



Northwestern



**EVANSTON**  
TOWNSHIP HIGH SCHOOL  
— DISTRICT 202 —



**EVANSTON/SKOKIE**  
SCHOOL DISTRICT 65

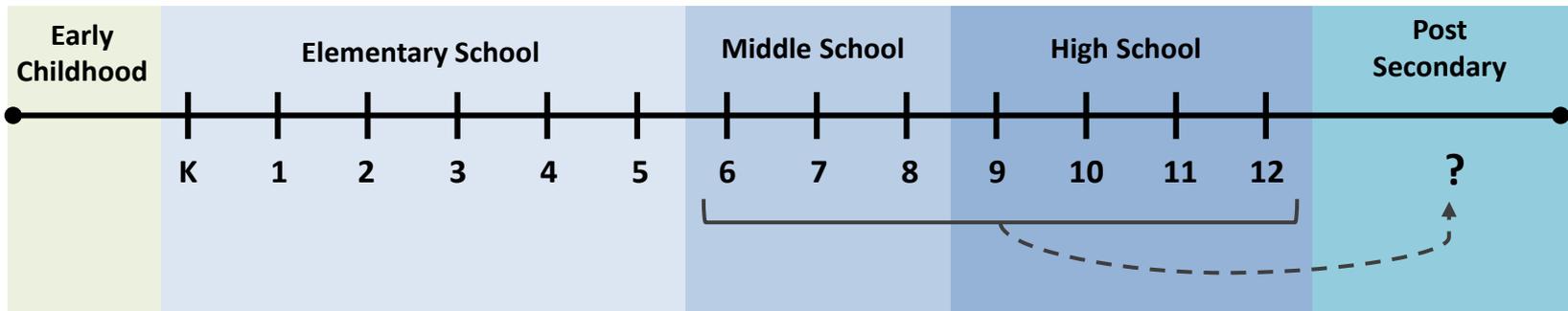
Every Child, Every Day, Whatever it Takes

# NEERA

- Design and implement research that benefits Evanston schools
- Develop and sustain strong, collaborative, mutually-beneficial partnerships for research and practice
- Enhance research and data infrastructure
- Produce the best research possible

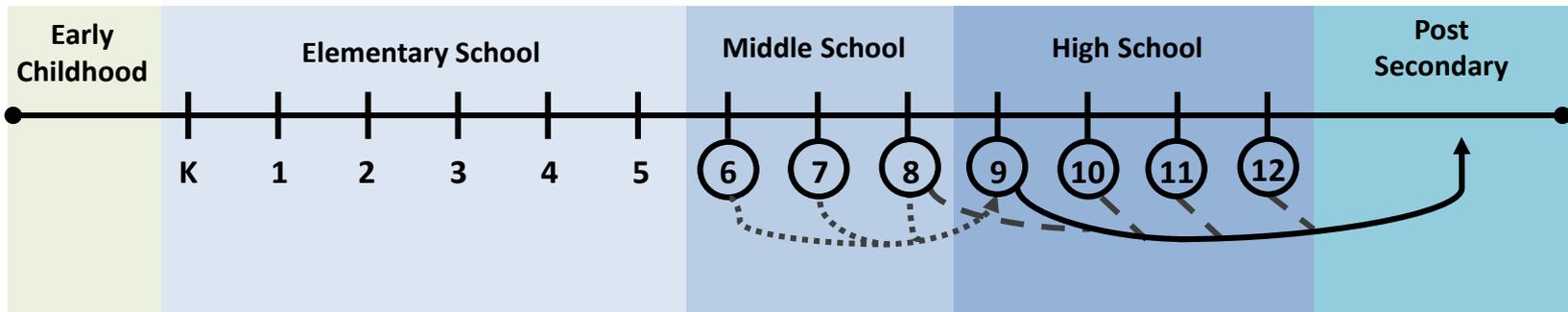
# Project Overview

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# Agenda

- Research Background
- Current Research
  - Students Progressions
  - Building Blocks for Formulas
- Future Directions

# Research Background

# Progress

## NEERA research

- Applying lessons learned from previous research to Evanston context

- Agreed on outcome
- Finalized data sharing agreement
- Hired staff
- Developed project plan
- Transferred initial data securely
- Cleaned and aligned data across districts
- **Preliminary data analysis**
- **Update on Progress to Boards**
- Additional data transfers
- Ongoing data analysis
- Further HS-college connections
- Testing indices
- Explore MS-HS connections
- Identify thresholds for usage
- Explore/Identify future directions

