

# DATA

# INSIGHTS

The To&Through Project data insights illustrate how Chicago is faring on its quest to propel more students to and through high school and college.

## **About the To&Through Project's Data Insights**

The To&Through Project conducts rigorous research in partnership with the UChicago Consortium, building on decades of UChicago Consortium findings pinpointing the factors that indicate and impact high school and postsecondary success. The To&Through Project and UChicago Consortium produce an annual analysis of CPS students' progress on key attainment milestones like Freshman OnTrack, high school graduation, and college enrollment and completion. This collection of data insights illuminates the attainment trajectory of CPS students reported in this annual analysis as well as the most important discoveries about what fosters high school and college success from the To&Through Project and UChicago Consortium.

The differences in attainment that we see across the data insights are due to a long history of racist and oppressive policies and structures and to the historical and ongoing oppression of people of color in Chicago and in the United States. As such, these data are meant to be consumed as part of a collaborative dialogue about the inequitable policies, systems, and practices that prevent Chicago Public Schools (CPS) students, and particularly Black and Brown students, from reaching their academic potential.

Finally, while important, these data are inherently insufficient to understand students' experiences at CPS and after graduation. The data represent individual students, who every day face—and overcome—systemic barriers, and whose voices should be elevated as experts of their own lived experiences.

## **About the To&Through Project**

In collaboration with educators, policymakers, and communities, the To&Through Project aims to significantly increase high school and post-secondary completion for under-resourced students of color in Chicago and around the country by providing education stakeholders with research-based *data* on students' educational experiences and facilitating *dialogue* on its implications for adult practice.

## **About the University of Chicago Consortium on School Research**

The University of Chicago Consortium on School Research (UChicago Consortium) conducts research of high technical quality that can inform and assess policy and practice in the Chicago Public Schools. We seek to expand communication among researchers, policymakers, and practitioners as we support the search for solutions to the problems of school reform. The UChicago Consortium encourages the use of research in policy action and improvement of practice, but does not argue for particular policies or programs. Rather, we help to build capacity for school reform by identifying what matters for student success and school improvement, creating critical indicators to chart progress, and conducting theory-driven evaluation to identify how programs and policies are working.

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Young people who have graduated from college are more likely to be employed and have higher wages than those their age without college degrees. Chicago has had significant increases in the number of students completing college, largely because more and more students enrolled in college.

### **Freshman Success: A Lever to Increase High School Graduation, College Enrollment, and Persistence**

Freshman OnTrack is more predictive of a student's likelihood of graduating from high school than all other factors combined. In addition, freshman year GPA predicts later educational attainment better than test scores. Because students who do not end freshman year with a 3.0+ GPA have a difficult time attaining one by the time they graduate, freshman success is an important lever for increasing students' odds of success in their journey to and through college.

### **Improving the Odds of Making It To and Through College: High School Graduation and Graduating GPAs**

High school graduation as well as students' graduating high school GPAs are significant forces in students' educational journeys. A higher high school GPA increases the odds of making it through college.

### **Students Who Immediately Enroll in College Are More Likely to Complete a Degree, yet Disparities Persist**

Chicago's high school graduates who enrolled immediately in college after graduation were significantly more likely than those who did not immediately enroll in college to complete a college degree or certificate, yet many students who were academically qualified for college did not immediately enroll. The barriers faced by students—which are a product of the system and not of the choices or abilities of students—differ across lines of identity.

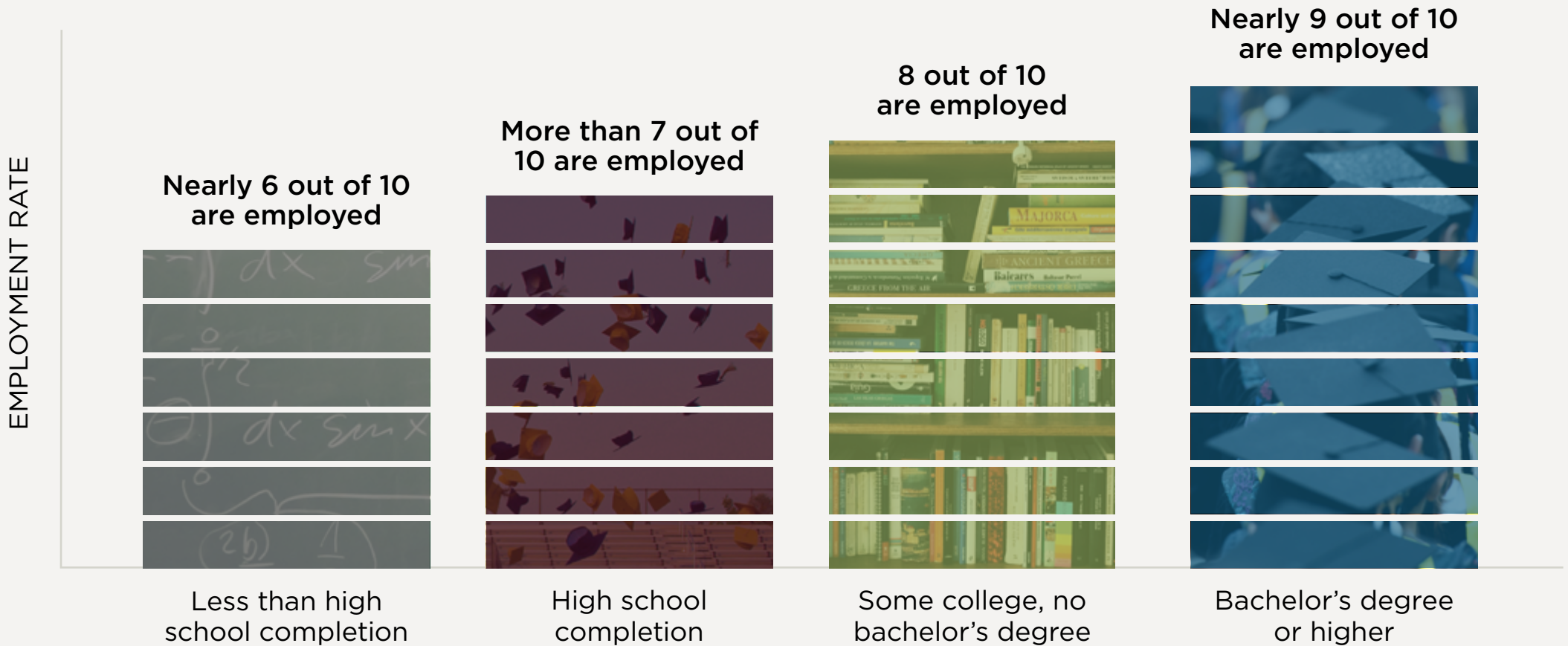
### **How the Milestones That Matter Most for College Success Predict Students' Future Attainment**

The Postsecondary Attainment Index estimates the number of current CPS ninth-graders who will complete a college degree or certificate in the next 10 years, if the district's current rates of attainment remain unchanged.

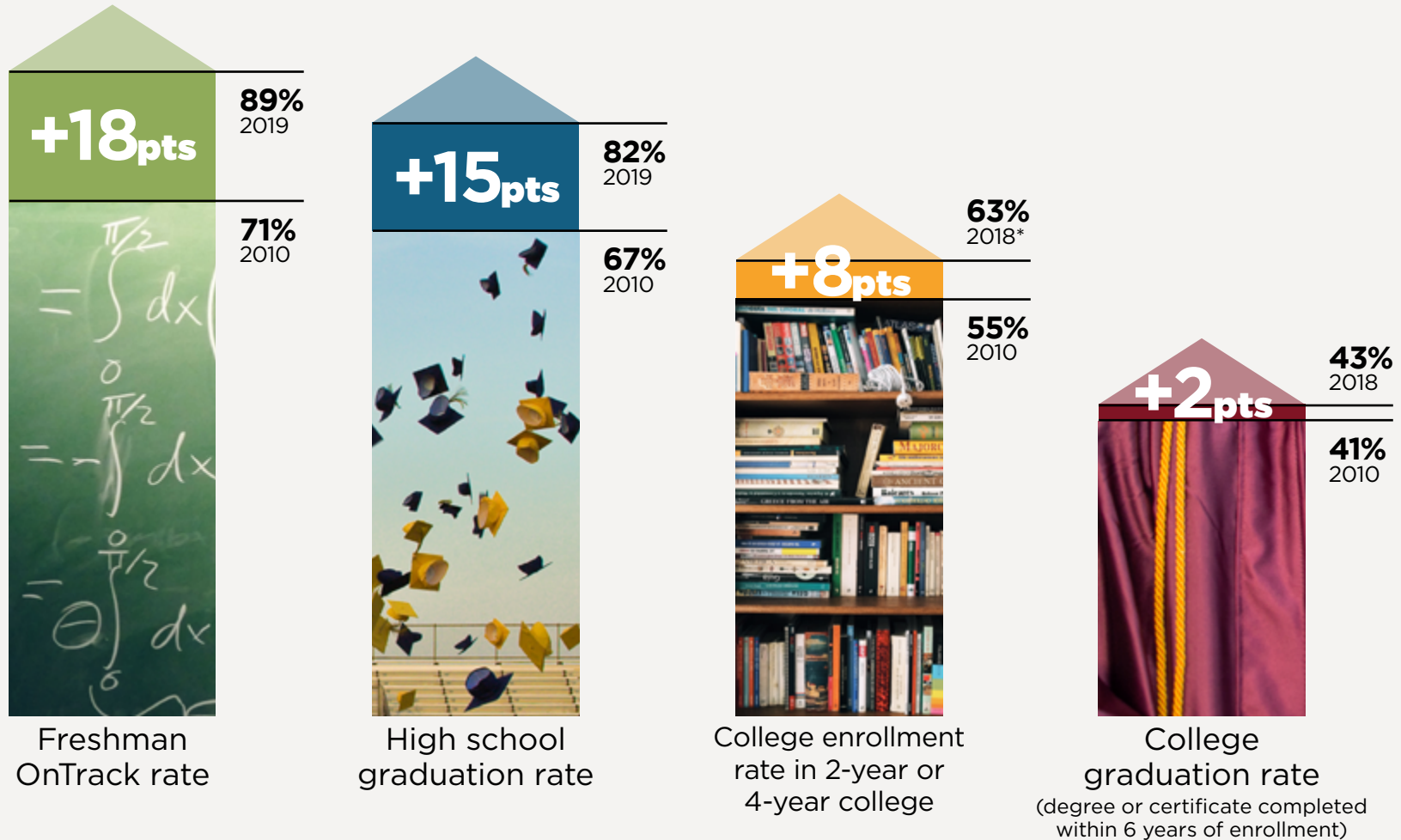
# **The Quest to Propel More Students To and Through High School and College**

# College graduates are more likely to find employment than those their age without college degrees

Employment rates of 25- to 34-year-olds by educational attainment: 2019

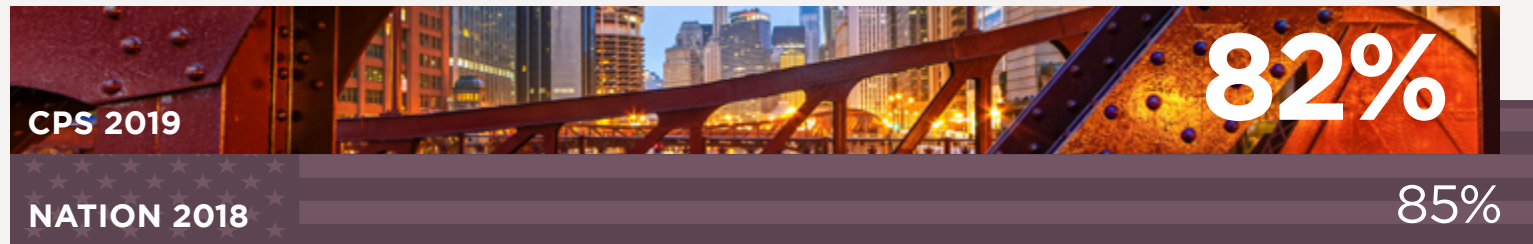


# Chicago has made significant improvements in students' high school and college attainment



\*2018 is the most recent year of National Student Clearinghouse data available on CPS graduates.

