

Advanced Analytics Leading to New Insights into College Readiness in Fort Worth ISD

**Texas Association of School Administrators
Summer Conference
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The Challenge

A variety of data tell us that our students are not as college and career ready as we would like them to be.

To address this challenge, we are:

- 1) Exploring trends in high school graduation, college enrollment, and college persistence.
- 2) Identifying what impacts college and career readiness.
- 3) Identifying barriers our students may be encountering.
- 4) Exploring actions we can take while we still have access to students.

Strategic Partners & District Initiatives

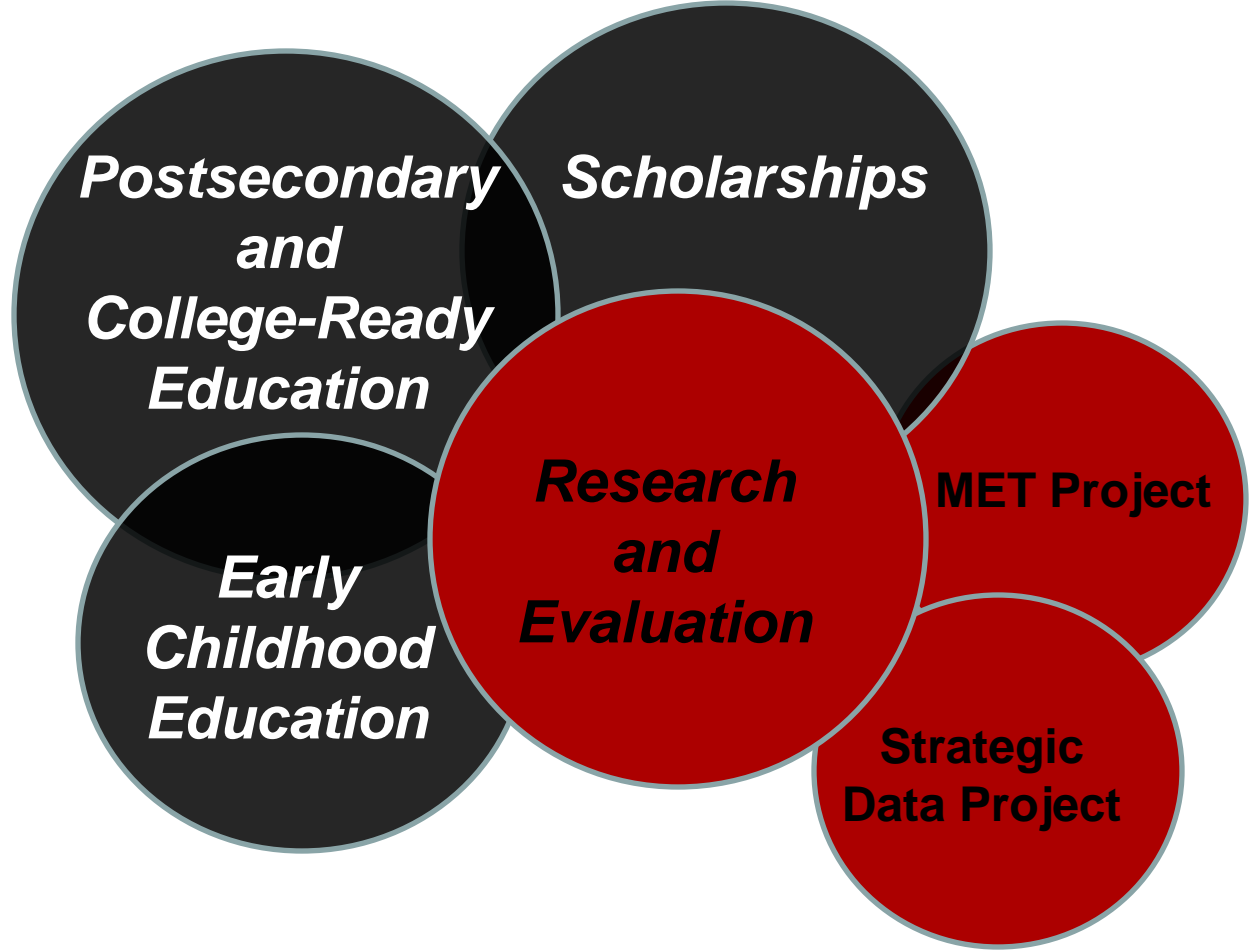
Strategic Partnerships:

