



GRADUATION PATHWAYS

**Data-driven Approaches to
Serving High Risk Youth**

Chicago Public Schools

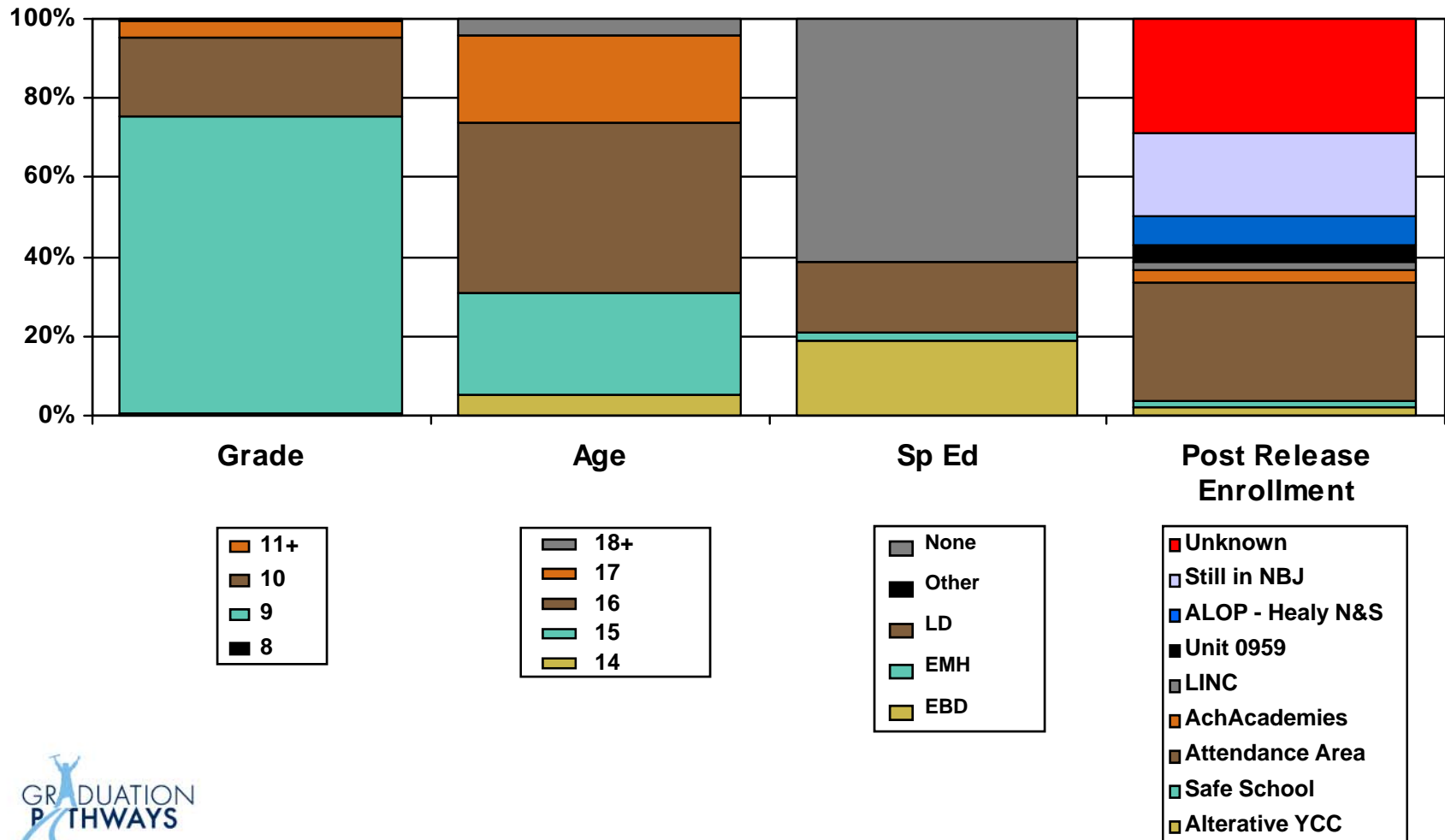


Promising Practices

- **Data-driven Approaches to Serving High Risk Youth**
 - *Chicago grantee (Youth Engaged in School—YES)*
- Using data for:
 - *Program formulation and design*
 - *Student identification and recruitment*
 - *Program implementation and monitoring*
 - *Program refinement and evaluation*

Formulation and Design: Data on Court-involved Youth

Characteristics of Students in Juvenile Detention Nancy B. Jefferson Students (NBJ) 9/5/06 – 6/15/07