# Chicago's educational attainment has been catching up to the nation's



High School Graduation Rate



2-year College Enrollment Rate



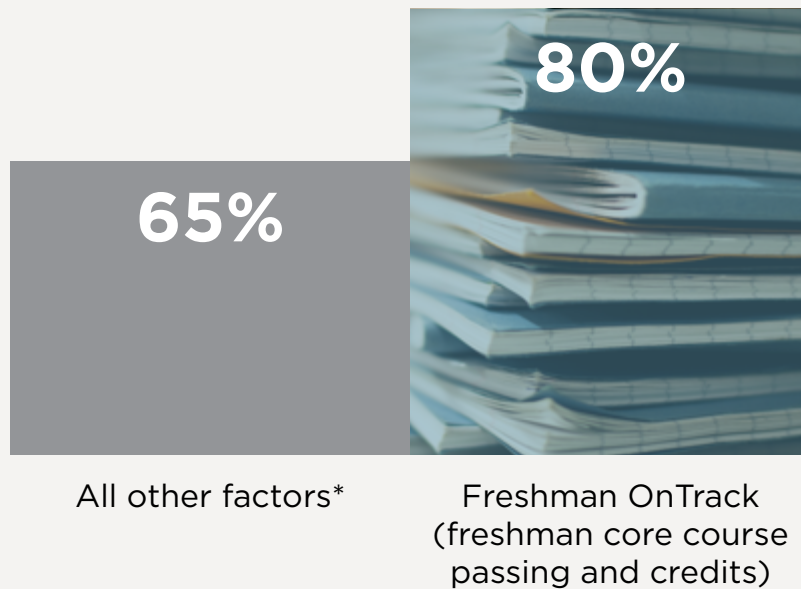
4-year College Enrollment Rate

**Freshman Success: A Lever to Increase  
High School Graduation, College  
Enrollment, and Persistence**



# Freshman OnTrack is more predictive of a student's odds of graduating from high school than all other factors combined

Predictive Ability of Indicators of High School Graduation



Students who are “on-track” in freshman year graduate at a rate of

**87%**

Students who are “off-track” in freshman year graduate at a rate of

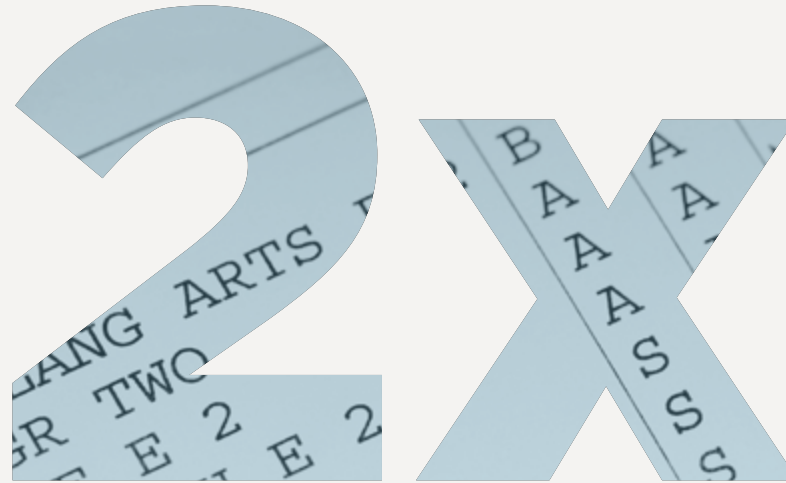
**30%**

\* All Other Factors: Gender, Race/Ethnicity, Socioeconomic Status, 8th-Grade Test Scores, Mobility Prior to High School, and Overage for Grade.

# Freshman year GPA predicts later educational attainment better than test scores

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Freshman year GPA is nearly



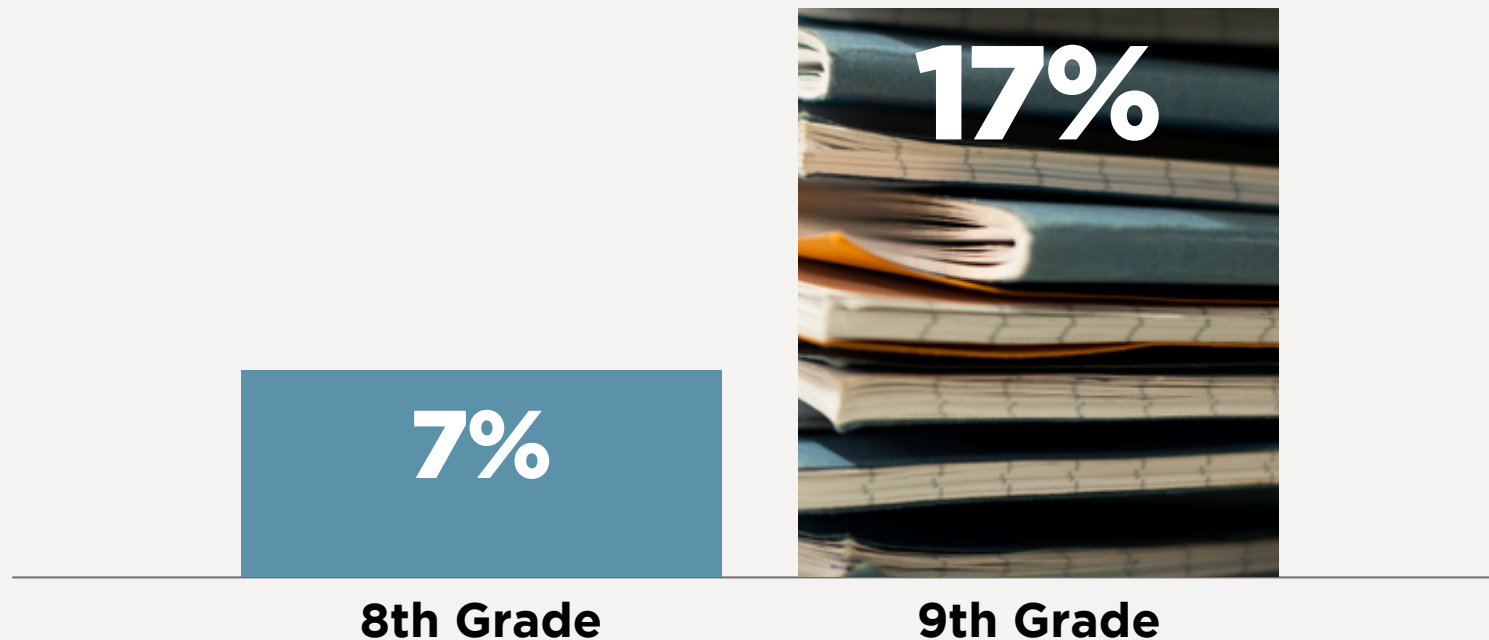
2X

as predictive of college retention  
as standardized test scores\*

\* Explore and PLAN scores

# Many more students failed core courses in 9th grade than they failed in 8th grade

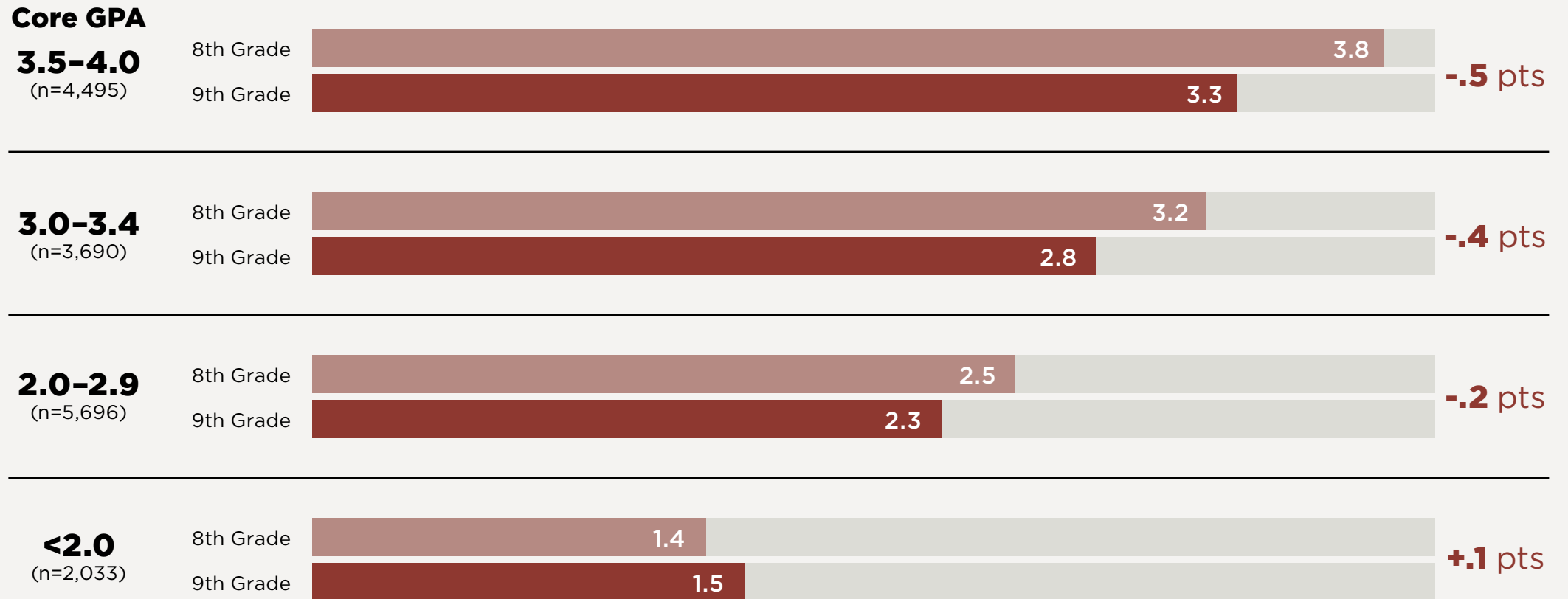
Percentage of who students failed at least one semester of any core course



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# Even high achieving students saw their core GPAs decline between 8th and 9th grade

Core GPAs of freshmen in 8th and 9th grade



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# A non-core failure was just as detrimental as a core failure to freshmen students' likelihood of graduating from high school

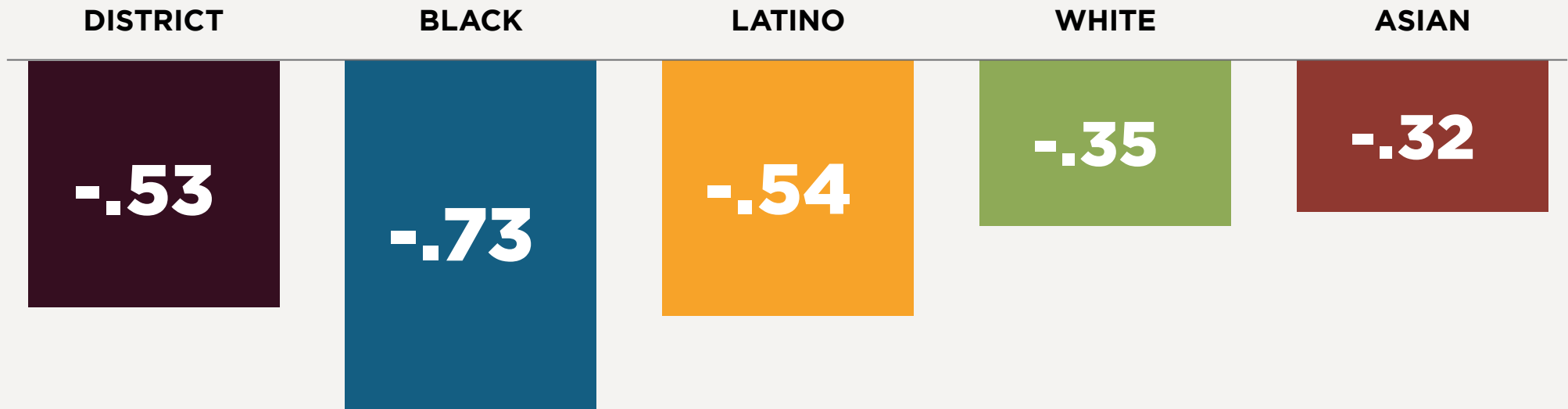
High school graduation rate by number of 9th grade course failures



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# The core GPAs of high-achieving Black students fell twice as much as those of their White and Asian peers

Drop in core GPA between 8th and 9th grade among students with an 8th grade core GPA of 3.5-4.0



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# The PE/Health grades of Black and Latino young men fell almost a full letter grade (1.0 GPA point) from 8th to 9th grade

