KEEPING STUDENTS ON TRACK TO POSTSECONDARY SUCCESS

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EXTENDING EARLY WARNING SYSTEMS TO COLLEGE READINESS AND PERSISTENCE

Early adopters of early warning and on-track systems for high school graduation worked together over an 18-month period to think through how early warning/on-track systems can be used to substantially increase the number and percent of students who achieve postsecondary educational success.
EARLY WARNING/ON-TRACK SYSTEMS 2.0

• PAS workgroups composed of experienced users of early warning and on-track systems from schools, districts, state departments of education, and non-profits proposed standards and common definitions for Early Warning/On-Track Systems 2.0

• For
  • Indicators
  • Analysis
  • Actions

• www.pathwaystoadultsuccess.org/ews-2-0
PAS WORKGROUP RECOMMENDATIONS

College Readiness and Persistence Indicators – Who is on and off track?

• Use a limited number of valid, powerful indicators

• Modify the ABC indicators of high school graduation – Attendance, Behavior, and Course Performance – so they predict on-track for college
## EWS 2.0 Indicators

<table>
<thead>
<tr>
<th>ABC On-Track Indicators</th>
<th>Attendance</th>
<th>Behavior in School</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Graduation</strong></td>
<td>Above 90%</td>
<td>No consistent indicators of major or minor behavior incidents</td>
<td>Pass core courses</td>
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</tbody>
</table>
| **College Readiness & Persistence** | Mid-90s or higher | Agency / effort / self-management | GPA for core courses  
2.7 – 3.2 (depending on local context) |
PAS RECOMMENDATIONS FOR COLLEGE READINESS AND PERSISTENCE INDICATORS CONT.

• Add two additional types of indicators
• Checklist of key postsecondary preparation and application milestones (e.g. college visits, high school course selection aligned with postsecondary goals, college match guidance, complete applications, fill out FASA, etc.)
• Checklist or composite measure that captures intensity of postsecondary preparation (e.g. taking required courses for state university system, AP, IB, dual enrollment, CTE pathways, computer science, etc.)
PAS WORKGROUP RECOMMENDATIONS:

EWS 2.0 Analysis of Indicators –
Why are students off or on-track?

• Once a student or groups of students signal they are off-track consider root cause

• Is it the specific circumstances of an individual student or group of students?

• Is it driven by systematic issues at the grade, school, district or state level?
PAS RECOMMENDATIONS FOR ANALYSIS OF OFF AND ON TRACK INDICATORS (CONT.)

• Need to draw on a wide range of quantitative and qualitative data to identify root cause—the insights of adults who know the student(s) is key

• Need to focus on root causes that are actionable

• Often will need to provide supports at the individual and small group level to mediate impacts of structural challenges that take time to change
PAS WORKGROUP RECOMMENDATIONS:

EWS 2.0 Taking Action-Putting and keeping student on-track

• Look for the most strategic point to take action. This could be at the individual, school, community, district, or state level
• Actions and supports should be visible and measurable
• Conduct on-going evaluation to support continuous improvement
• Actions selected need to be changeable if they are not working as intended, or when intended actions produce unintended consequences.
EWS 2.0

DATA → INDICATORS → ANALYSIS → ACTIONS + TEAMS
PAS EWS 2.0 WORKGROUPS RECOMMENDATIONS IN ACTION:

Creating and Using Postsecondary Success Indicators in Boston

- AIR – identified potential indicators for Boston Opportunity Initiative
- EGC – validates them using Boston Public School’s class of 2010 high school grads and following them 7 years post-graduation
- Resulted in strong set of indicators for 4-year college outcomes
WHAT PREDICTS POST-SECONDARY OUTCOMES OF BOSTON PUBLIC SCHOOL GRADUATES?

• For four-year institutions – the Boston Opportunity Indicators worked very well
  • Attendance of 94% or more
  • GPA of 2.7 or greater
  • Taking the MassCore and enrolling in at least one AP course

• All are strongly predictive of postsecondary enrollment and success in four-year institutions.

• Collectively they show which BPS graduates have odds between 10% and 80% of earning a BA in six years
FOUR-YEAR DEGREE OUTCOMES BY INDICATOR COMBINATION

- High Attendance; High GPA; MassCore/AP (N=324)
  - Completed 4-Year Degree: 93%
  - Enrolled in 4-Year Program: 84%

- Low Attendance; High GPA; MassCore/AP (N=69)
  - Completed 4-Year Degree: 87%
  - Enrolled in 4-Year Program: 72%

- High Attendance; High GPA; No MassCore/AP (N=472)
  - Completed 4-Year Degree: 79%
  - Enrolled in 4-Year Program: 56%

- Low Attendance; High GPA; No MassCore/AP (N=265)
  - Completed 4-Year Degree: 69%
  - Enrolled in 4-Year Program: 38%

- High Attendance; Low GPA; No MassCore/AP (N=332)
  - Completed 4-Year Degree: 49%
  - Enrolled in 4-Year Program: 21%

- Low Attendance; Low GPA; No MassCore/AP (N=996)
  - Completed 4-Year Degree: 32%
  - Enrolled in 4-Year Program: 11%
WHAT IS THE STORY WITH TWO-YEAR INSTITUTIONS

• Boston Opportunity Indicators are not good predictors of enrollment and attainment in two-year institutions

• 40% of BPS high school grads from class of 2010 enrolled in two-year institution, but only 6% earned a degree

• Only 16% of the BPS high school grads who enrolled in two-year institutions earned a two-year degree within 7 years of graduation
OPEN QUESTION

• Who needs to be convinced of what for EWS 2.0 to be used widely?

• Discuss with your neighbor