- National Student Clearinghouse
- Texas Higher Education Coordinating Board
- Texas Consortium on School Research
- The Texas High School Project
- Strategic Data Project

District Initiatives:

- Senior Exit Survey and Secondary Student Engagement Survey
- Creation of the Department of Advanced, Accelerated, and Innovative Learning (AAIL)
- Advanced Placement Initiative
- Gold Seal Programs of Choice
- Early Warning System
- Summer Link Intervention

Bill & Melinda Gates Foundation: Work in Education



“In the United States, our mission is to dramatically improve education so that all young people have the opportunity to reach their full potential.”

BILL & MELINDA GATES foundation

The College-Going Diagnostic:

Exploring Trends in High School Graduation, College Enrollment, & College Persistence

Developed an “on-track indicator” for tracking student progress toward high school graduation.

Followed 9th grade cohorts during four key phases:

1. 9th to 10th grade transition
2. High school graduation
3. College enrollment
4. College persistence

College-Going Diagnostic Data

District-Supplied Data Points

Student demographics, high school course enrollment, grades, credit attainment, absences, disciplinary events, etc.

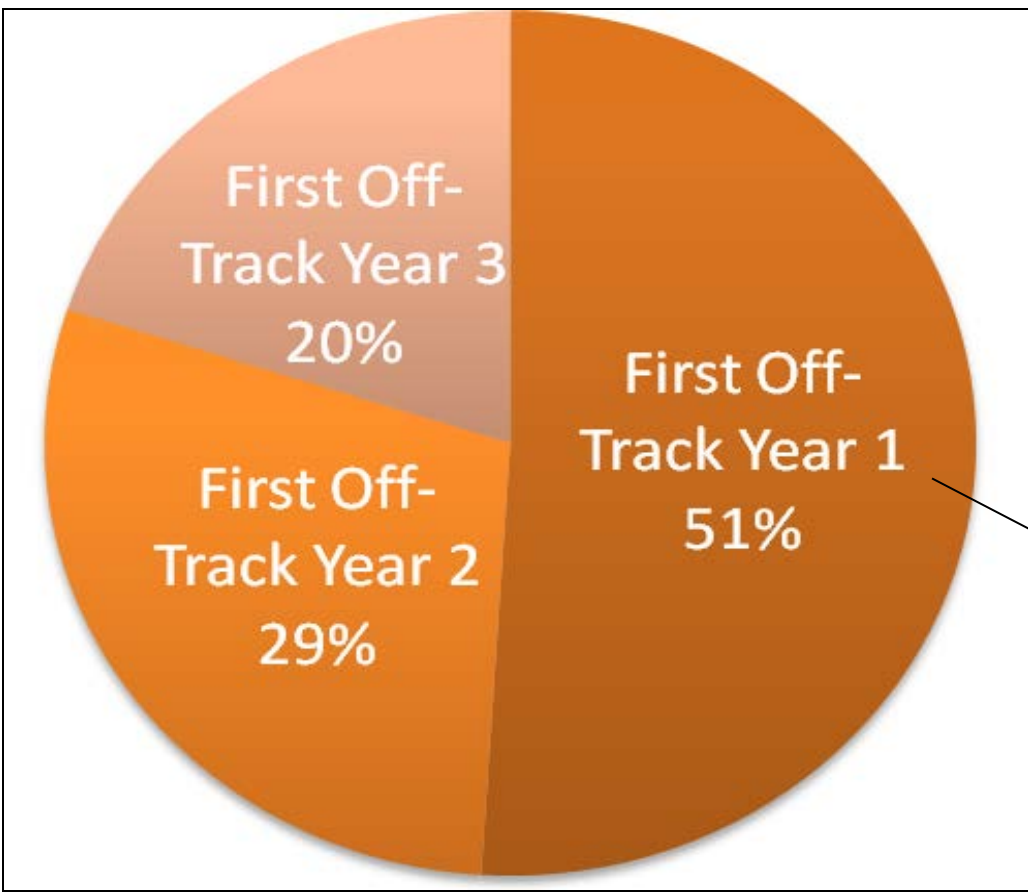
Additional Data Points

College enrollment from the National Student Clearinghouse

College course-taking and grade point averages from the Texas Higher Education Coordinating Board (THECB)

COLLEGE-GOING DIAGNOSTIC FINDINGS

The transition from 9th to 10th grade is important. On-track status at the end the first year of high school predicts high school graduation and postsecondary outcomes.