Change in PE/Health GPA from 8th to 9th grade

## DISTRICT

AVERAGE

-0.81 pts

## BLACK

YOUNG MEN

-0.99 pts

YOUNG WOMEN

-0.80 pts

## LATINO

YOUNG MEN

-0.90 pts

YOUNG WOMEN

-0.76 pts

## WHITE

YOUNG MEN

-0.70 pts

YOUNG WOMEN

-0.54 pts

## ASIAN/PACIFIC ISLANDER

YOUNG MEN

-0.59 pts

YOUNG WOMEN

-0.52 pts

This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

# Students who did not end freshman year with a 3.0+ GPA had a difficult time attaining one by the time they graduated

Percentage of freshman students who graduated from high school with a 3.0+ GPA



Students who were on-track with 3.0+ GPA at the end of their freshman year



Students who were on-track with <3.0 GPA at the end of their freshman year

0%

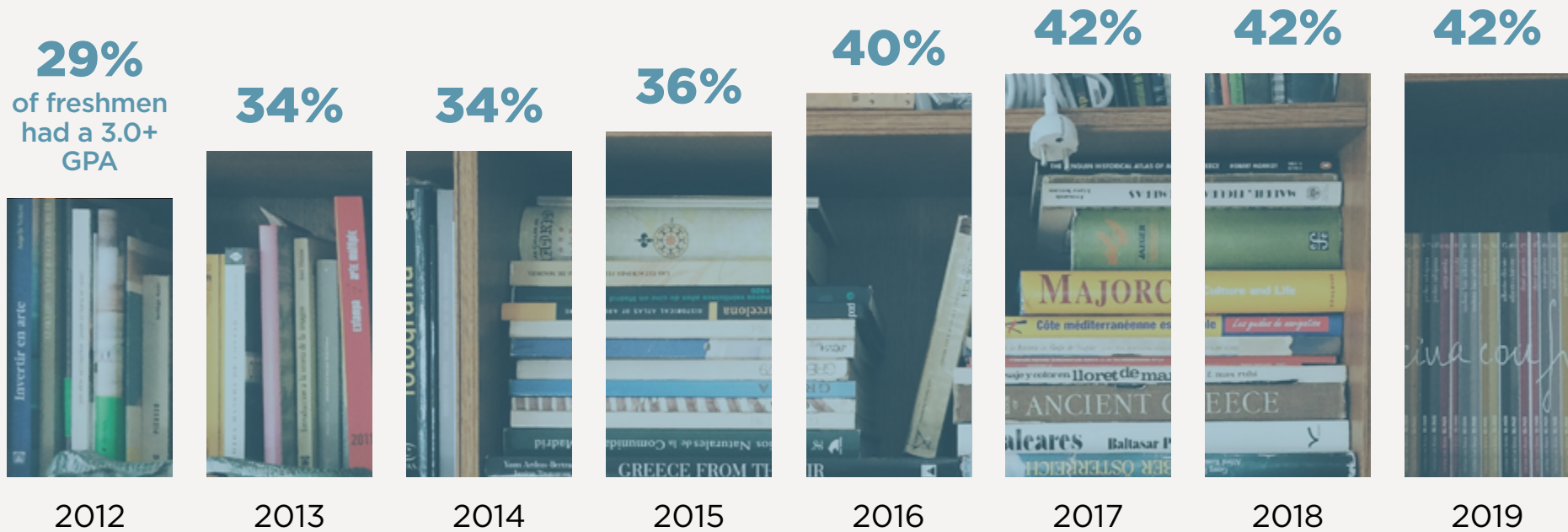
Students who were off-track at the end of their freshman year

This analysis includes students who were first-time freshmen in Chicago Public Schools in 2015-16. Charter school students are not included in this analysis.



# CPS students' freshman year GPAs have risen since 2012

Increase in CPS freshman year GPAs of **3.0+** from 2012-2019\*



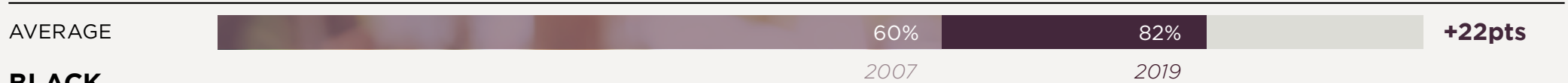
\* GPAs do not include charter school students because we do not have grades data for these students. 27 percent of the 2016-17 freshman cohort attended charter schools. The proportion of freshmen in charter schools in 2009 was 15 percent.

**Improving the Odds of Making It To  
and Through College: High School  
Graduation and Graduating GPAs**

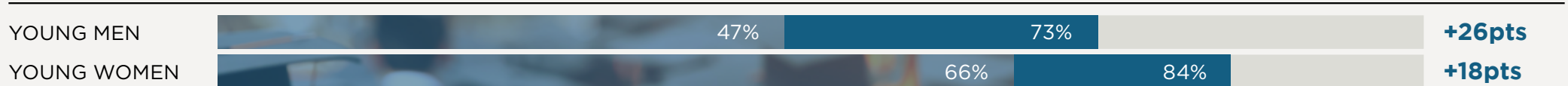
# Since 2007, Chicago's high school graduation rate has risen among students of all races and genders

Graduation rate increases in CPS, 2007 vs. 2019

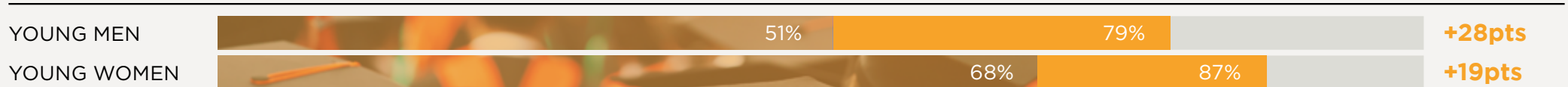
## DISTRICT



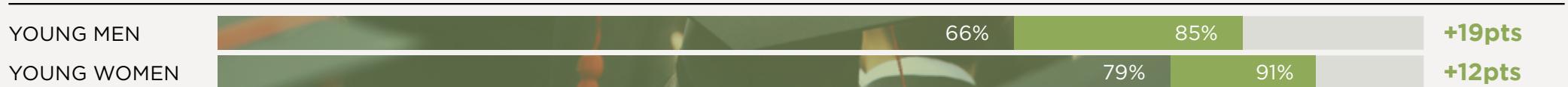
## BLACK



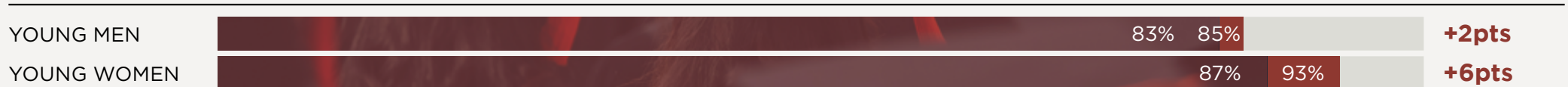
## LATINO



## WHITE



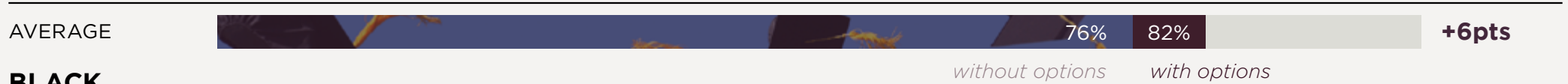
## ASIAN/PACIFIC ISLANDER



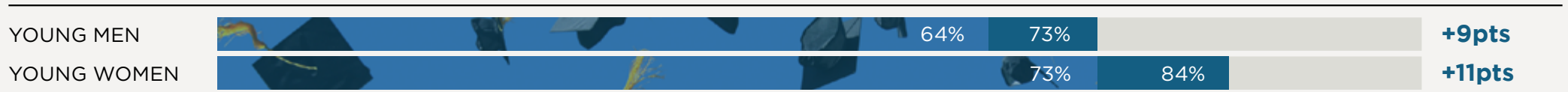
# Black students are much more likely to graduate from an options school than other students

Graduation rates with and without options school graduates in 2019

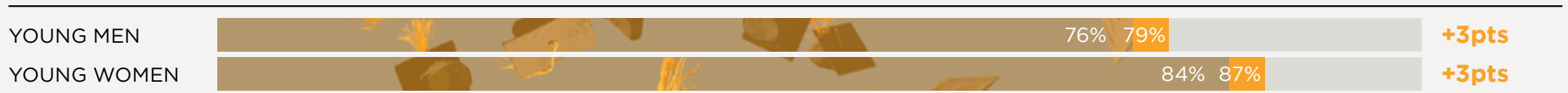
## DISTRICT



## BLACK



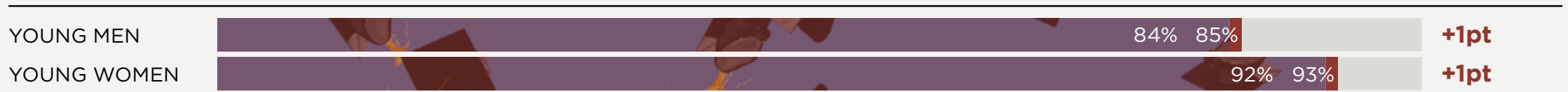
## LATINO



## WHITE



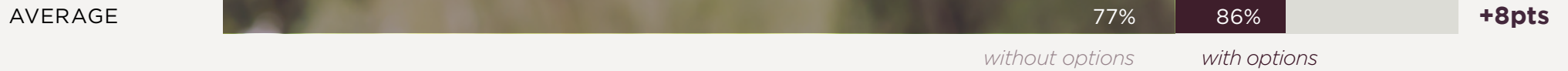
## ASIAN/PACIFIC ISLANDER



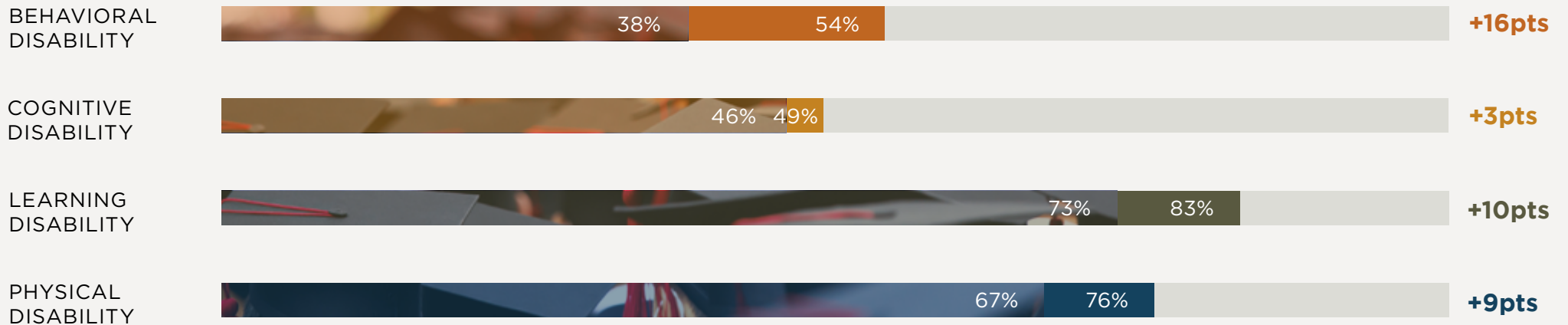
# In 2019, nearly one-third of students with a behavioral disability completed high school through options programs

Six-year graduation rates with and without options school graduates in 2019

## DISTRICT



## STUDENTS WITH A...



Students with learning disabilities include students with moderate and severe learning disabilities. Students with behavioral disabilities include students with emotional and behavioral disorders. Students with cognitive disabilities include students with intellectual disabilities, students with autism, and students who have experienced traumatic brain injury.

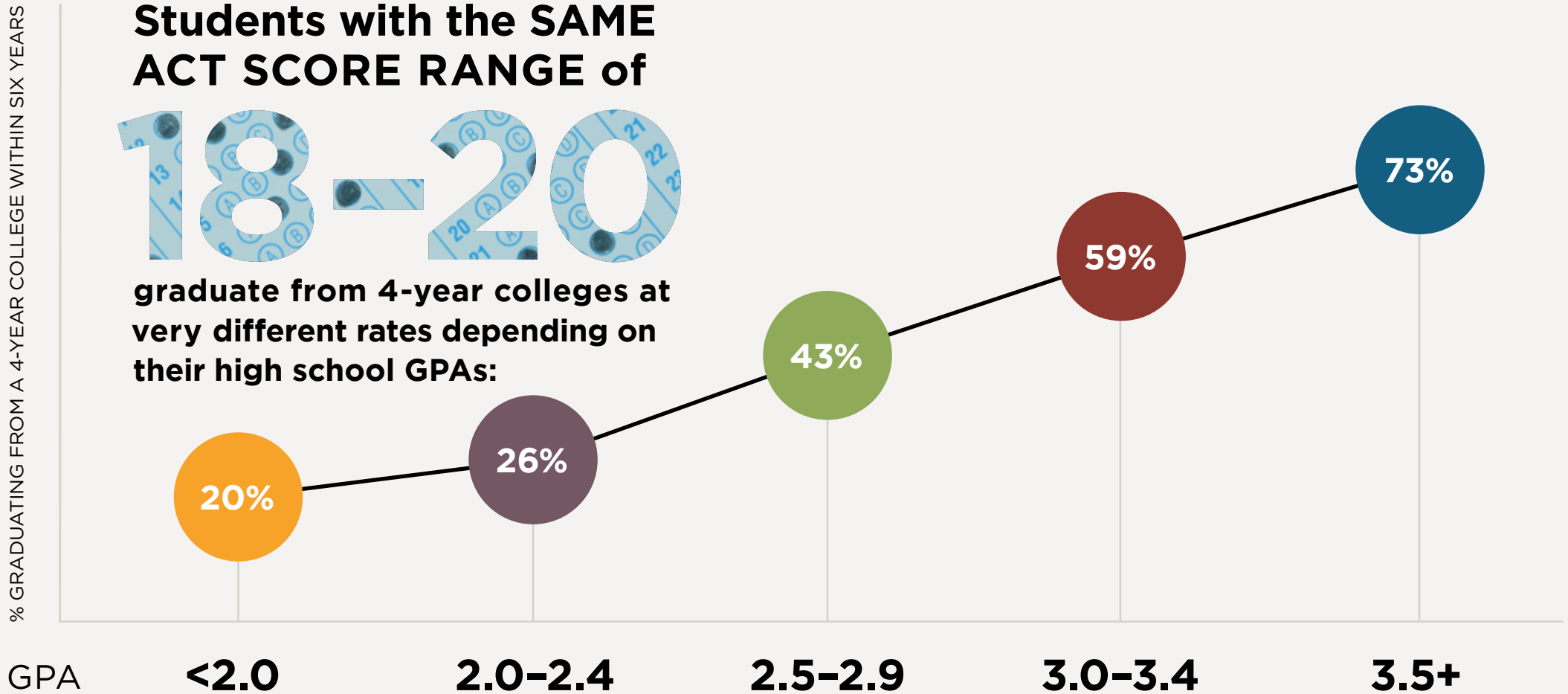
# GPA's – not ACT scores – are the strongest predictor of 4-year college graduation

