

Redefining the High School to College Transition in Illinois: Final Framework and Recommendations

June 17, 2015



Agenda

1. Review Proposed Framework and Regional Spotlight Practices
2. Recommendations for State Policy Action
3. Recommendations for External Investment
4. Next Steps

What are the overall goals?

- Improve the college and career readiness of Illinois high school students
- Ensure all high school graduates are on a path toward a postsecondary credential or degree with value
- Position students to accelerate toward postsecondary credential or degree completion

Purpose of Framework

- Guide for local action
- State policy alignment
- Framework for potential philanthropic investments

All of the elements of the framework should be addressed in successful high school to postsecondary transition systems that lead students towards well-articulated paths for high-quality credential and degree attainment.



1. Shared and Aligned Leadership

- i. **Intergovernmental agreement defining sharing objectives** for high school and postsecondary education leadership that addresses regular meetings, planning processes, and alignment with local collective impact processes
- ii. **Local accountability systems** incorporating college and career metrics
- iii. **Career ladder incentives for staff engagement** in alignment activities
- iv. Systems to address **access and equity** in alignment efforts

Shared and Aligned Leadership

Key Survey Findings

- About 60% of high schools, 80% of community colleges, and 67% of universities work in multi-level partnerships to improve transitions
- Regular meetings with counterparts occur for 81% of high schools, 90% of colleges, and 89% of universities
- 45% of high schools, 81% of colleges, and 67% of universities consult with employers on local workforce needs



Regional Spotlight Practices

- East-side Aligned
- Northwest Educational Council for Student Success
- McHenry College and Career Readiness Alliance



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2. Shared and Aligned Implementation Teams

- i. Joint high school and postsecondary education teams addressing **alignment in core academic subjects** (co-design, co-delivery, and co-validation); aligned assessment systems and use of assessments
- ii. **Expanded articulation of credit**, including AP and dual credit; integration of competency-based learning systems
- iii. High school, postsecondary education, and business teams addressing **alignment of career education for career pathway systems**
- iv. Joint high school and postsecondary education teams addressing **counseling, planning, financial aid, and mentoring** systems, including:
 - a. Comprehensive college and career counseling supports; b. College and career navigation skills; c. Mentoring systems; d. Financial literacy; and e. Employability & interpersonal skills

Shared and Aligned Implementation Teams

Key Survey Findings

- 87% of high schools and 90% of colleges assist students with financial literacy and FAFSA workshops, and 83-85% offer prep for ACT or placement exams, but not in collaboration
- 76% of colleges work with high schools to articulate programs of study for certificates and careers
- Few aligned implementation teams are operating in Illinois



Regional Spotlight Practices

- **McLean:** Modeling Effective Collaboration on Common Core State Standard Initiative (moving into STEM Alignment Task Force)
- **Danville** Area Transition Team
- **Elgin** Alliance for College Readiness





Data Sharing and Usage

Key Survey Findings

- 62% of high schools, 71% of colleges, and 78% of universities analyze performance data, but not as part of a shared system
- Employer data generated new degrees and certificates in 50% of schools and 82% of colleges
- Partners frequently request that data be shared



Regional Spotlight Practices

- **Elgin:** Use National Student Clearinghouse data, established regional college-going, college persistence, and college completion rates for HS grads.
- **NECSS:** Regional data sharing agreement for initiative development and monitoring success.
- **Chicago:** Higher Education Compact; Thrive



9th through 13+ Student-facing Systems

1. *Core Academic Systems*
2. *Planning and Transition Supports*
3. *Accelerated Learning (“Speed-up”)*

All of the elements of the framework should be addressed in successful high school to postsecondary transition systems that lead students towards well-articulated paths for high-quality credential and degree attainment.

