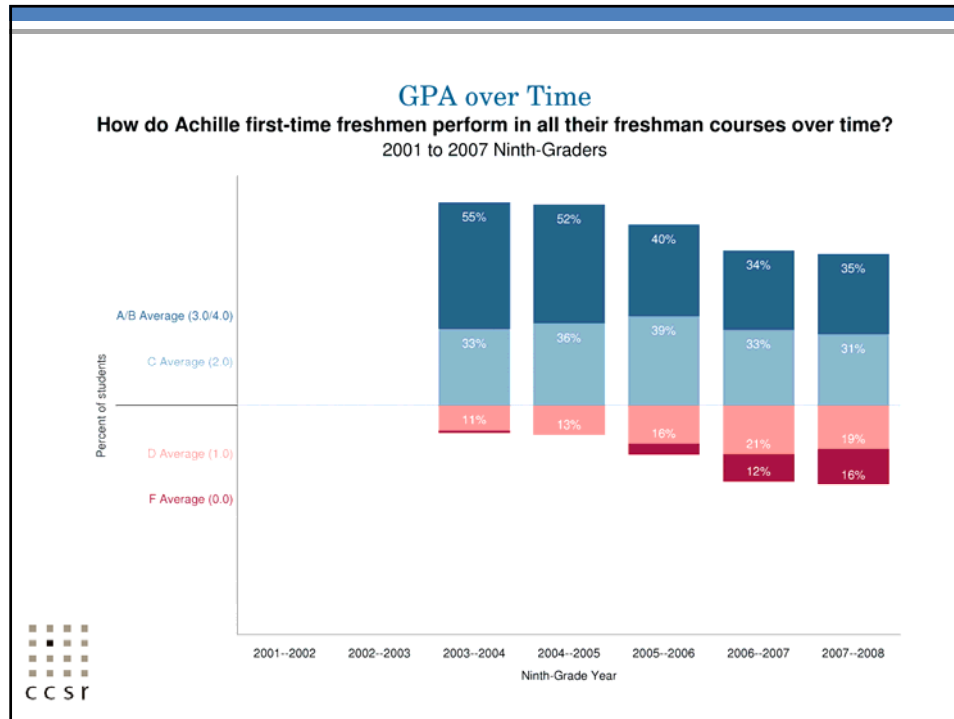


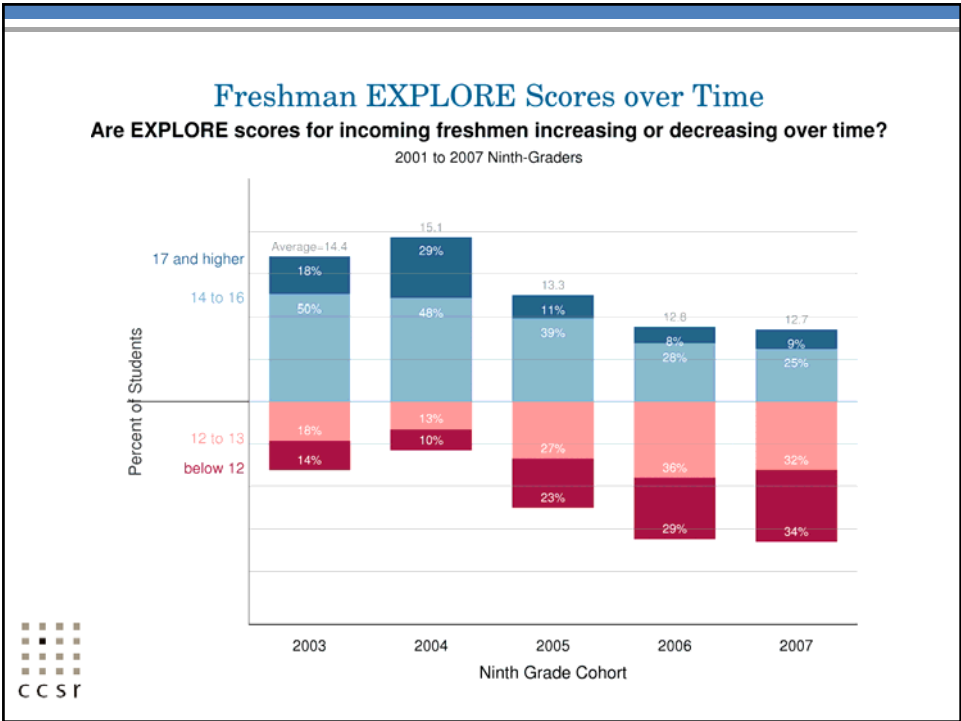
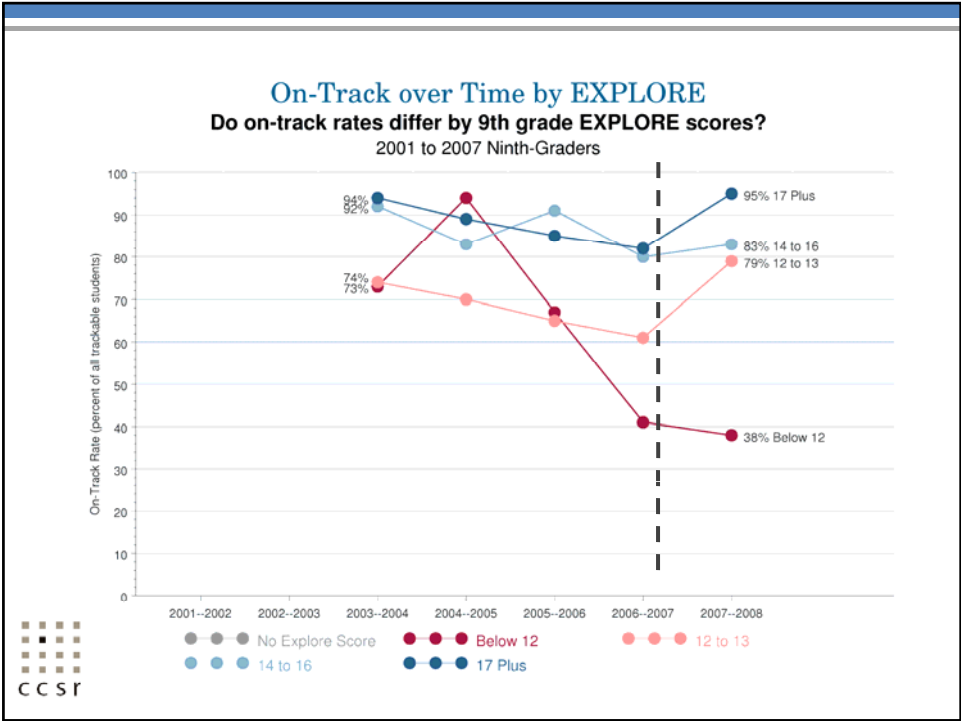
Discussion 2

- Pick one of the current actions or suggestions on the board
 - What makes it work?
 - What might be some issues?
 - How could it be improved ?
 - Is there an alternative?

Breakout depending on # of people
Time Check







Feedback

- For more information on using this data, contact Nicholas Montgomery (nmontgomery@ccsr.uchicago.edu)
- For information on the research, contact Elaine Allensworth (elainea@ccsr.uchicago.edu)
- For the full research report, see publications section at <http://ccsr.uchicago.edu>