% GRADUATING FROM A 4-YEAR COLLEGE WITHIN SIX YEARS

Students with the SAME ACT SCORE RANGE of

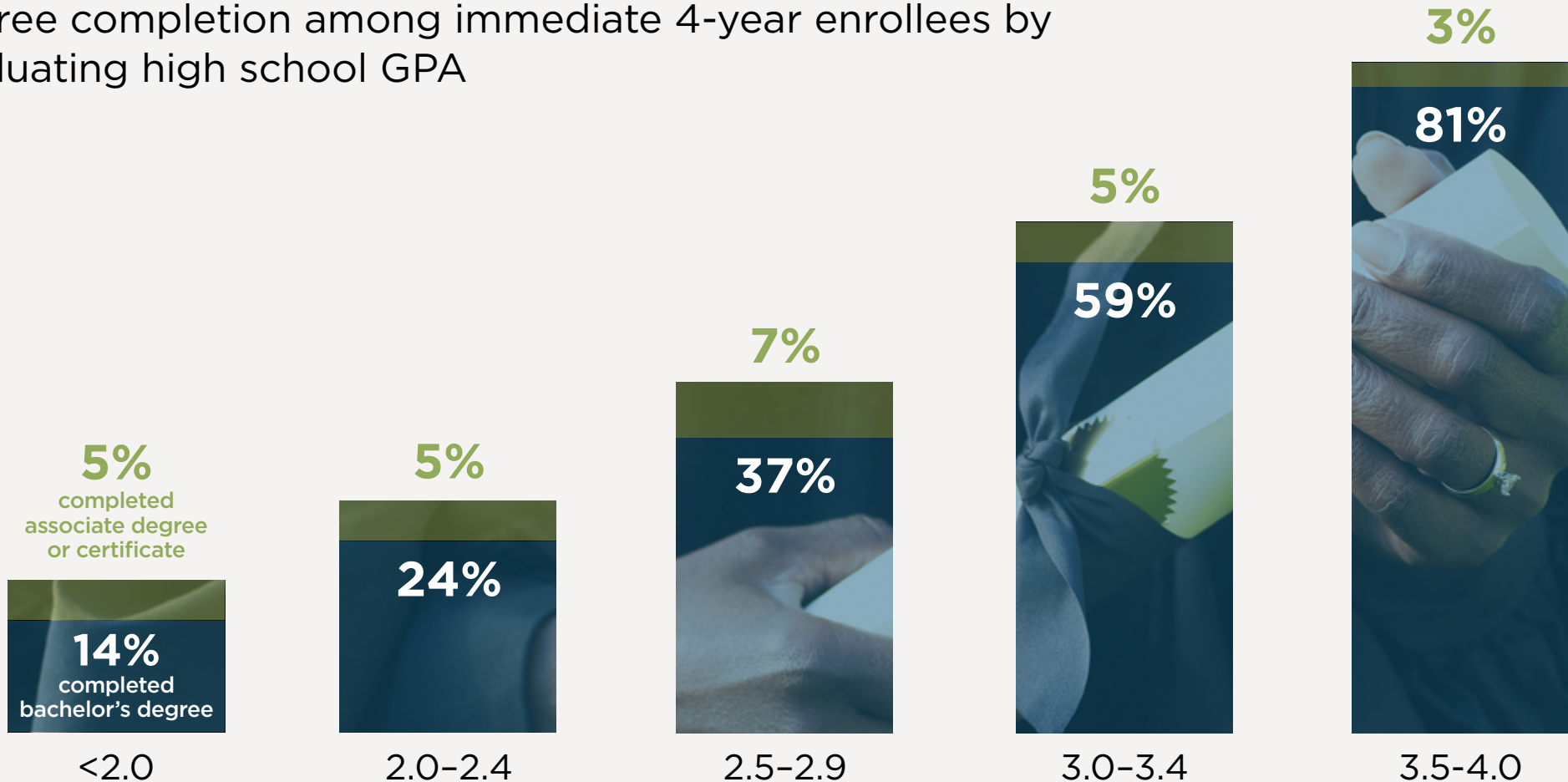
**18-20**

graduate from 4-year colleges at very different rates depending on their high school GPAs:



# A higher high school GPA increases the likelihood of immediate 4-year enrollees making it through college

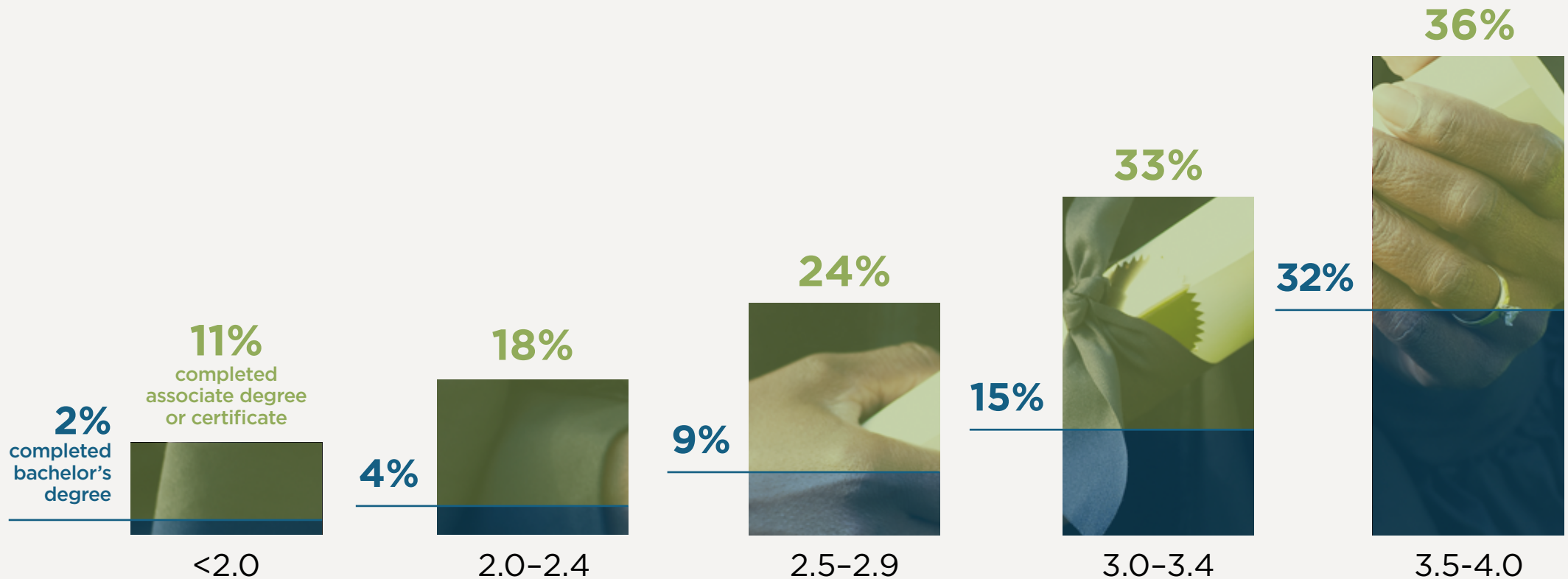
Degree completion among immediate 4-year enrollees by graduating high school GPA



Some bachelor's degree completers also completed an associate degree or certificate.

# A higher high school GPA increases the likelihood of immediate 2-year enrollees making it through college

Degree completion among immediate 2-year enrollees by graduating high school GPA



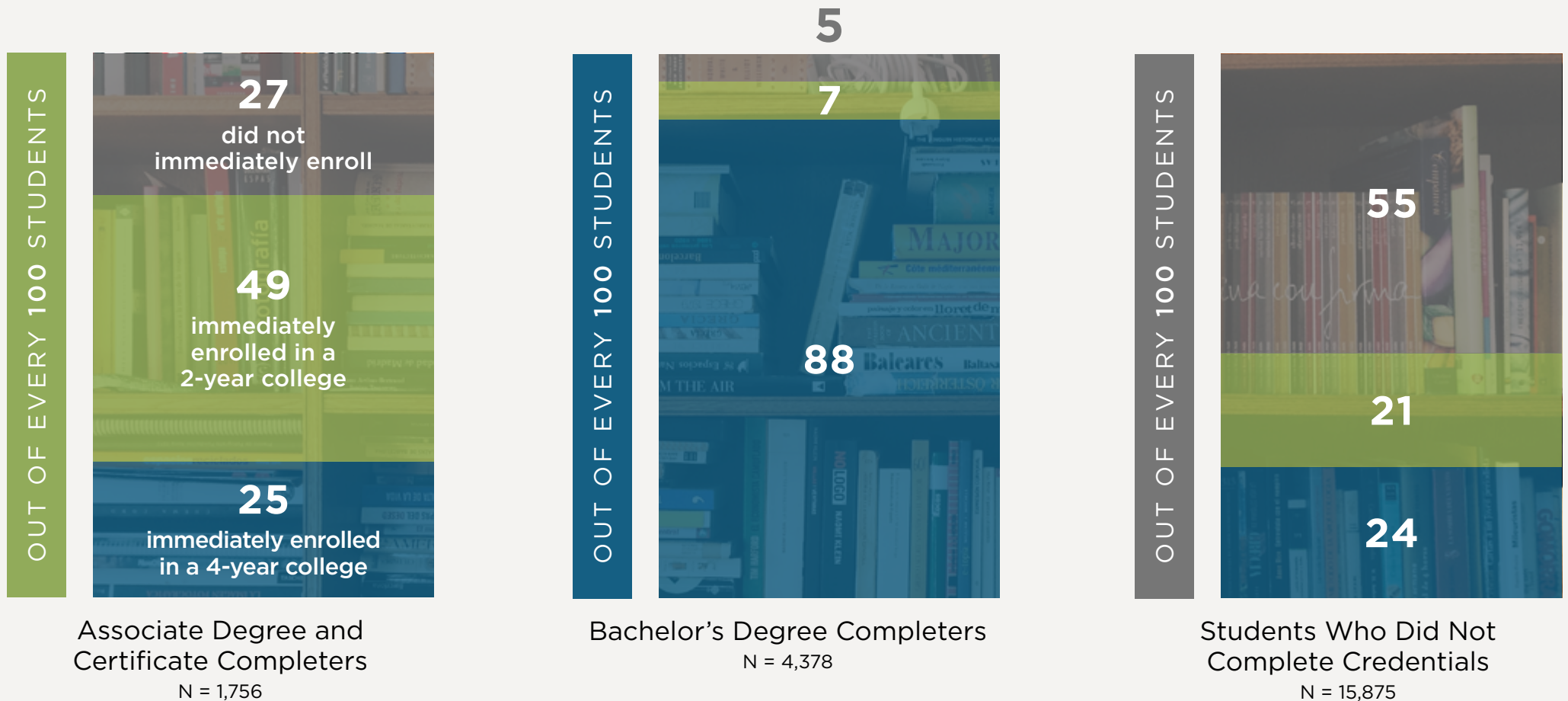
Some bachelor's degree completers also completed an associate degree or certificate.



