



# Ongoing Research from the UChicago Consortium

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**Developing the Risk and Opportunity Framework**

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## Purpose

The relationship between freshman course performance and high school graduation has been validated in schools, districts, cities, and states across America. Since the release of the [What Matters report](#), UChicago Consortium researchers have produced a plethora of new evidence on the transition to high school. This body of research is moving the field from mitigating course failure (just staying On Track) to supporting high levels of course performance for all students. Specifically, this means helping students increase their Grade Point Averages so they are ready for the rigors of college. Tool Set E provides educators with an understanding of how the work has evolved in Chicago since the development of the On-Track indicator.

## How & When to Use




These tools can serve as reference guides when your school is ready to work on improving course performance more holistically. The Annotated Bibliography lists and summarizes the key research coming out of the UChicago Consortium on the transition to high school. It shows the scope of the work from 2005, when the relationship between On-Track and high graduation rates was identified, to the latest research in 2016. The *Developing the Risk and Opportunity Framework* slide deck describes how the research indicators and data analysis on freshman success evolved over time to become a more complex early warning indicator system.

# Connections to Framework

The [Freshman Success Framework](#) is the foundation for effective school practice on On-Track and student success. The Network for College Success has seen the greatest and most sustainable gains for freshmen when schools develop high-functioning educator professional learning communities, which we call Success Teams.

This Tool Set focuses on the below actions of a Success Team stemming from the Freshman Success Framework.

✓			✓
⚙			✓
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💡			

Elements	Success Team
<b>Setting Conditions</b> 	<ul style="list-style-type: none"> <li>• With principal and Team Lead, establishes foundational knowledge, sets purpose, and creates freshman success goals for On-Track and student connection</li> </ul>
<b>Implementation</b> 	<ul style="list-style-type: none"> <li>• Reviews incoming class performance data to develop early and targeted supports for students</li> </ul>
<b>Communication</b> 	<ul style="list-style-type: none"> <li>• Engages faculty in frequent communication on student progress and successful strategies</li> </ul>

This Tool Set also highlights the actions stemming from the Framework for the Principal and Team Lead in support of the Success Team work.

## Team Lead

- Setting Conditions: Acquires foundational knowledge on the importance of freshman course performance as well as tools and strategies to lead the Success Team
- Setting Conditions: With principal and Success Team, sets freshman success goals for On-Track and student connection, and develops benchmarks to monitor progress
- Implementation: Works with data technician to bring actionable student-level data at regular intervals

## Principal

- Setting Conditions: Selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers
- Setting Conditions: Sets goals for On-Track and student connection with the Success Team and team leadership
- Implementation: Provides timely access to freshman success-related data, such as point-in-time On-Track data



## Ongoing Research from the UChicago Consortium

# Annotated Bibliography of UChicago Consortium Research on the Transition to High School

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Since the initial research on the On-Track metric, UChicago Consortium researchers have studied the transition to high school again and again to develop a large body of work on the critical nature of freshman year in Chicago Public Schools. This annotated bibliography provides an overview of the most important UChicago Consortium research over the past decade as well as how the findings push practice on the ground.

## Annotated Bibliography of the UChicago Consortium Research on the Transition to High School

### The On-Track Indicator as a Predictor of High School Graduation

JUNE, 2005

*Elaine M. Allensworth and John Q. Easton*

This research brief identifies the relationship between ninth grade course performance and high school graduation for the first time in UChicago Consortium research.

### What Matters for Staying On-Track and Graduating in Chicago Public High Schools

JULY, 2007

*Elaine M. Allensworth and John Q. Easton*

This report is the foundational text for On-Track work in Chicago. *What Matters* deepened researchers' and practitioners' understanding of the relationship between ninth grade and high school graduation by making connections between Freshman On-Track, absence rates, and the culture and climate of Chicago's high schools. The report also challenged the idea that students' academic skill level—as measured by achievement tests—was their biggest barrier to success in high school. Instead, the report suggested practitioners focus on boosting student attendance, increasing classroom engagement, and building stronger student-teacher relationships as strategies for increasing freshman course performance. Ultimately, the report hypothesized that supporting freshmen would lead to increased graduation rates.