		9th	10th	11th	12th	13th +			
B. 9th through 13+ Student-facing Systems	1. Core Academic Systems	A. Foundational Academic Systems <ul style="list-style-type: none">• <i>Curriculum and assessment systems in core academic areas</i> aligned to Illinois learning standards and preparing students for a full array of postsecondary education and career opportunities• <i>Response to Intervention systems</i> with on-track monitoring and tiers of targeted interventions• <i>Integration of college and career awareness and navigation into academics</i>							
		B. Aligned 11 – 13 Developmental Ed Models <table><tr><td>★ <i>Milestone:</i> i. Multiple measures readiness determination for senior year courses</td><td>ii. Targeted Senior year remedial instruction co-developed by HS & CC; informed by readiness determination data</td><td>ii. Multiple-measures placement & co-requisite remediation</td></tr></table>					★ <i>Milestone:</i> i. Multiple measures readiness determination for senior year courses	ii. Targeted Senior year remedial instruction co-developed by HS & CC; informed by readiness determination data	ii. Multiple-measures placement & co-requisite remediation
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C. Summer bridge programs with primary postsecondary education partners									

Core Academics/Aligned Developmental Ed Models

Key Survey Findings

- 58% of high schools test students for developmental education needs
- 50% of community colleges offer developmental education courses to seniors in high school
- 76% of colleges and 70% of universities offer co-requisite remediation courses



Regional Spotlight Practices

- **McHenry:** Developmental education in senior year
- **Elgin:** 4th Year High School Math Course
- **McLean:** Building from Modeling Effective Collaboration, co-designed courses for math and ELA



		9th	10th	11th	12th	13th +
B. 9th through 13+ Student-facing Systems	2. Planning and Transition Supports	A. <i>Individualized plan for postsecondary education, careers, and financial aid</i> updated annually;				
		B. <i>Outreach, exposure, and near-peer mentoring systems</i> for students who may not otherwise pursue higher education, or have been historically underrepresented in higher education				Continue near-peer mentoring systems
		C. <i>Aligned scholarship and financial aid monitoring and supports:</i> Systems to support identification of scholarship opportunities, completion of scholarship applications, completion of FAFSA, and Promise Programs				
		D. <i>Match and fit, proactive advising systems, and progress monitoring</i>				
		• Identify and explore colleges utilizing “match and fit” advising system		• Application tracking, proactive advising		Continue proactive advising; additional retention support strategies

Planning and Transition Supports

Key Survey Findings

- 64% of high schools, 90% of colleges, and 67% of universities sponsor visits to campuses for high school students
- Coordination of financial support options is the most frequent transition activity for partnerships
- 100% of universities offer pro-active advising and other supports for under-prepared students



Regional Spotlight Practices

- **Unit 5:** ILP process
- **Elgin:** Transition Academy
- **NECSS:** Promise Program
- **Chicago:** FAFSA tracking; Match & Fit Advising/College and Career Advising Credential
- **East St. Louis:** ILP implementation; College and Career Focused Cohorts; Precollege requirements



B. 9th through 13+ Student-facing Systems

3. Accelerated Learning ("Speed-up")

9th	10th	11th	12th	13th +
A. Accelerated learning goal and opportunities for all students				
<ul style="list-style-type: none">• Comprehensive focus and systems that expand early college credit for all students, particularly those in mid- to low- performance quartiles, and career-oriented education for all students• Grade weighting/GPA policies do not incentivize particular types of accelerated learning				
B. College Speed-up: Early college credit goal and opportunities for all students (e.g, attain 12 or 15 credits by HS graduation), with focus on <i>expanding opportunities for mid-range students</i>				
i. Career exposure: Job shadows, real-world problems, “micro” internships		ii. Career preparation: Capstone projects, school-based enterprises, internships, pre-apprenticeships and apprenticeships		
C. Career-focused instruction and assessments for all students				
i. Career interest inventory & orientation on career cluster framework	ii. Orientation to a particular career cluster or related grouping of career clusters (e.g., Information Technology) ★ Milestone: Selection of career pathway focus by end of 10th grade	iii. Articulated sequence of instruction in a career pathway area (e.g, Network Systems, Programming & Software Development) iv. Sequenced, stackable industry certifications ★ Milestone: By end of senior year, completion of at least one gateway college course in the pathway and receipt of an employer-validated certification of career readiness		
D. Expansive early college credit opportunities for all students				
i. AP potential review to expand access; AP and community college outreach	ii. Expansive credit by examination offerings (AP, IB, PLTW) iii. Expansive dual credit offerings that leverage available funds to minimize student costs iv. Structured programs with outcomes ranging from a semester’s worth of credit up to an Associate’s Degrees; e.g., Power of 15, Early College, Running Start models			vi. Articulation of early college credit to degree requirements
	v. Opportunities for earning college credit on-campus			