**Students Who Immediately Enroll in  
College Are More Likely to Complete a  
Degree, yet Disparities Persist**

# Most students who completed a bachelor's degree within 6 years immediately enrolled in a 4-year college

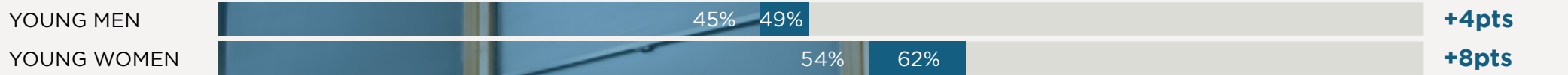
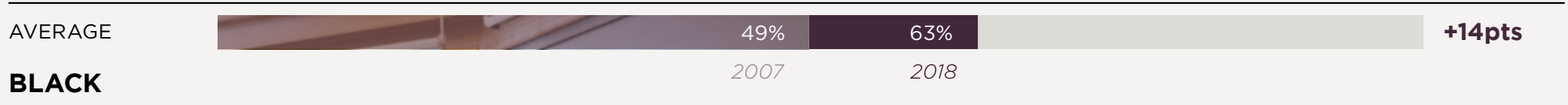
Immediate enrollment status of eventual college completers



# Since 2007, Chicago's immediate college enrollment rate has risen among students of all races and genders

Immediate college enrollment rate increases among CPS graduates, 2007 vs. 2018

## DISTRICT



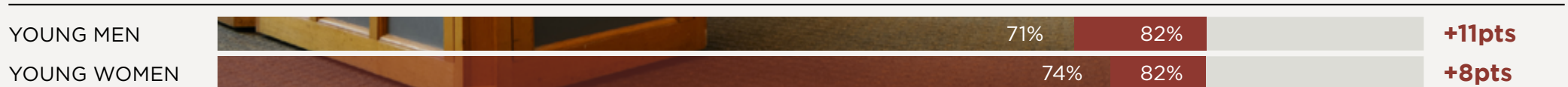
## LATINO



## WHITE



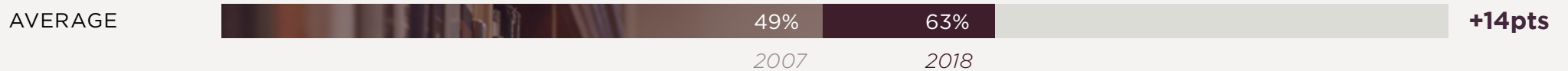
## ASIAN/PACIFIC ISLANDER



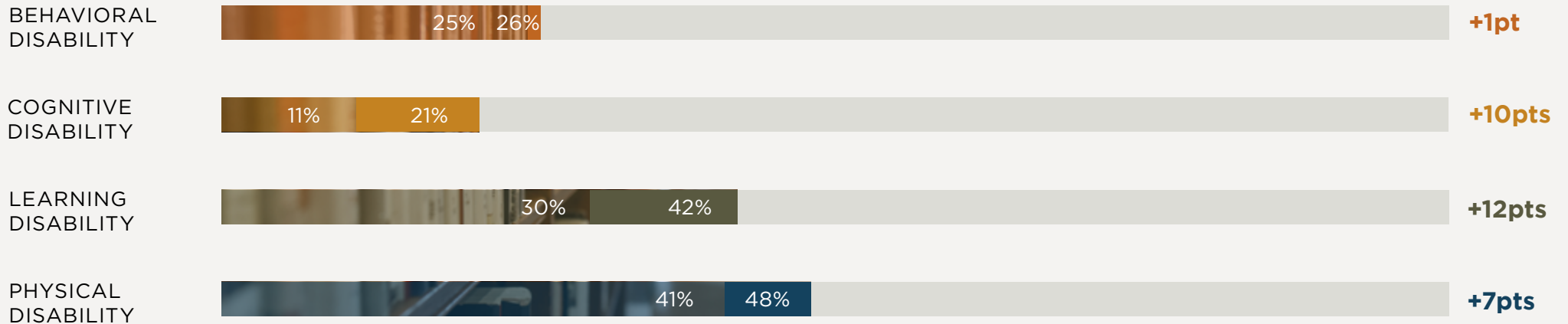
# Fewer than one-half of CPS graduates with disabilities immediately enroll in college

Immediate college enrollment rate increases among CPS graduates with disabilities, 2007 vs. 2018

## DISTRICT



## STUDENTS WITH A...

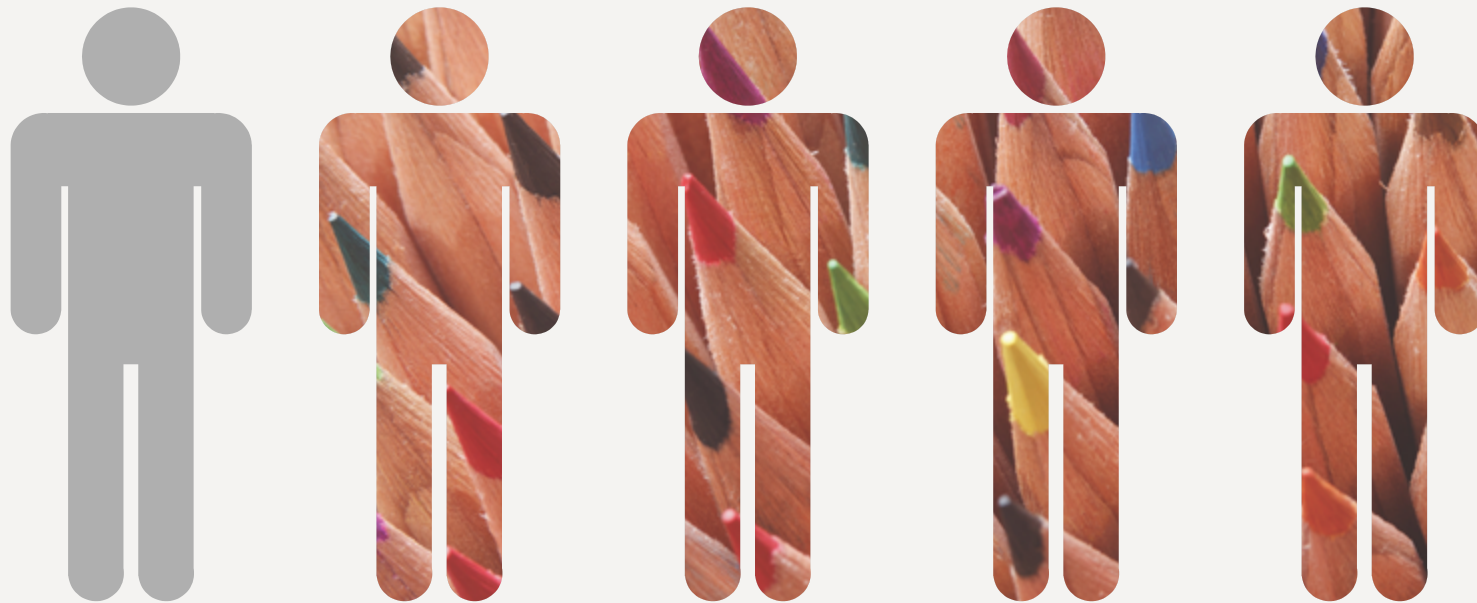


Students with learning disabilities include students with moderate and severe learning disabilities. Students with behavioral disabilities include students with emotional and behavioral disorders. Students with cognitive disabilities include students with intellectual disabilities, students with autism, and students who have experienced traumatic brain injury.

# Many CPS graduates who were academically qualified for college did not immediately enroll

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Nearly 1 in 5 CPS graduates with a 3.0 or higher GPA did not immediately enroll in either a 2-year or 4-year college



Charter school students are excluded from this analysis.

# About 1 in 4 graduates who immediately enrolled in a 2-year college completed any degree or certificate

Rates of completion of any degree or certificate for immediate 2-year enrollees, 2012 CPS graduates

## DISTRICT

AVERAGE



## BLACK

YOUNG MEN



YOUNG WOMEN

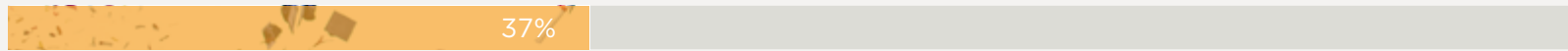


## LATINO

YOUNG MEN



YOUNG WOMEN



## WHITE

YOUNG MEN



YOUNG WOMEN



## ASIAN/PACIFIC ISLANDER\*

YOUNG MEN



YOUNG WOMEN

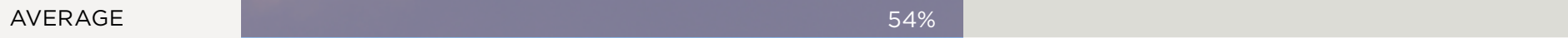


\* Rates for Asian/Pacific Islander students are suppressed in this table because there were fewer than 100 students in the denominators.

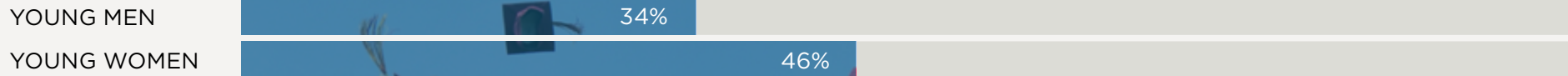
# Fewer than one-half of graduates who immediately enrolled in a 4-year college completed any degree or certificate

Rates of completion of any degree or certificate for immediate 4-year enrollees, 2012 CPS graduates