### What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on Students with Disabilities

DECEMBER, 2009

*Julia Gwynne, Joy Lesnick, Holly Hart, and Elaine M. Allensworth*

This report examines whether or not On-Track is an effective early warning indicator for students with disabilities in Chicago. The authors found that freshman year course performance—more than background characteristics such as race, gender, socioeconomic status, or prior achievement—predicts which students with disabilities are most at risk for dropping out of high school. This means that, while the work of keeping freshmen with disabilities On Track to Graduate may be difficult, it is still the right strategy for increasing graduation rates among this particularly vulnerable subgroup of students in Chicago Public Schools.

## What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Focus on English Language Learners

MAY, 2012

*Julia Gwynne, Amber Stitzel Pareja, Stacy B. Ehrlich, and Elaine M. Allensworth*

This report examines whether or not On-Track was an effective early warning indicator for English Language Learner (ELL) students in Chicago. The authors found that course performance indicators are highly predictive of graduation for ELL students. In fact, course performance is more predictive than other ELL-specific indicators, including English language proficiency level and whether students experienced interruptions in their education. This means that, while the work of keeping ELL students On Track to Graduate may be difficult, it is still the right strategy for increasing graduation rates among this particularly vulnerable sub-group of students in Chicago Public Schools.

## Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance

JUNE, 2012

*Camille A. Farrington, Melissa Roderick, Elaine M. Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum*

This literature review was the beginning of a new line of work at the UChicago Consortium to understand noncognitive factors and how those factors shape students' success in school. Noncognitive factors can be habits and mindsets like belonging, academic perseverance, study habits, self-regulation, and many others. This work called attention to the idea that skills and habits can be shaped in schools, particularly in the classroom, and pushed educators to explicitly incorporate these factors into the ongoing work of teaching and learning. Noncognitive factors can offer practitioners a new way of seeing the On-Track work from a student's perspective and shed new light on freshman success. Rather than just focusing on student attendance and work, this review encourages educators to think about shaping students' mindsets as learners to make a successful transition into high school.

## Preventable Failure: Improvements in Long-Term Outcomes When High Schools Focused on the Ninth Grade Year: Research Summary

APRIL, 2014

*Melissa Roderick, Thomas Kelley-Kemple, David W. Johnson, and Nicole O. Beechum*

What happens to graduation rates as On-Track rates rise? After many years of strong improvement in On-Track rates across Chicago's schools, UChicago Consortium researchers re-evaluated the relationship between the On-Track indicator and graduation. The authors found that schools that experienced substantial increases in On-Track rates also saw increases in graduation rates. In addition, On-Track increases paid off for all kinds of students in all kinds of schools, with African-American and Latino males—those who had the lowest On-Track rates to begin with—making the greatest gains. This research gave practitioners in Chicago confidence that the focus on ninth grade is the right focus for high school improvement.

## Free to Fail or On-Track to College Series

SEPTEMBER, 2014

*W. David Stevens, Elaine M. Allensworth, Amber Stitzel Pareja, Marisa de la Torre, Julia A. Gwynne, Todd Rosenkranz, and James Sebastian*

This series comprises three short reports:

- An Introduction to the UChicago CCSR Research Series
- Why Grades Drop When Students Enter High School and What Adults Can Do About It
- Setting the Stage for Academic Challenge: Classroom Control and Student Support

The *Free to Fail or On-Track to College* series uses qualitative data from student interviews—in addition to the UChicago Consortium's quantitative data archive—to help illustrate new and ongoing challenges students face in the transition to high school. Among other important findings, this work identifies the enormous scope of talent loss between eighth and ninth grade in Chicago Public Schools, even among high-achieving students. These reports draw attention to the decrease in ninth grade course performance generally as well as the more specific problem of students who earn As and Bs in eighth grade but only Cs and Ds in ninth grade. Low course performance pushes students off the path to college readiness in the same way that course failure pushes students off the path to high school graduation.

## Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools

NOVEMBER, 2014

*Elaine M. Allensworth, Julia A. Gwynne, Paul Moore, and Marisa de la Torre*

When released, this report helped Chicago practitioners make a shift from thinking about On-Track work as a way to mitigate course failure and increase high school graduation to envisioning a more holistic approach to supporting freshman success and ensuring that students are ready to succeed in college. UChicago Consortium researchers re-investigated the foundational relationship between students' academic performance in the middle grades and their performance in high school, and once again reinforced the importance of ninth grade as an inflection point in students' academic trajectories. The report also added important pieces of evidence to the body of research, such as the use of eighth grade attendance and GPA as indicators of high school readiness and the surprisingly low rate of academically talented eighth graders going on to earn B averages in high school. This research provides the evidence behind the "Risk and Opportunity" Framework that is now used by the Network for College Success and schools across the city as a robust early warning indicator system in the transition to high school.

## Foundations for Young Adult Success: A Developmental Framework

JUNE, 2015

*Jenny Nagaoka, Camille A. Farrington, Stacy B. Ehrlich, and Ryan D. Heath; with David W. Johnson, Sarah Dickson, Ashley Cureton Turner, Ashley Mayo, and Kathleen Hayes*

Building off of the previously released literature review on noncognitive factors, this report provides a clear and detailed conceptual framework for supporting human development in schools and society-at-large from preschool to college. The Framework provides a developmental lens on how to best support students in the transition to high school. It also challenges high school educators to think about the extent to which we are developing *agency* and *integrated identity* in developmentally appropriate ways for adolescents, who have tremendously malleable mindsets and need special attention in the transition to high school.

## High School Graduation Rates through Two Decades of District Change: The Influence of Policies, Data Records, and Demographic Shift

JUNE, 2016

*Elaine M. Allensworth, Kaleen Healey, Julia A. Gwynne, and René Crespín*

This report examines two decades of data on Chicago's rising graduation rates and parses out different reasons for those improvements. While some increases in high school graduation rates could be attributed to factors like increased student achievement in grades K-8 or changes in student demographics, the authors find that the biggest contribution are increases in ninth grade factors, like On-Track rates. The report also lays to rest concerns that Chicago's graduation rate may be inflated by artificial changes or factors outside the control of Chicago's high schools. It makes clear that authentic changes in course performance for Chicago's freshmen has been the primary driver of the 20 percentage point increase in high school graduation rates over the last decade.

## The Network for College Success: A Capacity-Building Model for School Improvement

NOVEMBER, 2016

*Mary Ann Pitcher, Sarah J. Duncan, Jenny Nagaoka, Eliza Moeller, Latesha Dickerson, and Nicole O. Beechum*

This model-capture paper uses qualitative data and a deep understanding of the Network for College Success approach to describe a comprehensive model for supporting freshman success work in a network of high schools. The paper accompanies the NCS Freshman On-Track Toolkit.





## Ongoing Research from the UChicago Consortium

# Developing the Risk and Opportunity Framework

This slide deck breaks down the data system that Chicago schools now use to monitor freshman success. As the On-Track work evolved, UChicago Consortium researchers and the Network for College Success collaborated to develop a broader data framework to guide improvement efforts. Called the Risk and Opportunity Framework, it now functions as a detailed early warning indicator system for monitoring freshman success in schools throughout Chicago. Adopting this new and more complex data system also helped practitioners move from improving On-Track rates to increasing freshman course performance to higher levels.



## Ongoing Research from the UChicago Consortium

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Prior to 2014, the UChicago Consortium identified two crucial indicators for freshman success: On-Track and Bs or Better. On-Track is an early indicator of high school graduation. UChicago Consortium research shows that On-Track students are four times more likely to graduate from high school than their off-track peers.