Accelerated Learning

Key Survey Findings

- 37% of high school districts offer opportunities to earn 12-15 credits or an associates degree
- 50% of high schools offer dual credit and enrollment courses
- 61% of high schools and 86% of colleges are increasing access to “early college” courses for credit
- 31% of dual credit students pay their own college tuition



Regional Spotlight Practices

- **Aurora:** Expansion of dual credit to “non-typical” students
- **NECSS:** Power of 15; expansive internship opportunities
- **Danville:** College Express Program
- **ESL/SWIC:** AP expansion; Running Start program
- **Chicago:** AP expansion; Early College STEM Schools



Recommendations for State Policy Action

- Align with the work of the **P-20 Council** and **HR 477**
- General **State program alignment** to the framework:
 - Guide to State programs and investments addressing the HS to College transition
 - Establish system for sharing of best practices, resources, and inter-regional networking
 - State framework for regions to engage with the State P-20 Council

State Policy Action: Accelerated Learning

- (HR 477): Establishment of a program structure to incentivize/accelerate professional development and continuing education for **HS teachers to qualify as dual credit** instructors
- In-service and pre-service training for high school teachers on **dual credit policies and practices**
- Address State policy barriers (i.e., unemployment comp requirements) to **scaling paid internships** for HS students
- Establish consistent state and/or industry funding streams to pay **assessment costs for industry-based certifications**

State Policy Action: Data

- **Availability of ILDS Data** for local action
- Publicize and provide support for use of **on-track**, **postsecondary feedback**, and **“to and through”** reports
- Include **employment data** for feedback reports

State Policy Action: Data (cont'd)

LANE TECHNICAL HIGH SCHOOL (7-12) - CITY OF CHICAGO SD 299

[Compare Schools](#)

[View At-a-Glance Report](#)

Snapshot

Academic Progress

School Environment

Students

Educators

Highlights

Student Academic Growth

Freshmen On Track ?



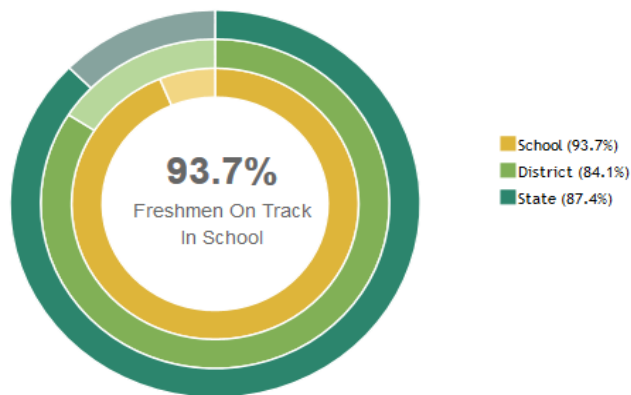
State Test Achievement

Performance Levels

Subgroup Comparisons

Middle School Students Passing Algebra I

High School Readiness



► Freshmen On Track

Graduation Rate

College and Career Readiness

Post-Secondary Enrollment

Explanation of Display

Context

Resources

Students identified as "on track" have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester "F" in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation. Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services.