# Goals

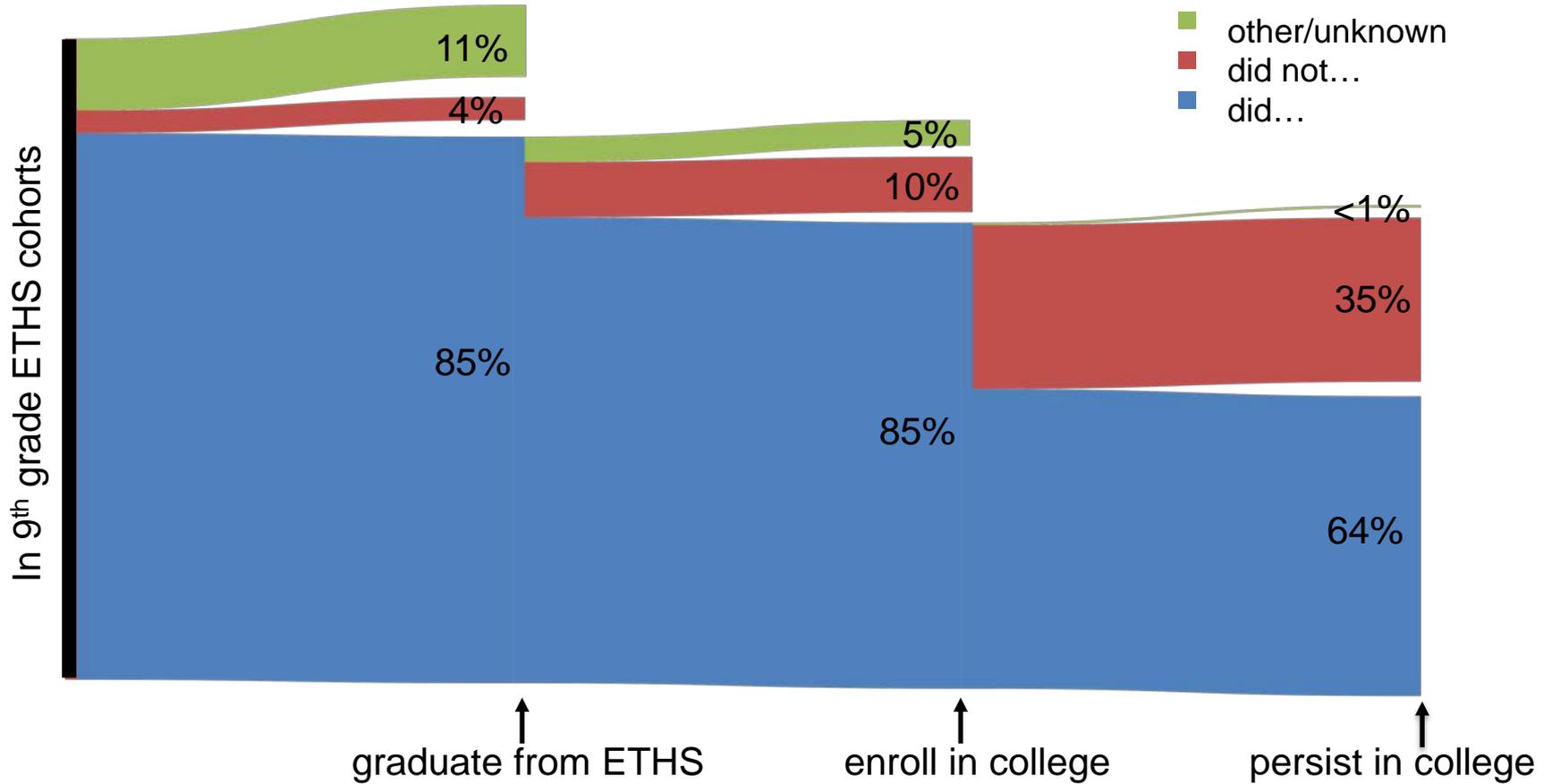
- Actionable, trackable factors
  - Aspects of performance that correlate with college persistence
  - Data the district has capacity to collect and maintain
- Formulas and indicators
  - Combine key factors to give probabilities of persistence
  - Identify thresholds for addressing student needs