Understanding Research  
& Applying Data

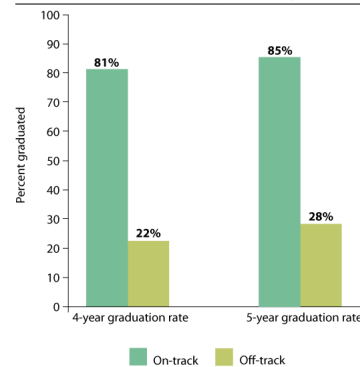
NCS FRESHMAN ON-TRACK TOOLKIT

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Figure 2

### Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year

*Students entering high school in September 1999*



**Note:** Students who dropped or transferred out of CPS before the end of the school year are not included in these calculations. If students who dropped out during their first year were included, the off-track graduation rates would be 20 percent (4-year) and 25 percent (5-year). The on-track rates would remain the same.



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Bs or Better (meaning a student has a 3.0 GPA or better) is an important leading indicator of college readiness. In addition, students who earn above a 3.0 GPA in high school are more than 50% likely to graduate from college. Critically, high school GPA, not test scores, is the best predictor of college graduation.

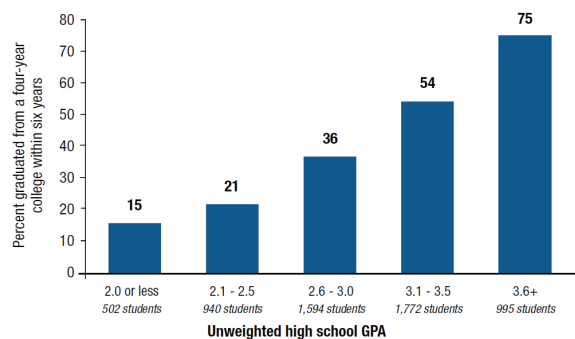
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REVISED FIGURE 3-4

### College graduation rates by unweighted high school GPA



**Note:** These were CPS alumni who enrolled full time in a four-year college by spring following their high school graduation and enrolled in a college for which we have graduation information.



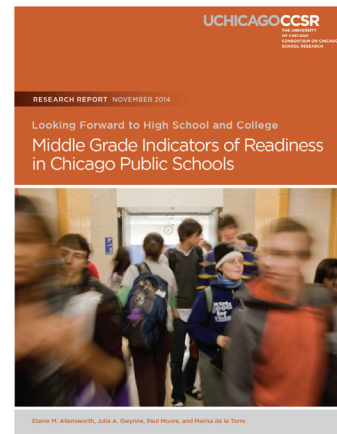
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### Ongoing Research from the UChicago Consortium

In the summer of 2013, UChicago Consortium researchers began discussing the findings from the report, *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools* with Network for College Success staff. This report included several critical pieces of new information around freshman year, including findings about talent loss among high-achieving students between 8<sup>th</sup> and 9<sup>th</sup> grade. UChicago Consortium researchers and Network for College Success staff began presenting these research findings and discussing their implications for practice at partner schools.



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### Ongoing Research from the UChicago Consortium

The “Looking Forward” report included this table for considering the likelihood of Freshman On-Track status (and a similar table for the likelihood of earning a 3.0 GPA), given 8<sup>th</sup> grade attendance and GPA.