State Policy Action: Data (cont'd)

LANE TECHNICAL HIGH SCHOOL (7-12) - CITY OF CHICAGO SD 299

Compare Schools

View At-a-Glance Report

Snapshot Academic Progress School Environment Students Educators Highlights

Student Academic Growth

State Test Achievement

Performance Levels

Subgroup Comparisons

Middle School Students Passing Algebra I

High School Readiness

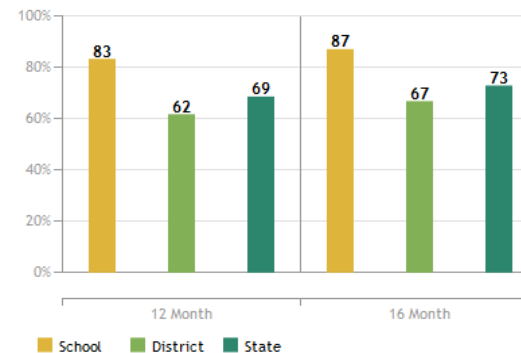
Freshmen On Track

Graduation Rate

College and Career Readiness

Post-Secondary Enrollment

Post-Secondary Enrollment ?



☒ District Comparison
☒ State Comparison

View: [High School-to-College Success Report](#)

Explanation of Display Context Resources

This report displays the percentage of students, in this school, who graduated with a regular high school diploma from a public high school in Illinois in SY 2011-12 and enrolled in a two-year or four-year college in the U.S. within 12 or 16 months. The data sets used are the National Student Clearinghouse (NSC) for higher education enrollment and the ISBE Student Information System for high school graduation. The graph displays school, district, and state information for comparison.

State Policy Action: Data (cont'd)



the
To&Through
project



ABOUT



SPOTLIGHT



EVIDENCE

In 2006, our research estimated that only 8 of 100 Chicago Public Schools freshmen would earn a 4-year college degree by age 25.

Part I of The To&Through Project, The District Overview, reveals that now in 2014 that number is 14 out of 100.

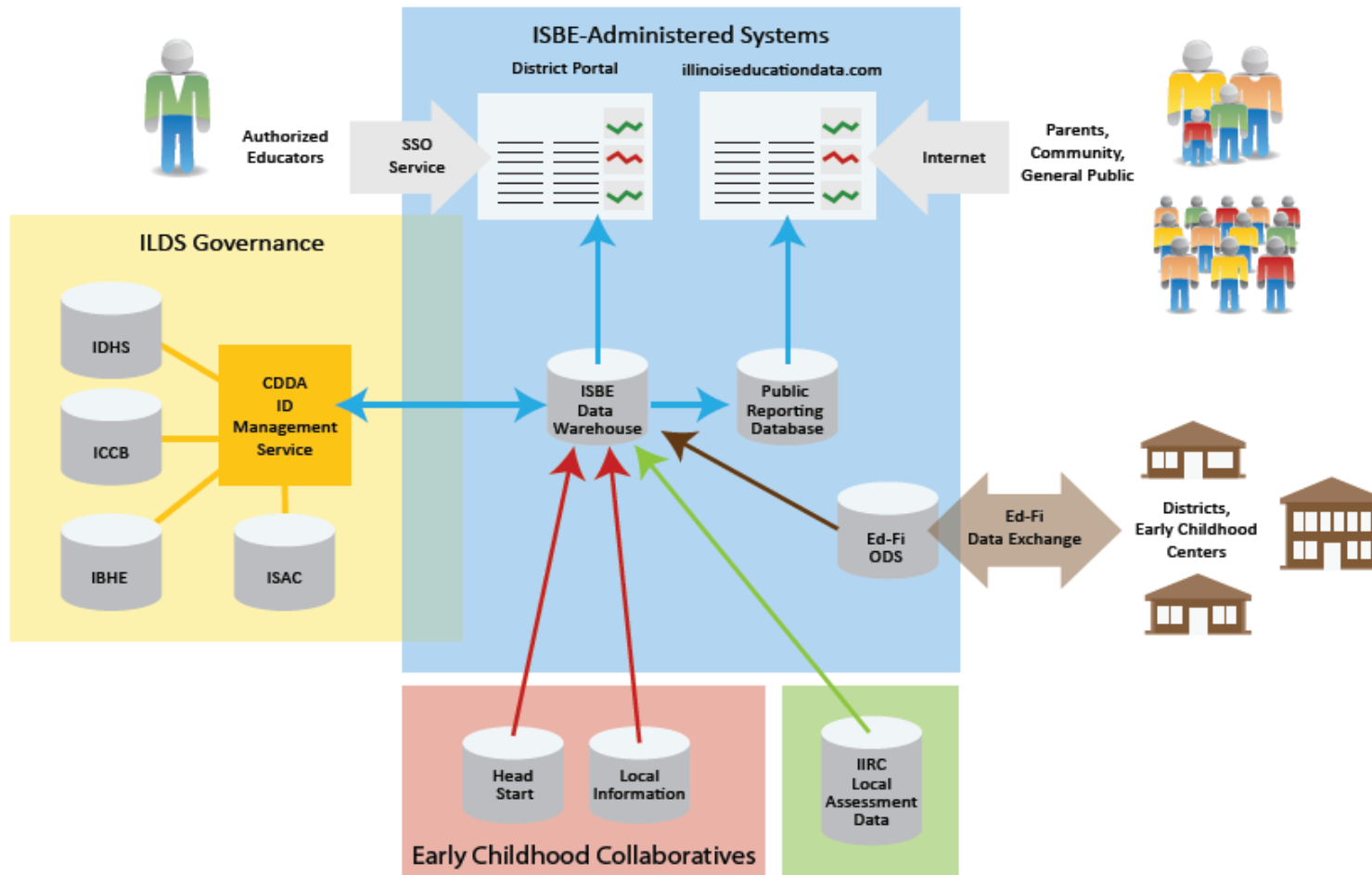
Table: Top 10 Four-Year Colleges Attended by 2006-2013 Chicago Public School Graduates