## DISTRICT



## BLACK



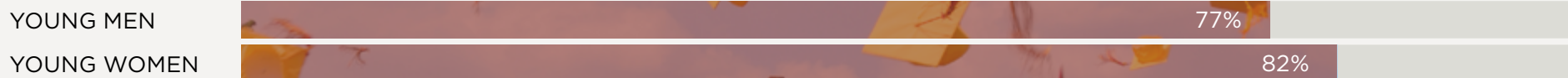
## LATINO



## WHITE



## ASIAN/PACIFIC ISLANDER

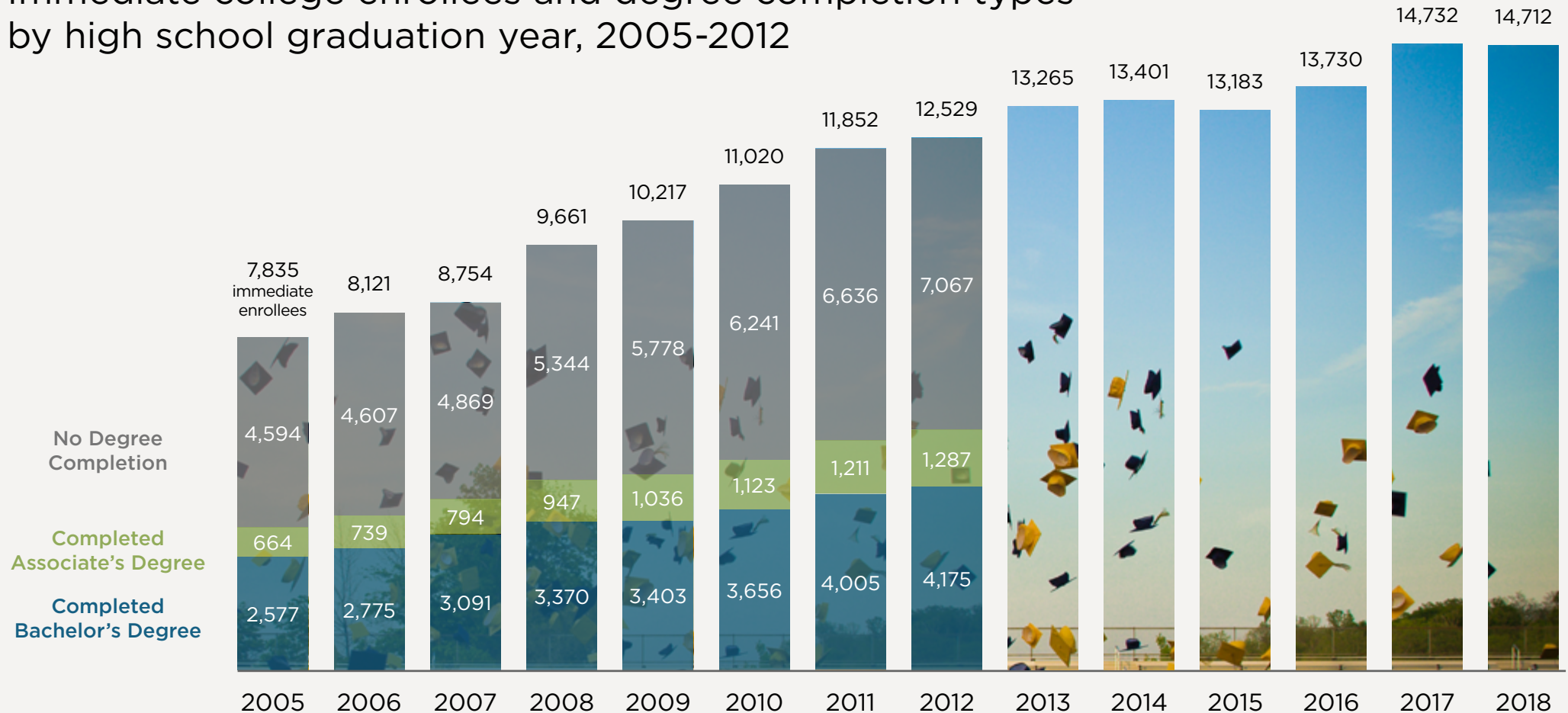


**How the Milestones That Matter Most  
for College Success Predict Students'  
Future Attainment**



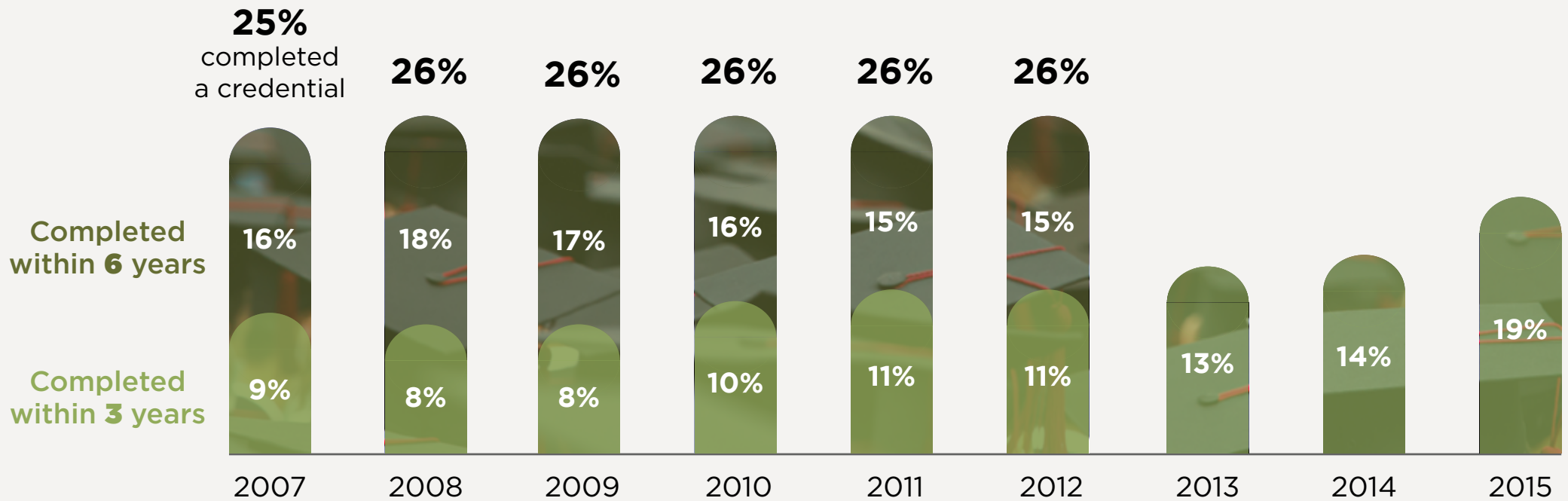
# More CPS graduates are enrolling immediately in college and more are earning a degree within 6 years

Immediate college enrollees and degree completion types by high school graduation year, 2005-2012



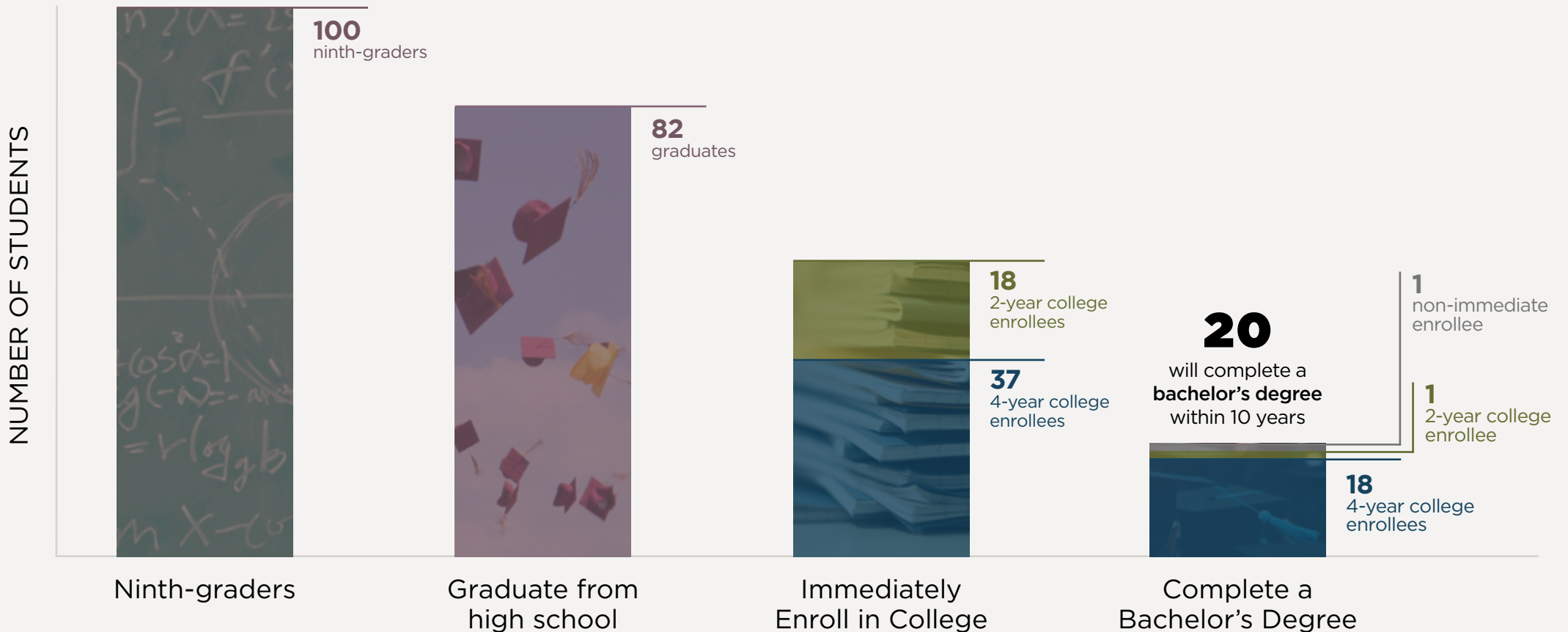
# On average, about 1 out of every 4 immediate two-year enrollees completes a degree or certificate within 6 years

3-year and 6-year completion rates among immediate two-year enrollees, 2007-2015

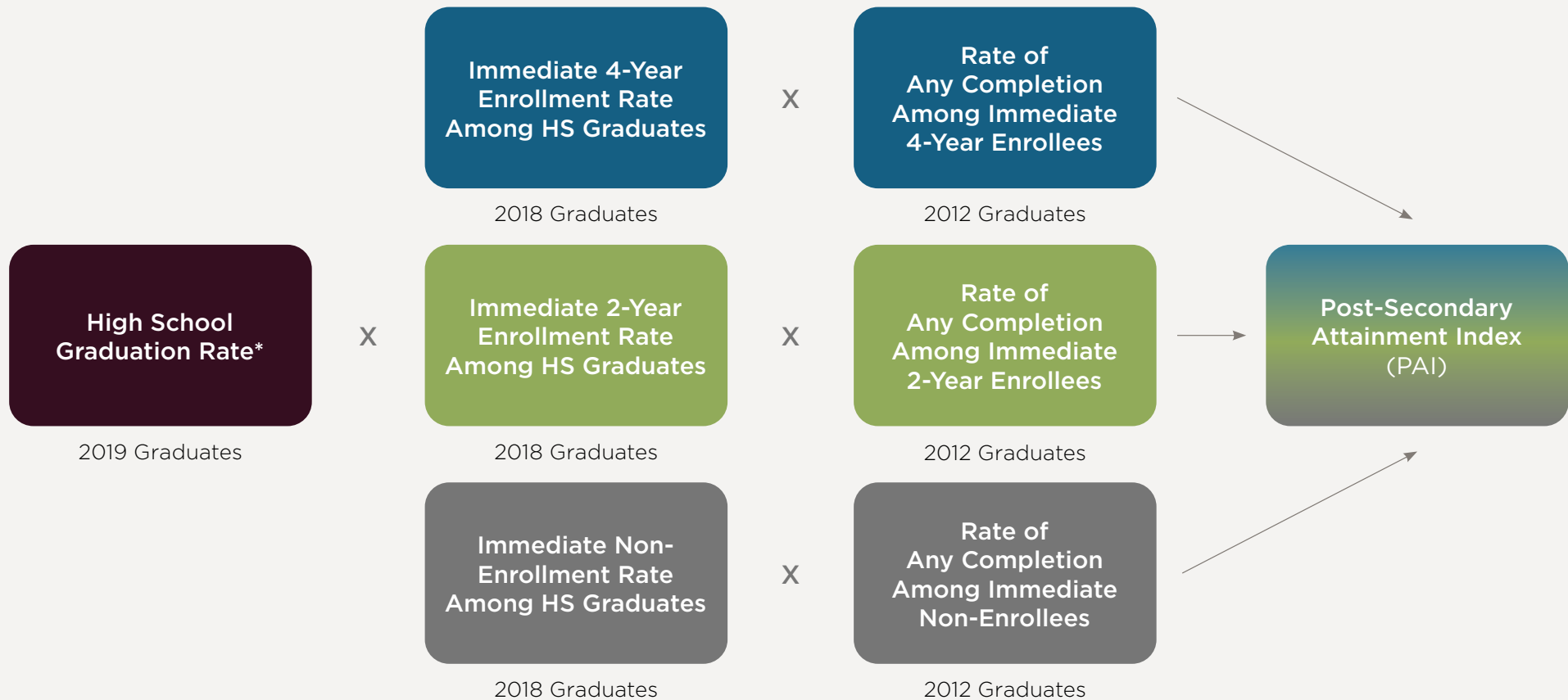


# If current rates hold, only 1 in 5 students who are ninth-graders in CPS will complete a bachelor's degree within 10 years

## 2019 Bachelor's Degree Attainment Index



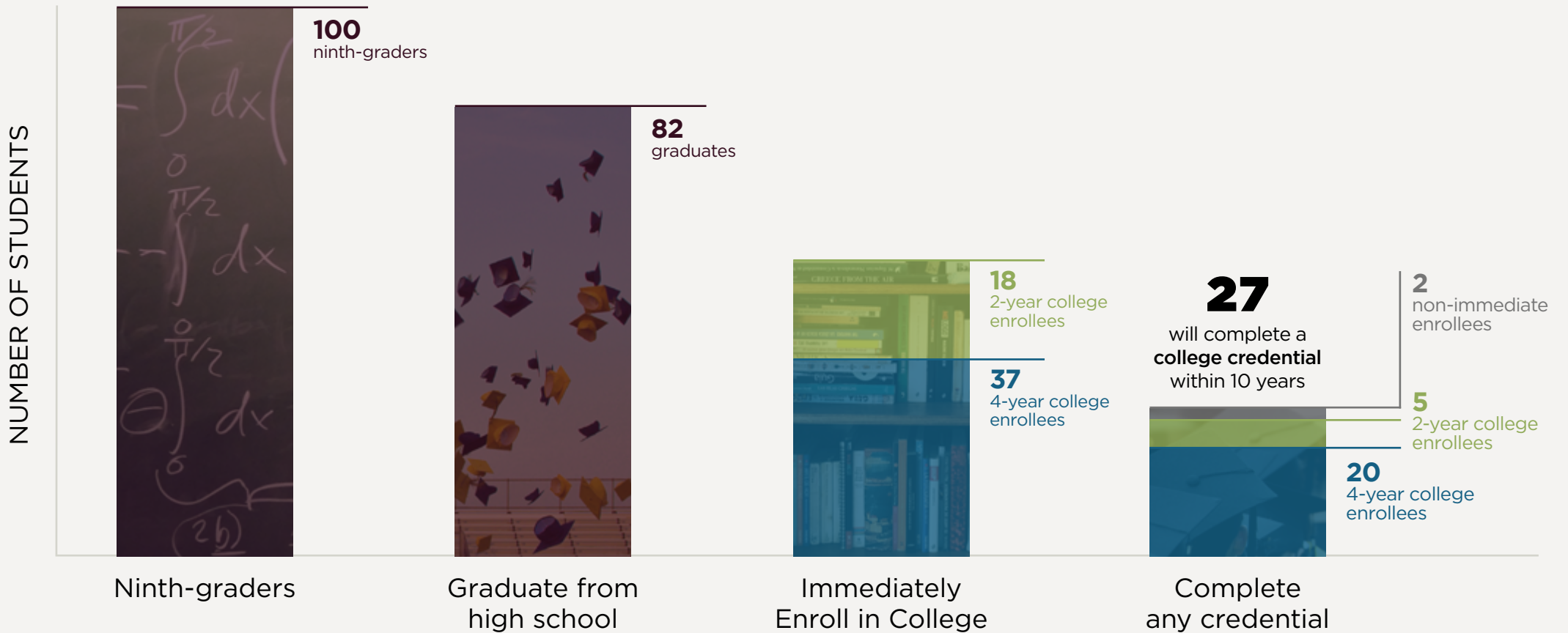
# The Postsecondary Attainment Index (PAI) projects the proportion of current CPS ninth-graders that will go on to complete any degree or certificate within 10 years



\* High school graduates are defined as students who earned any diploma from CPS within four years of starting high school.