# Outcome and Cohort

- Outcome: college persistence
  - 5 consecutive semesters enrolled in 4-year college
  - Completion of a shorter college program (e.g. 2 year associate's degree)
- Cohort: 9<sup>th</sup> grade
  - Only data from a student's 9<sup>th</sup> grade year
  - Students who completed high school at ETHS in 2012–2014

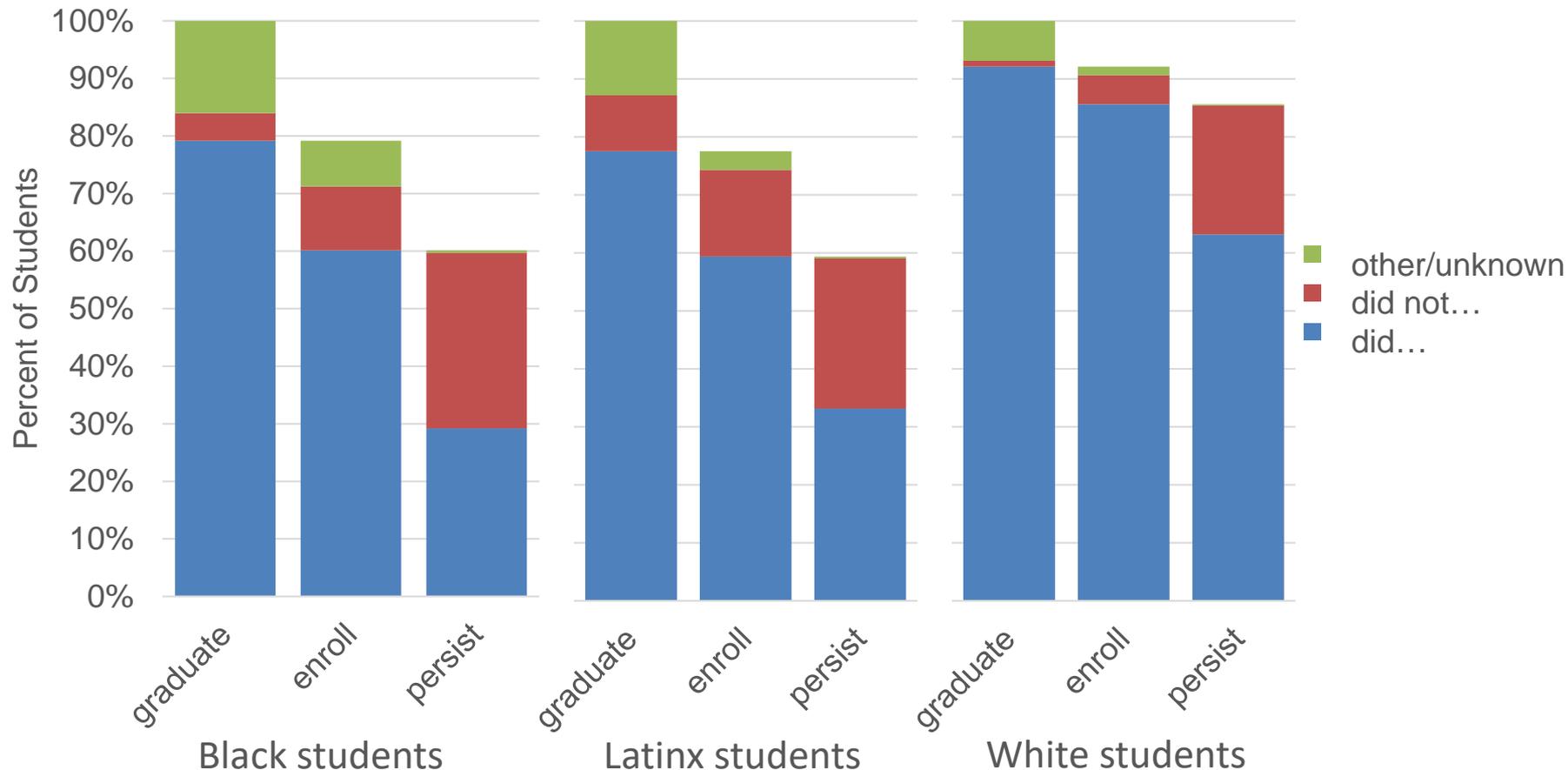
# Current Research: Students Progression

While almost all Evanston students graduate high school, college persistence evades many.