**FIGURE 15**  
Risk of Being Off-Track in Ninth Grade by Eighth-Grade Core GPA and Attendance

Percent of 8th-Grade Attendance	8th-Grade Core GPA			
	0.0 < 1.0	1.0 < 2.0	2.0 < 3.0	3.0 < 4.0
98-100		39% (N=538)	20% (N=2129)	5% (N=2737)
95-98	59% (N=153)	47% (N=1199)	27% (N=3066)	9% (N=2390)
90-95	74% (N=243)	56% (N=1334)	37% (N=2270)	16% (N=1043)
80-90	83% (N=284)	67% (N=821)	55% (N=880)	30% (N=216)
<80	88% (N=243)	82% (N=259)	74% (N=135)	

Very Low (<10%) Chance of Being Off-Track  
 Low (10 to <25%) Chance of Being Off-Track  
 Moderate (25 to <50%) Chance of Being Off-Track  
 High (50 to <75%) Chance of Being Off-Track  
 Very High (75%+) Chance of Being Off-Track

Note: Based on students who began ninth grade in the 2009-10 school year.



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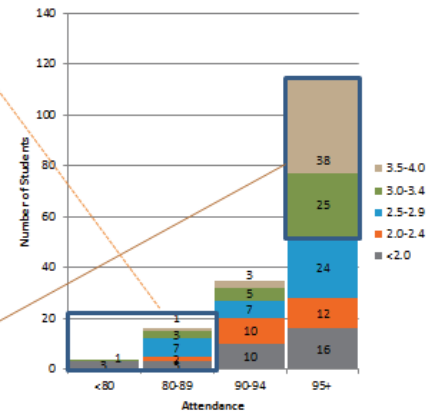


In the fall of 2013, with support from Network for College Success staff under a Federal School Improvement Grant, Hancock High School used this table to group incoming freshmen, pushing staff to support students to achieve “Bs or Better.”

### 8<sup>th</sup> Grade Attendance & GPA

Students arriving with attendance below 80% are extremely likely to dropout

Would we be doing a disservice if these 63 freshmen achieved anything lower than a B average?



### Defining “Risk and Opportunity” for 9<sup>th</sup> Grade Success

Network for College Success Data Strategists and UChicago Consortium researchers turned the table from the “Looking Forward” report into the Risk and Opportunity Framework, a case management tool that schools could use with their real-time data.

		8th Grade Core GPA			
		0-1.0	1.0-2.0	2.0-3.0	3.0-4.0
8th Grade Attendance	≥ 98%			Opportunity	High Opportunity
	≥ 95%		Vulnerable		
	≥ 90%				
	≥ 80%	High Risk			
	<80%				

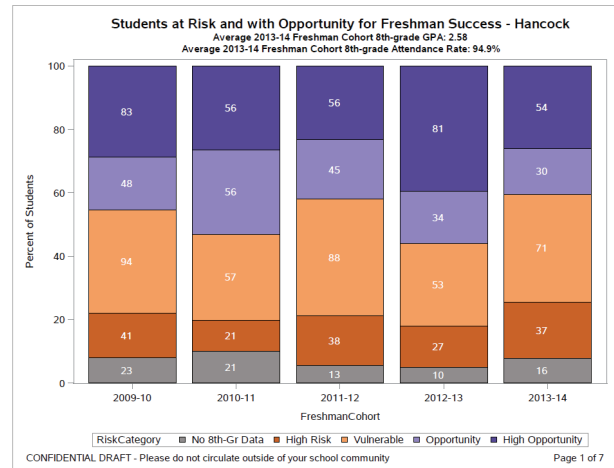
## Ongoing Research from the UChicago Consortium

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### Ongoing Research from the UChicago Consortium

As schools like Hancock began to use the Risk and Opportunity Framework in real time, UChicago Consortium researchers designed reports to show trends within the various schools.



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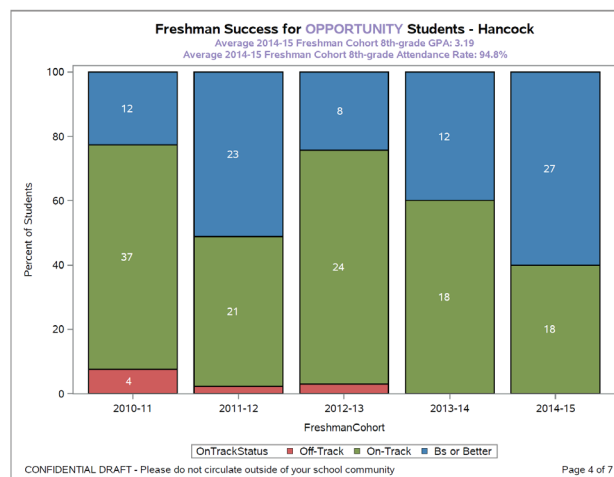


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### Ongoing Research from the UChicago Consortium

First distributed in the fall of 2014, the new trend reports included not just On-Track and off-track status, but a status category for "Bs or Better."