# If current rates hold, 27 out of every 100 current CPS ninth-graders will complete a college credential within 10 years

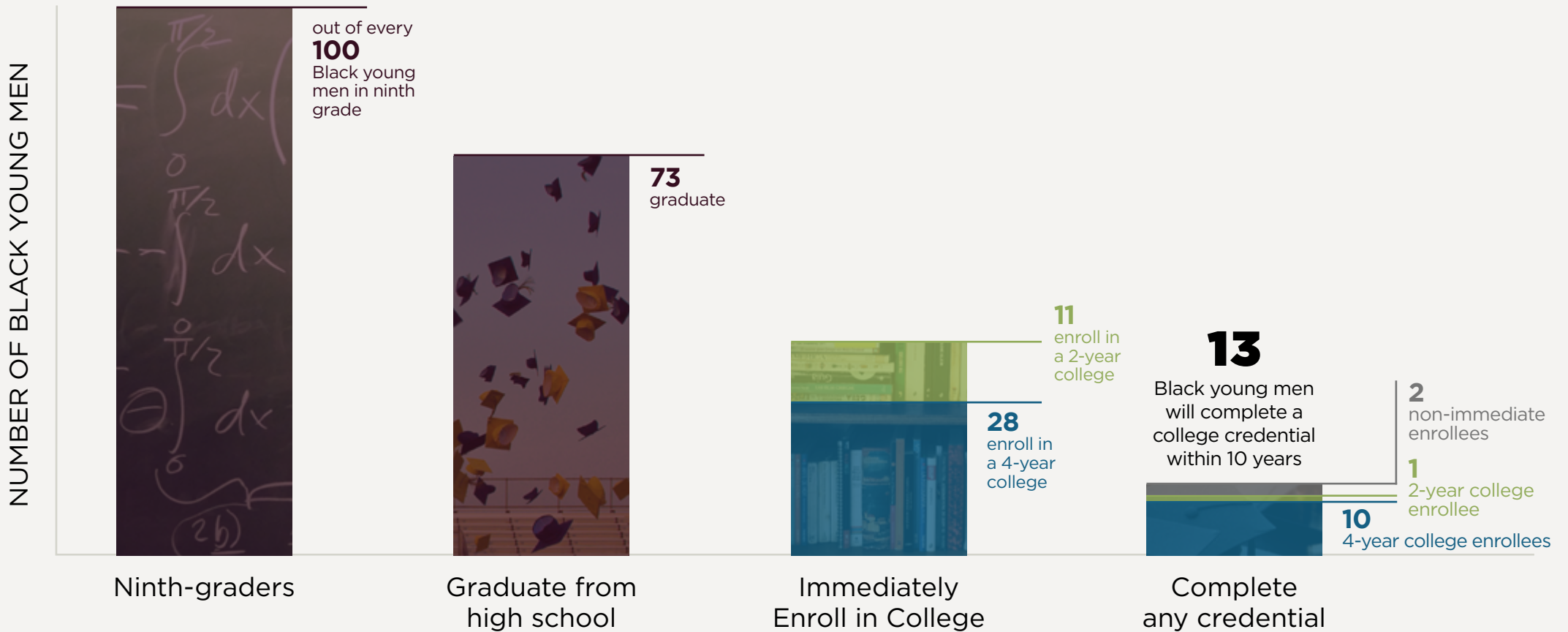
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 13 out of every 100 Black young men who are ninth-graders in CPS will complete a college credential

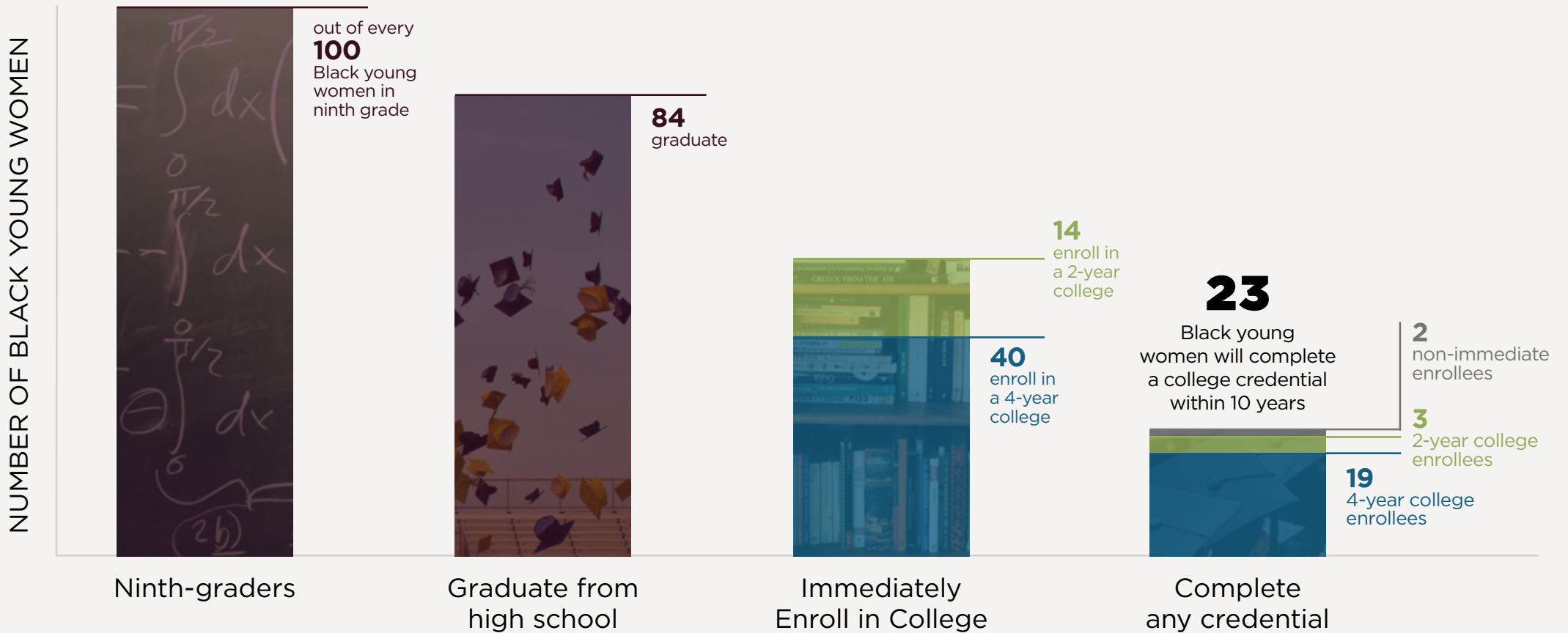
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 23 out of every 100 Black young women who are ninth-graders in CPS will complete a college credential

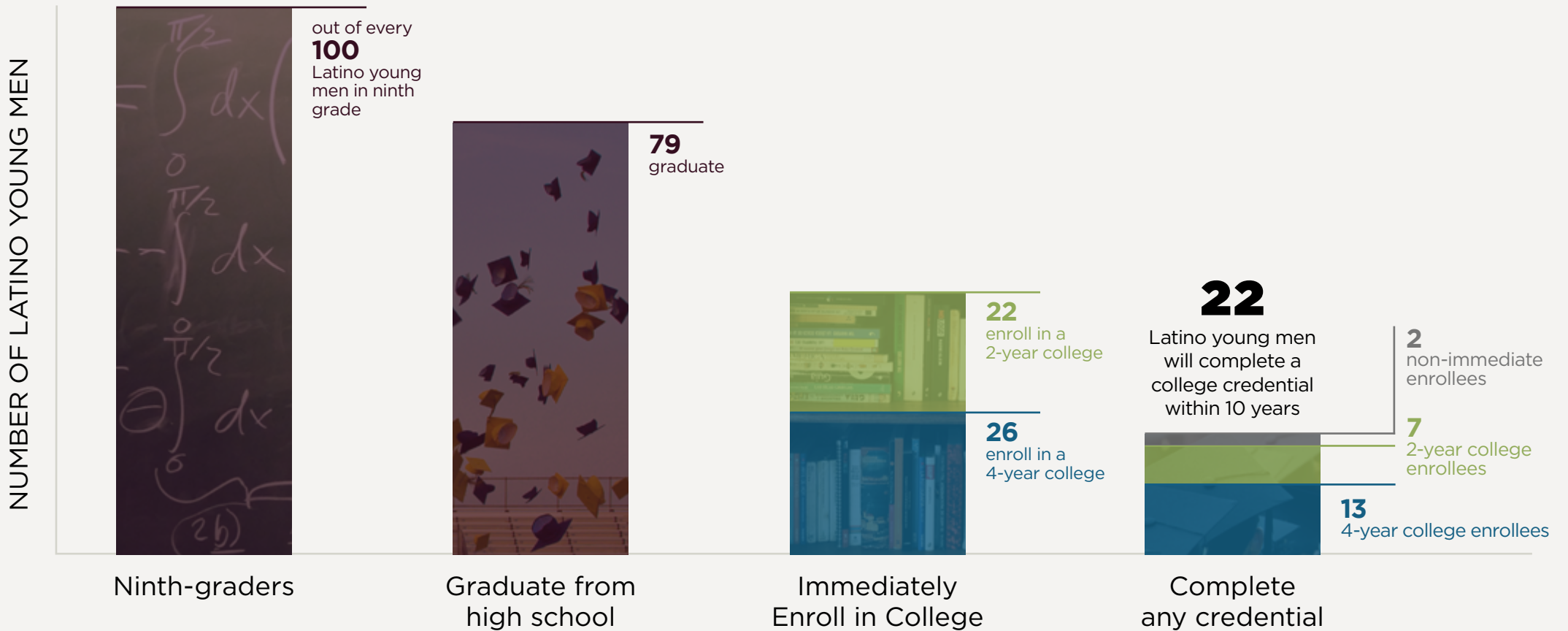
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 22 out of every 100 Latino young men who are ninth-graders in CPS will complete a college credential

## 2019 Post-Secondary Attainment Index

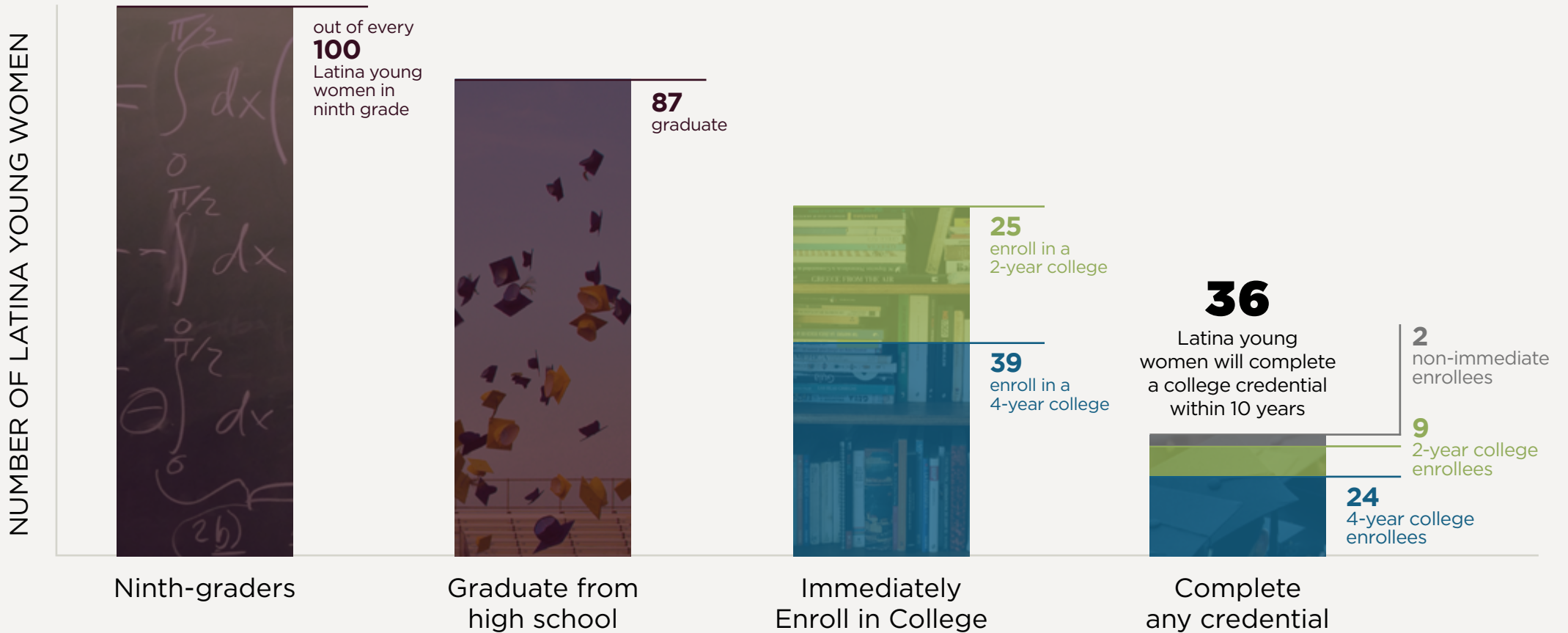


Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.