# There are inequities in college enrollment and persistence among Evanston students.

HS Graduation, College Enrollment, and Persistence by Race



# Current Research: Building Blocks for Formulas

# We will explore factors that are both trackable and actionable to predict outcomes and address students' needs early.

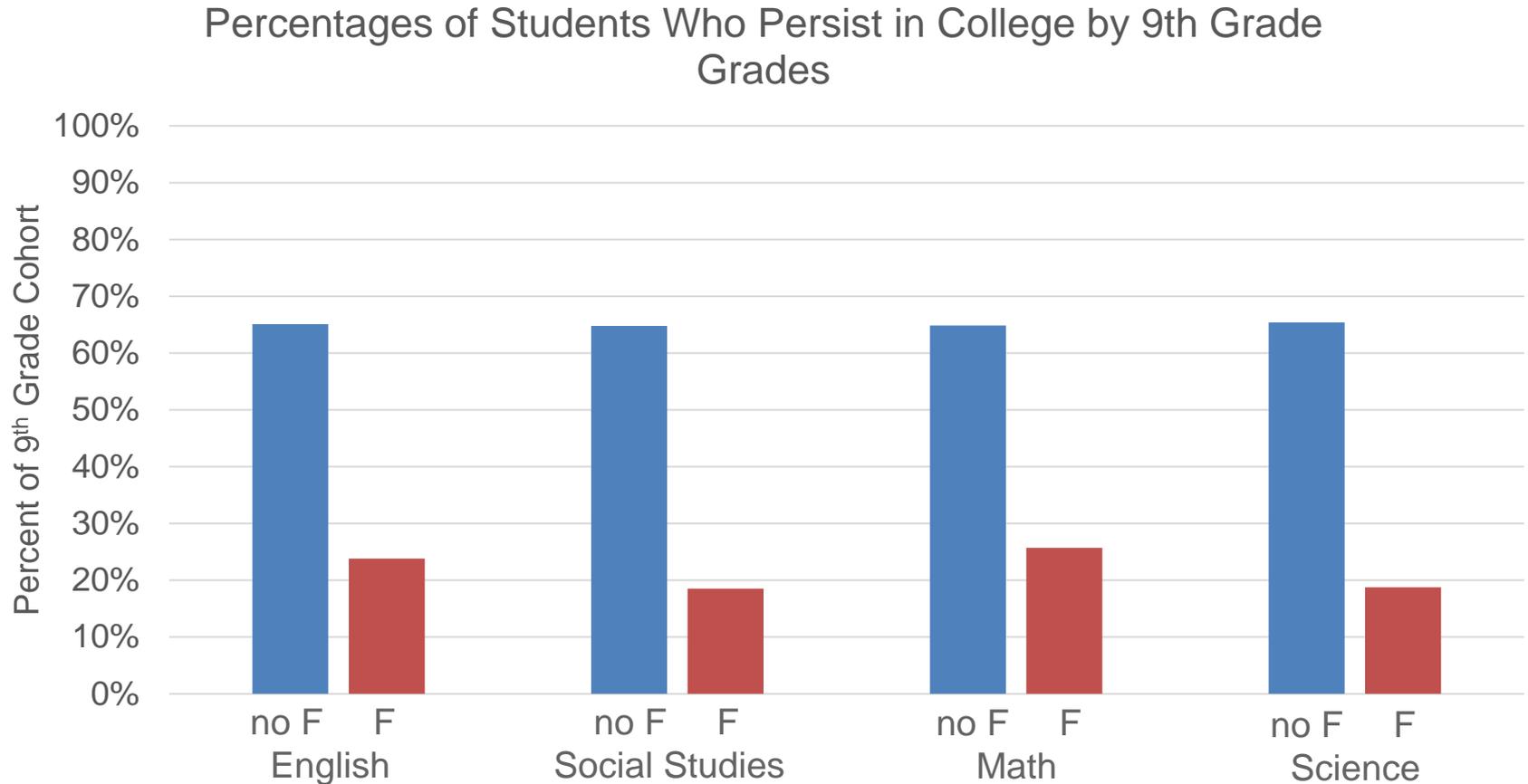
## **Factors measured because they are both trackable and actionable**