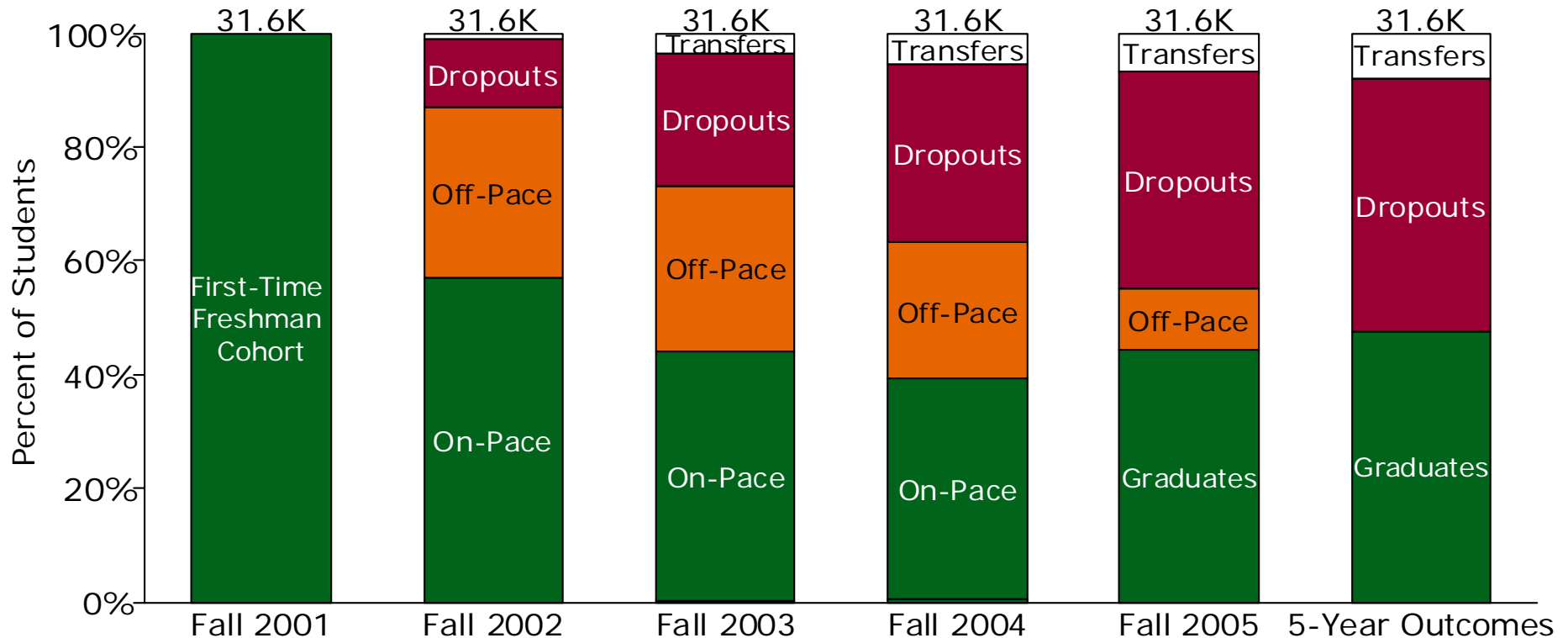


Formulation and Design: Data on Court-involved Youth

- Of the 2,154 students who attended NBJ in the 2007 to 2008 school year, 92% enrolled in a CPS school after their stay.
- While 92% enrolled, only 538 (25% or those reenrolling) actually ever attended class at the school in which they were reenrolled.
- Students exiting Nancy B. Jefferson returned to 161 of schools within CPS, with 47.7% returning to the following top ten schools
 - IDOC/Healy South High School - 169 Students
 - York Alternative High School - 135 Students
 - Alternative Learning High School - 72 Students
 - Youth Connections Alternative Charter High School - 57 Students
 - Orr High School - 37 Students
 - Corliss High School - 29 Students
 - Paul Robeson High School 26 Students
 - Crane Achievement Academy High School - 26 Students
 - Christian Fenger Academy High School - 25 Students
 - John Marshall Metropolitan High School - 22 Students

Formulation and Design: Data on High School Outcomes

Progression of 2001-02 First-Time Freshman Cohort



9th grade is critical; most students who fail to graduate fall off-track in the first year of High School

Formulation and Design: 9th Grade and Incarceration

- The greatest number of students are **incarcerated in the 9th grade**.
- Nearly all attend non-selective neighborhood high schools; in some, 20-25 males (a full class) are incarcerated.
- Most students are **attending school half time** or less and have multiple course failures in the quarter before they are arrested.
- The 30% or so of students who are **incarcerated in the upper grades** do better in 8th grade but see a precipitous decline in academic success in the 9th grade.