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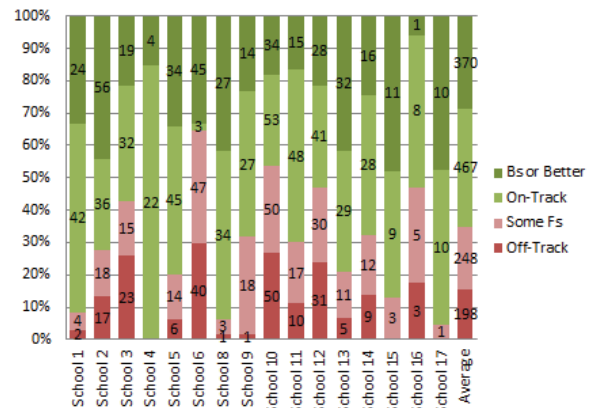
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### Ongoing Research from the UChicago Consortium

Also in 2014, the Network for College Success began holding quarterly Performance Management sessions on freshman success for partner school leaders.

Overall Freshman Success for **Vulnerable** Students



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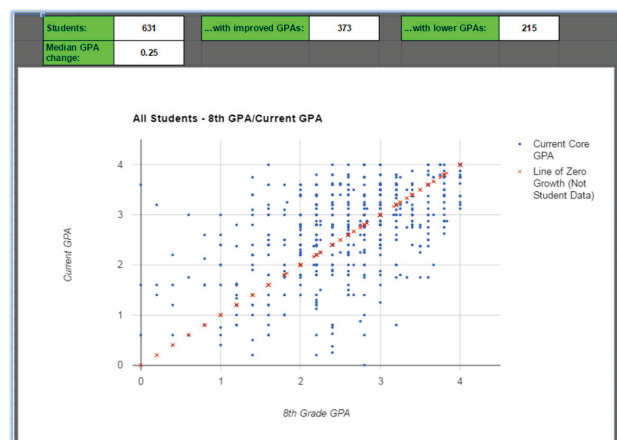


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### Ongoing Research from the UChicago Consortium

Network for College Success Data Strategists built tools to be used in schools to manage freshman success data as well as guide practice and interventions between the Performance Management sessions.



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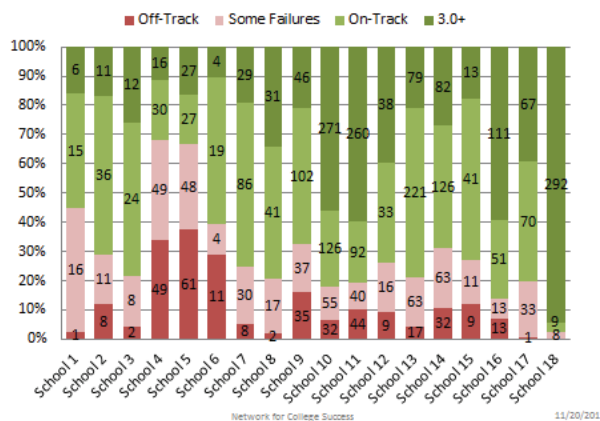
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### Ongoing Research from the UChicago Consortium

In school year 2015-16, the Network for College Success expanded quarterly Performance Management sessions to all 99 high schools in the city, serving an additional 350 educators.

Quarter 1 Freshman Success – Network 10-13 Schools



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