- Grades
- Progression
- Course Taking Patterns
- Standardized Test Scores
- Attendance
- Disciplinary Incidents

## **Factors measured to ensure predictors work for all students**

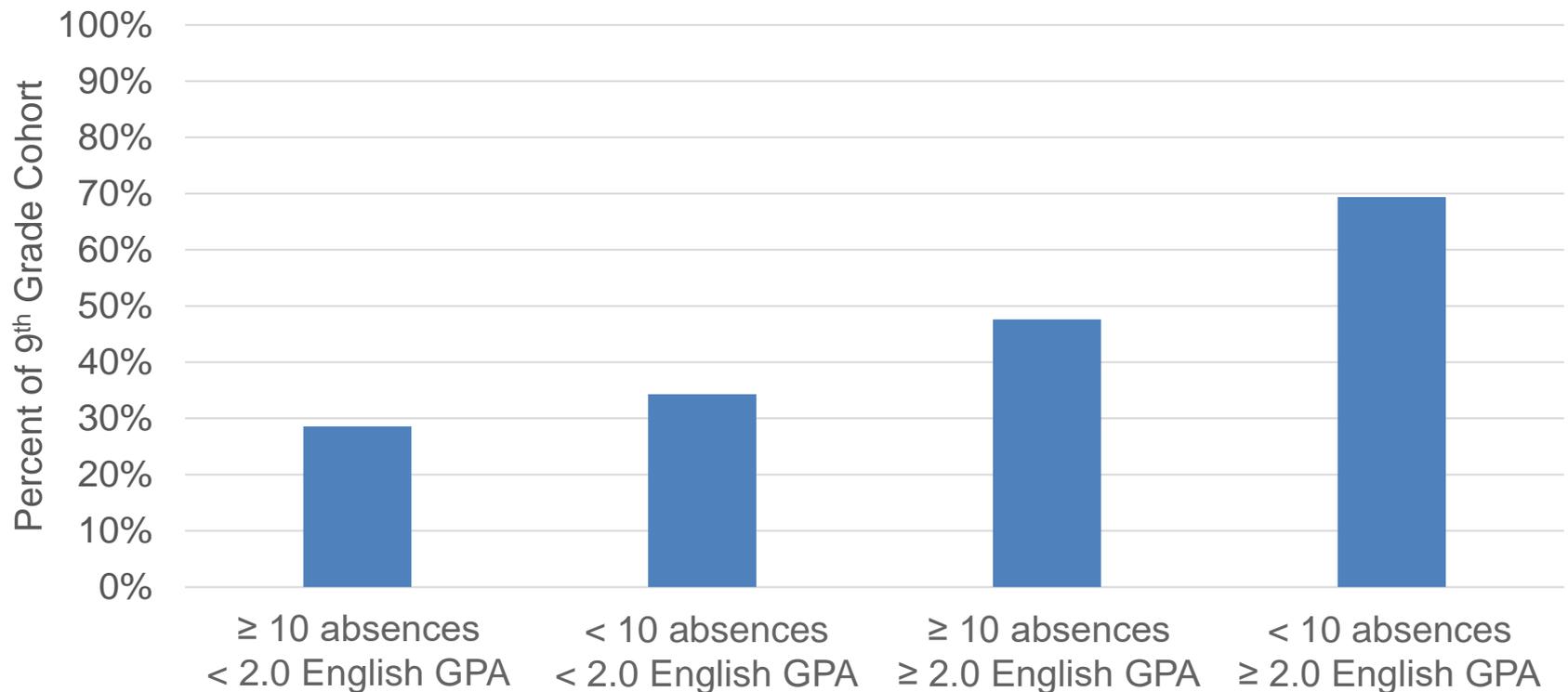
- Race
- Sex
- Family Income
- Birth Country
- Home Language