# If current rates hold, 36 out of every 100 Latina young women who are ninth-graders in CPS will complete a college credential

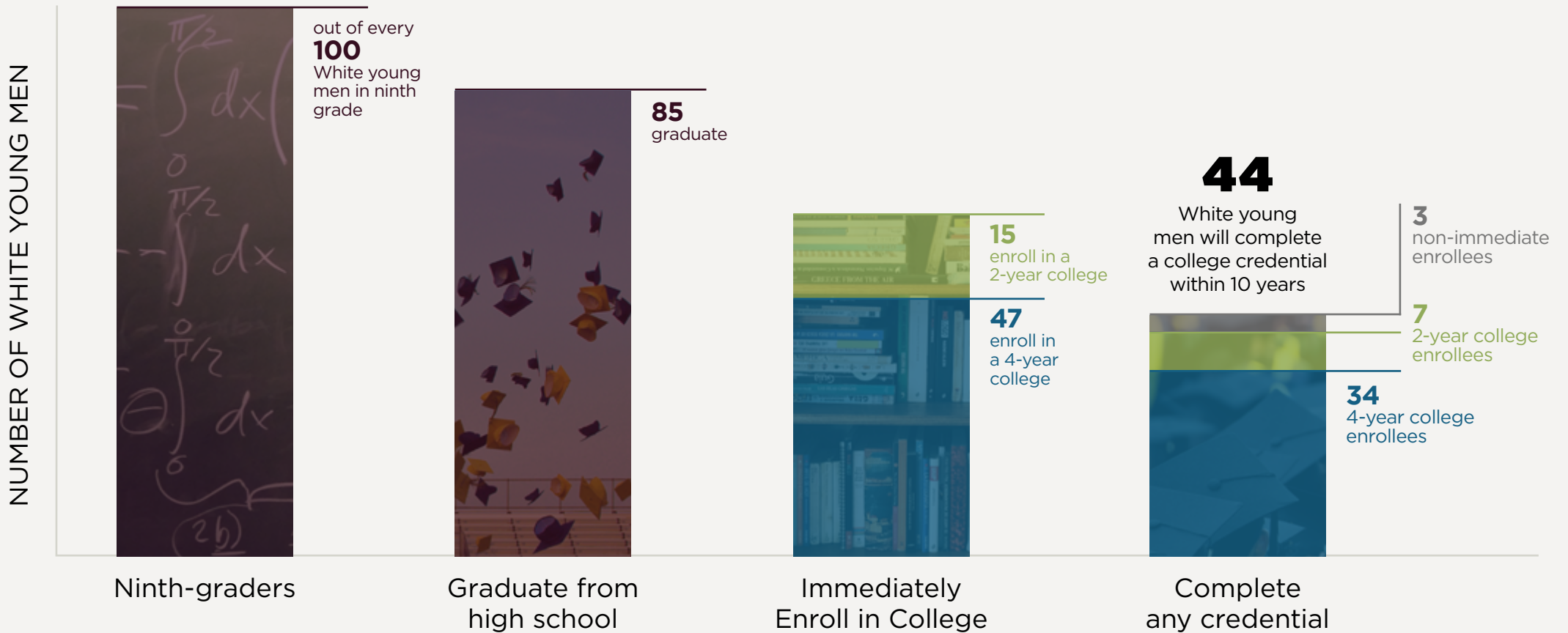
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 44 out of every 100 White young men who are ninth-graders in CPS will complete a college credential

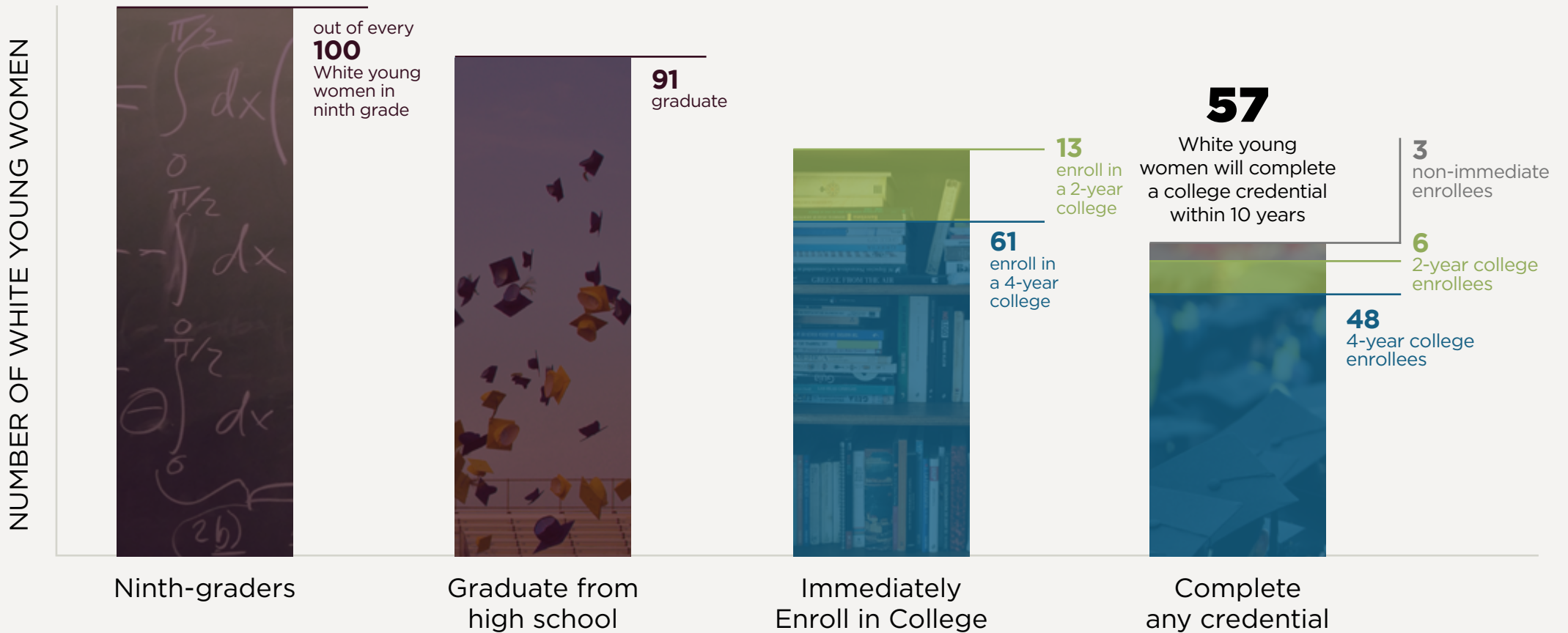
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 57 out of every 100 White young women who are ninth-graders in CPS will complete a college credential

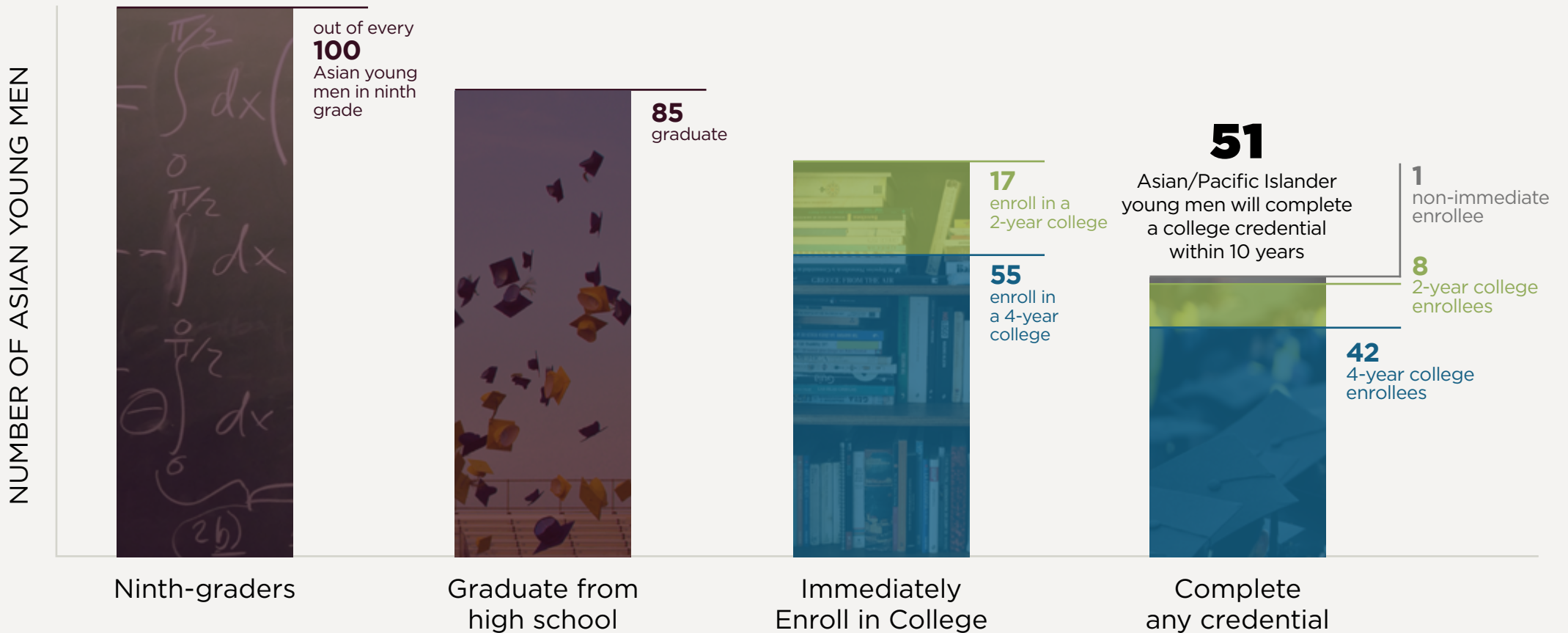
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 51 out of every 100 Asian/Pacific Islander young men who are ninth-graders in CPS will complete a college credential

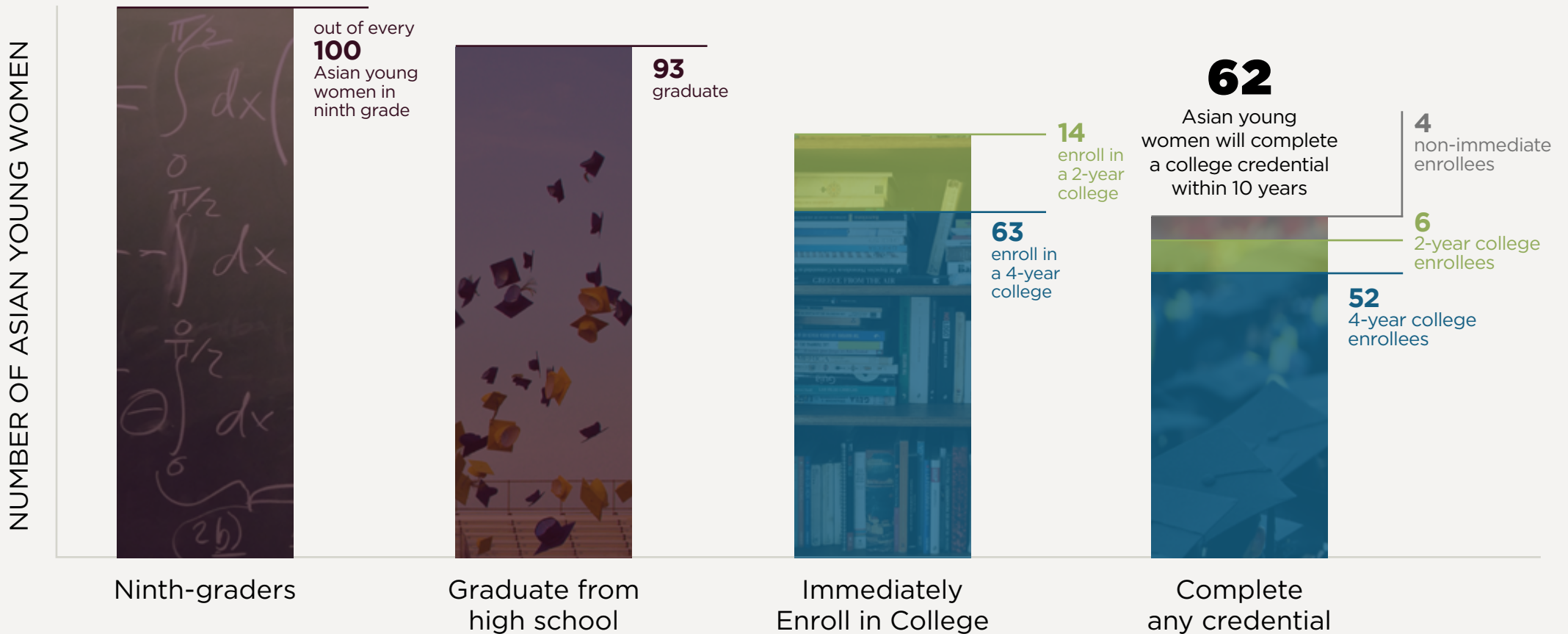
## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# If current rates hold, 62 out of every 100 Asian/Pacific Islander young women who are ninth-graders in CPS will complete a college credential

## 2019 Post-Secondary Attainment Index



Credentials include bachelor's degrees, associate degrees, and certificates from 2-year or 4-year colleges.

# DATA INSIGHTS

**[toandthrough.uchicago.edu](https://toandthrough.uchicago.edu)**