College Name	Average Number of Fall Enrollees from CPS per Year 2006-2013	Selectivity Category	2006 Six-Year Institutional Graduation Rate	2012 Six-Year Institutional Graduation Rate	Six-Year Graduation Rate for All CPS Four-Year Enrollees, 2006-2012 (2000-06 CPS Graduates)
University of Illinois at Chicago	708	Selective	51%	58%	49%
Northeastern Illinois University	541	Somewhat Selective	19%	21%	23%
University of Illinois at UC	520	Very Selective	82%	84%	75%
Northern Illinois University	408	Somewhat Selective	48%	54%	30%
SIU Carbondale	341	Somewhat Selective	42%	48%	—
DePaul University	267	Selective	64%	68%	65%
Chicago State University	223	Somewhat Selective	18%	21%	18%
Columbia College Chicago	179	Nonselective	35%	41%	30%
Western Illinois University	155	Somewhat Selective	56%	54%	42%
Illinois State University	120	Selective	64%	71%	56%

[Read the Full Report / Learn More >](#)

State Policy Action: Data (cont'd)

ILDS Data Exchange and Reporting Diagram



Recommendations for External Investments

- **Regional Leadership Grants:**

- Funding to a limited number of regions to undertake deep implementation efforts along all elements of the framework
- Multi-year matching support for staff positions or other local needs to support high school and postsecondary system alignment

- **Community Dashboards and Analytical Tools**

Recommendations for External Investments

• HR 477 Implementation Supports:

- Advisory committees with national, state, and local engagement
- Common developmental ed instructional modules
- Start-up costs for new dual credit cohort programs
- On-line career pathway dual credit courses
- Statewide framework for degree maps and meta-majors
- Skill-mapping work for entry-level careers
- On-line postsecondary career advising and counseling modules for all four years of high school

Next Steps

- Complete report in mid-July; presentation at College Changes Everything Conference (July 16)
- Align with HR 477 Advisory Groups
- Engage with funders for next phase of work
- Incorporate into 60 by 25 Network implementation

Thank you!