Formulation and Design: Responding to Data

- **YES Consists of Two Main Components**

- *YES Scholars – Prevention for incoming 9th grade students at neighborhood schools*
- *YES Fellowship – Intervention for court-involved youth exiting juvenile detention*

Formulation and Design: Data for School Selection

- Neighborhood School Selection Criteria
 - Level of school violence
 - Number of incidences relative to size of population
 - Number of level 5 and 6 incidences
 - Freshman on-track rate
 - Number of court-involved youth
 - Geographic distribution
 - Commitment of school leadership and freshman team
 - Participation in district curricular reform effort

Formulation and Design: School Data and Characteristics

Area	AIO	School	# of Freshman '06 '07	Freshman On-Track 06-07 SY	Instructional Program	Gear Up	AVID	After School Matters
21	Randall	Clemente (Humboldt Park)	665	54%	EXCELeRator	Yes	Yes	Yes
21	Randall	Marshall (Lawndale)	330	39%	IDS Cohort II (Kaplan, Agile Mind)			Yes
21	<i>Randall</i>	<i>POTENTIAL Manley</i>	<i>260 last year; 400 this year?</i>		<i>IDS Cohort II (Kaplan, Cognitive Tutor)</i>			
23	Rodriguez	Dyett (Hyde Park)	215	32%	IDS Cohort I (America's Choice, Cognitive Tutor)		Yes	
23	Rodriguez	Harper (Englewood)	440	37%	IDS potential 07-08			Yes
24	Jones	CVCA (Calumet Heights)	600	58%			Yes	
24	Jones	Fenger (Roseland)	340	40%	IDS Cohort I (America's Choice, Agile Mind)	Yes	Yes	Yes
24	Jones	Hirsch (South Shore)	240	32%	IDS Cohort II (?)		Yes	
25	Barron	AASTA (ORR) (Austin)	150	41%	IDS potential 07-08		No - at other	Yes

Identification and Recruitment: Risk Factors

Risk Factors

Behavior

- Discipline Infractions
- Poor Attendance
- Recommendations from Juvenile Justice or Feeder Schools
- Support required for EBD

Academic Performance

- Reading and Math Test Scores
- 8th Grade Math and Reading Grades

Risk Categories

Poor	High Behavioral Risk	High Behavior and High Academic Risk
Good	Low Behavior and Low Academic Risk	High Academic Risk
	Good	Poor
	Prior Academic Performance	

YES targeted students from each of the four risk categories.

Identification and Recruitment: Organizing Student Data

Behavior	Pts
<hr/>	
Attendance	
0-9 days	0
10 - 20 Days	3
20+ Days	5
Discipline Infractions	
No Infractions	0
More than one level 4 or 5 infraction	3
More than one level 6 infraction	5
Special Education Status	
EBD	2
Recommendations (JJ or Feeder School)	
Feeder School Only	3
PO, Judge, or NBJ	5
<hr/> Maximum Behavior <hr/>	20
Academic Support Required	
Math Grade	
C or higher	0
D	3
F	5
Reading	
C or higher	0
D	3
F	5
<hr/> Maximum Academic Performance <hr/>	10

Identification and Recruitment: Classifying students

Student ID	Age	Gender	Feeder School	Explore math	Explore read	SpEd Class	Absences	Feeder School Rec	PO, Judge, NBJ rec	7th Grade Police Notification	7th Grade Out of School Suspension	8th Grade Out of School Suspension	Behavior Risk	Reason
39793970	13	male	GRESHAM	M	M	TBI	0			2	14	16	High	Behavior
38404261	15	male	AVALON PARK	7	12	EBD	0	Yes	Yes	2	14	7	High	Behavior
39674610	14	male	AVALON PARK	12	10		14	Yes			10	2	High	Behavior
41130091	15	female	SHOOP	M	M		0	Yes			10	10	High	Behavior
40430687	13	female	BANNEKER	12	13		1	Yes				3	Moderate	Behavior
39793512	14	male	COOK	14	14		0		Yes		2		Moderate	Behavior
39921863	14	male	COOK	12	10	LD	0				2		Moderate	Behavior
40625356	13	male	ASHE	11	13		23						Moderate	Attendance
39222280	15	male	CASALS	12	15		29						Moderate	Attendance