# Different measures have different levels of predictive power.



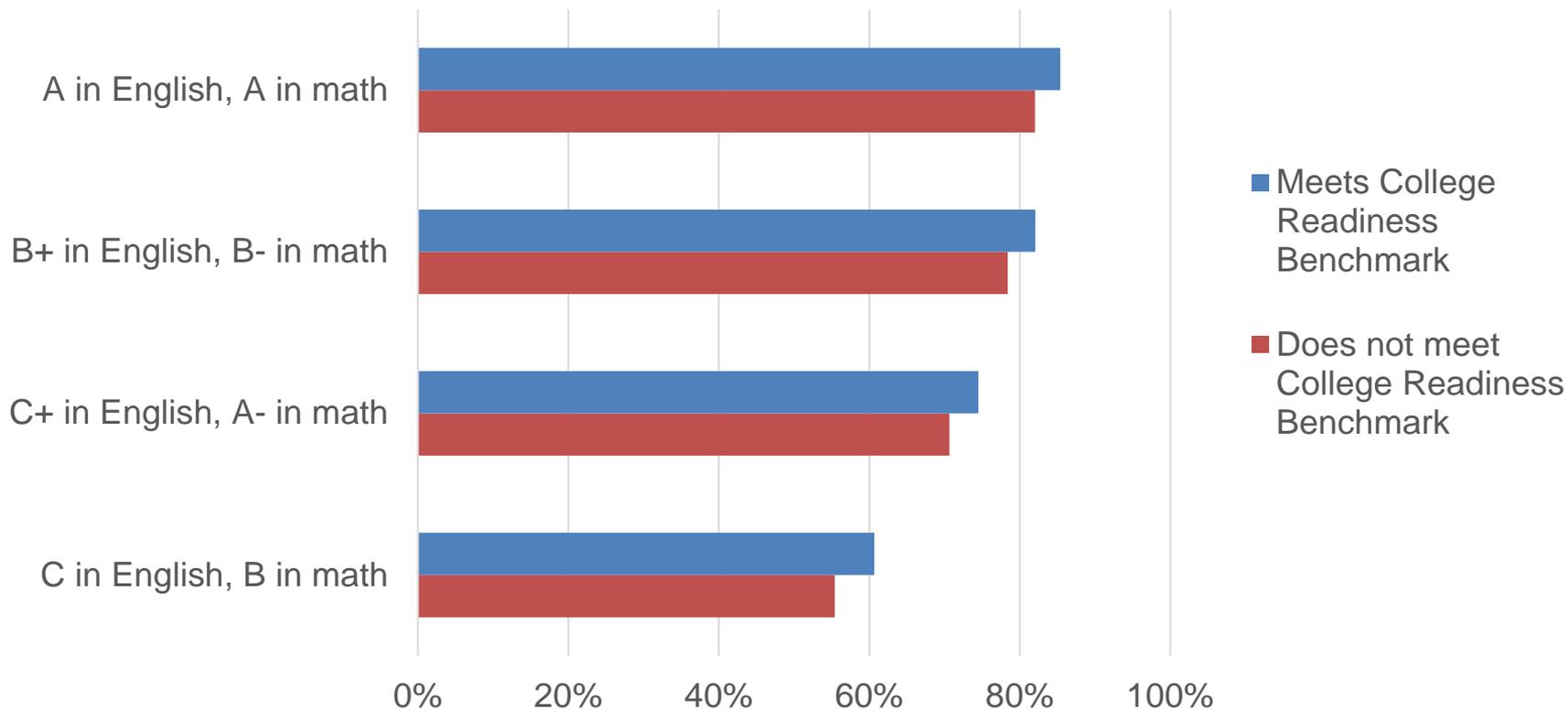
# Interactions between factors can tell us more about students' likelihoods of persisting in college.

Percentages of Students Who Persist in College by Freshman Attendance and English Grades



# Students' middle school performance give us a similar view into HS freshman predictions.

Freshman year probability of college persistence by 8th grade performance



# A formula does not tell us how to address students' needs.

- Middle and high school achievements do not exclusively determine students' futures.
- Factors beyond 9<sup>th</sup> grade impact students' chances of success.
- We cannot measure everything that impacts student outcomes.

This should lead us to proceed cautiously.

# Future Directions

# Research Moving Forward

- Predict persistence from grades 10–12
- Predict high school readiness from grades 6–8
- Predict other college outcomes
- Identify thresholds for flagging students for support

# Future Uses for Factors and Formulas

- Addressing students' needs early
- Informing instruction and practice
- Providing feedback for program improvement
- Monitoring high level trends

# Highlights

- NEERA is working to address students' needs early to increase college persistence.
- Preliminary work lays the foundation for predicting college persistence from middle school and high school.
- Next steps focus on figuring out how and when to best use this information to help students.