Implementation and Monitoring: Using Data to “Flag” Students

- Students are **flagged** on a “watchlist” for specific interventions based on prior (ie, 8th grade) performance data:
 - Students are **flagged for attendance intervention** based on number of absences in 8th grade
 - Students are **flagged for reading intervention** based on 8th grade English course grade and test scores
 - Students are **flagged for math intervention** based on 8th grade Math course grade and test scores

Implementation and Monitoring: Freshmen Watchlist

Freshmen Watchlist

High_School	Student ID	Last_Name	First_Name	Age	Gender	IEP	Bridge Required	Attendance Intervention	Math Intervention	Reading Intervention	Explore-Math	Explore-Reading	8th Math	8th Reading	Unexcused Absences
VOISE	4E+07	Lewis	Darrell	16	male	N	Y	N	Y	N	10	9	D	C	7
	4E+07	Thompson	Terrica	14	female	N	N	N	N	N	10	11	C	C	0
	4E+07	Freeman	Demick	14	male	N	Y	N	N	N	11	12	C	C	7
	4E+07	Carler	Myron	15	male	N	Y	N	N	N	11	10	C	C	4
	4E+07	Middlebrooks	Torrence	15	male	N	N	N	N	N	11	7	C	C	0
	4E+07	Valenzuela	Justin	15	male	Y	N	N	Y	Y	12	15	D	F	9
	4E+07	Coffey	Kisha	15	female	N	N	N	N	N	12	12	B	B	6
	4E+07	Young	Goldie	15	female	N	N	N	N	N	15	12	B	B	3
	4E+07	Boston	Alicia	15	female	N	N	N	N	N	12	11	A	C	7
	4E+07	Hemphill	Sherille	15	female	N	N	N	N	N	12	9	B	C	5
	4E+07	Williams	Danial	14	female	N	N	N	N	N	11	12	C	C	1
	4E+07	Mays	Latarius	15	male	Y	N	N	N	N	3	10	C	B	0
	4E+07	Sheppard	Claudell	14	male	N	Y	Y	Y	Y	15	13	D	F	10
	4E+07	Johnson	Christopher	16	male	N	N	N	N	N	15	9	C	C	1
	4E+07	Moss	Raveen	14	female	N	N	N	N	N	8	14	B	C	4
	4E+07	Boyd	Denise	16	female	N	Y	Y	Y	Y	10	9	D	D	21
	4E+07	Lumpkins	Raven	15	female	Y	N	Y	N	N	7	12	C	C	10
	4E+07	Purham	Christal	14	female	N	Y	N	N	N	5	12	C	C	5
	4E+07	Graves	Christopher	14	male	N	N	N	N	N	11	12	B	B	0
	4E+07	Cooper	Torance	14	male	N	N	N	N	N	7	9	C	C	0
	4E+07	Bonds	Lanikka	15	female	N	N	N	N	N	.	.	C	C	1
	4E+07	Marshall	Michael	14	male	Y	N	Y	N	N	12	8	C	B	16
	4E+07	Willis	Beonca	14	female	N	N	N	N	N	.	.	B	B	0
	4E+07	Wright	Whitney	15	female	Y	N	N	N	N	7	13	B	C	0
	4E+07	Robinson	Darius	15	male	Y	N	N	N	N	8	13	C	C	4
	4E+07	Smith	Diamond	15	female	N	N	N	N	N	12	9	B	C	4
	4E+07	Gales	Shaquille	14	male	N	N	N	N	N	14	12	A	A	1
	4E+07	Fane	Angelica	15	female	Y	N	N	Y	N	5	11	D	C	4
	4E+07	Dinkins	Lenesia	14	female	N	N	N	N	N	.	.	B	B	7
	4E+07	Baldreas	Anita	15	female	N	N	N	N	N	12	10	B	C	8
	4E+07	Lang	Tremayne	15	male	N	Y	Y	Y	Y	3	11	D	D	30

Implementation and Monitoring: Prevention Program Progress Monitoring

Student ID	Age	IEP	Watchlist Flag	Attendance Intervention	Academic Intervention	Cumulative Abs	English Grade	Math Grade	OnTrack
39089564	15	N	N	N	N	6	B	A	Y
38534963	15	N	Y	Y	Y	34	D	D	Y
39673525	15	N	N	N	Y	6.5	D	C	Y
39088819	15	Y	Y	Y	Y	11.5	C	D	Y
39118238	14	N	N	Y	Y	13	D	D	Y
39262177	14	Y	N	Y	N	16.5	A	B	Y
40843930	14	N	Y	Y	Y	27	D	F	N
39497972	16	N	N	Y	Y	10	C	C	Y
40536930	14	N	Y	Y	Y	24	F	F	N
42260983	15	N	N	Y	Y	12.5	D	D	Y
39972654	16	N	Y	Y	Y	32	F	F	N
39703904	15	N	N	Y	N	12.5	C	B	Y
42512419	15	N	N	N	N	6.5	C	C	Y
40351205	15	N	N	N	N	5.5	A	A	Y

Implementation and Monitoring: Intervention Program

Part 1: Student Information			Part 2: Admissions Information		
Last Name	Previous School	Court Date	JTDC Admission	NBJ Admission	Discharge
Jenkins	Fenger H.S.	4/9/2009-5/13/2009	9/17/2008	9/30/2008	
Rodriguez	Fenger H.S.	4/14/2009-5/19/2009	10/15/2008	10/17/2008	
Colunga	Fenger H.S.	4/1/2009-4/29/2009	11/7/2008	9/2/2008	
Peebles	Fenger H.S.	3/18/2009-3/20/2009	11/26/2008	11/29/2007	3/26/2009
Jones	Clemente H.S.	2/23/2009	1/6/2009	1/6/2009	2/23/2009
Coleman	Fenger AA	2/25/2009	1/13/2009	1/14/2009	2/26/2009
Brooms	Fenger H.S.	2/19/2009	1/14/2009	1/15/2009	2/19/2009
Taylor	Crane H.S.	2/23/2009	1/16/2009	1/20/2009	2/23/2009
Burnett	Fenger H.S.	3/13/2009-3/27/2009-4/24/2009	1/19/2009	1/21/2009	
White	Clemente H.S.	3/25/2009	1/20/2009	1/20/2009	3/26/2009
Parker	Fenger H.S.	3/18/2009-3/25/2009-4/20/2009	1/21/2009	1/22/2009	
Dickerson	Dyett H.S.	2/24/2009-3/3/2009	1/26/2009	1/28/2009	3/3/2009
Davis	Manley H.S.	3/26/2009	1/26/2009	1/27/2009	3/26/2009
Robinson	Hirsch H.S.	2/23/2009	1/28/2009	1/29/2009	2/23/2009

Refinement and Evaluation: Student Outcomes

	<u>YES Scholars</u>	<u>Non Participants</u>	<u>Total 9th Grade Class</u>
Avg. Cumulative Absences	15	24	22
• Flagged for Attendance Intervention	• 23 abs	• 35 abs	• 19
• Not Flagged for Attendance Intervention	• 13 abs	• 20 abs	• 33
Math Failure Rate	18%	34%	30%
• Flagged for Math Intervention	• 36%	• 53%	• 34%
• Not Flagged for Math Intervention	• 12%	• 26%	• 18%
English Failure Rate	17%	27%	24%
• Flagged for Reading Intervention	• 25%	• 45%	• 40%
• Not Flagged for Reading Intervention	• 8%	• 19%	• 16%

Refinement and Evaluation: Student Input and Qualitative Data

Program Elements identified as greatest benefit

Student Comments

	<u>% of Students</u>	
• Peer Circles / Self-expression	23%	• Got a chance to speak about what was on our mind; talk about the situations going on at the school
• Develop relationships with peers	18%	• Meet new people and be able to open up to others
• Career Exploration	15%	• Getting to know about what jobs we might be interested in and what you have to do to get them
• Social Skill Development	14%	• How to get along with people; how to respect people without having to like everything about them
• Fun / worthwhile activities	9%	• Did research on things we didn't know about college
• Develop relationships with staff	8%	• Got to know teachers in a way you normally don't
• Academic improvement	7%	• Make sure we get help in our classes when needed; felt pressure to not let staff down
• Rewards / incentives	4%	• We got some cool gifts and we can get paid

Next Steps in Using Data

- “Real time data”: uniform, centralized database of biweekly student attendance and performance for school-based teams
 - Student reinforcement and incentives
 - Link between academic and behavioral supports
 - Timely interventions and referrals
 - Progress-monitoring for school-based personnel
- Use of short-term measures (e.g. three-week attendance) of successful transition for YES Fellows back into high school
- Offence categories: differences in outcomes by participant category of crimes
- Recidivism: More detailed data on category of crimes of participants (differences in severity pre- and post-enrollment?)