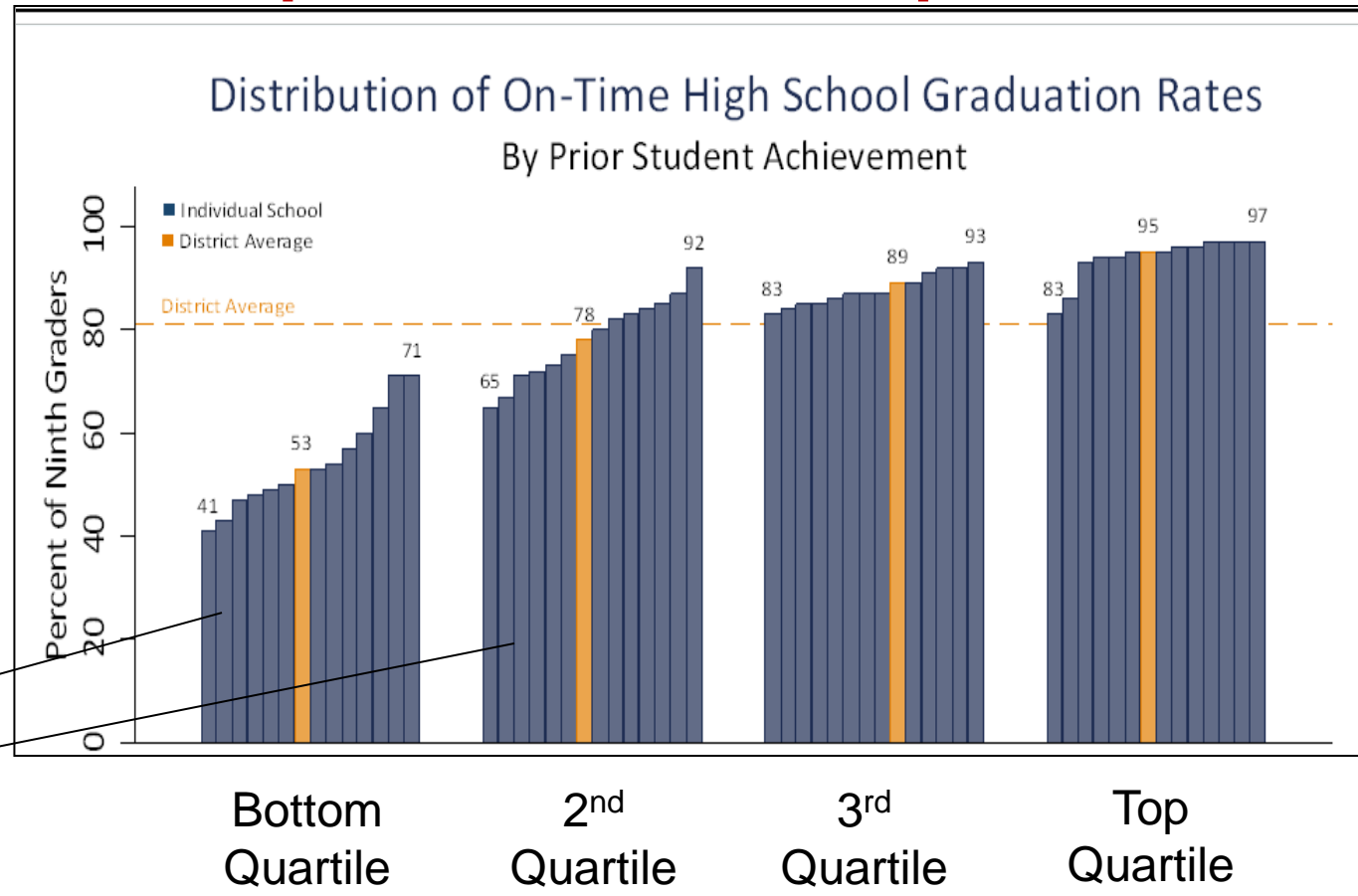
The good news is that most students are on-track to graduate at the end of 9th and 10th grades.

Of students who fall off-track to graduate, 51% do so in their first year of high school.

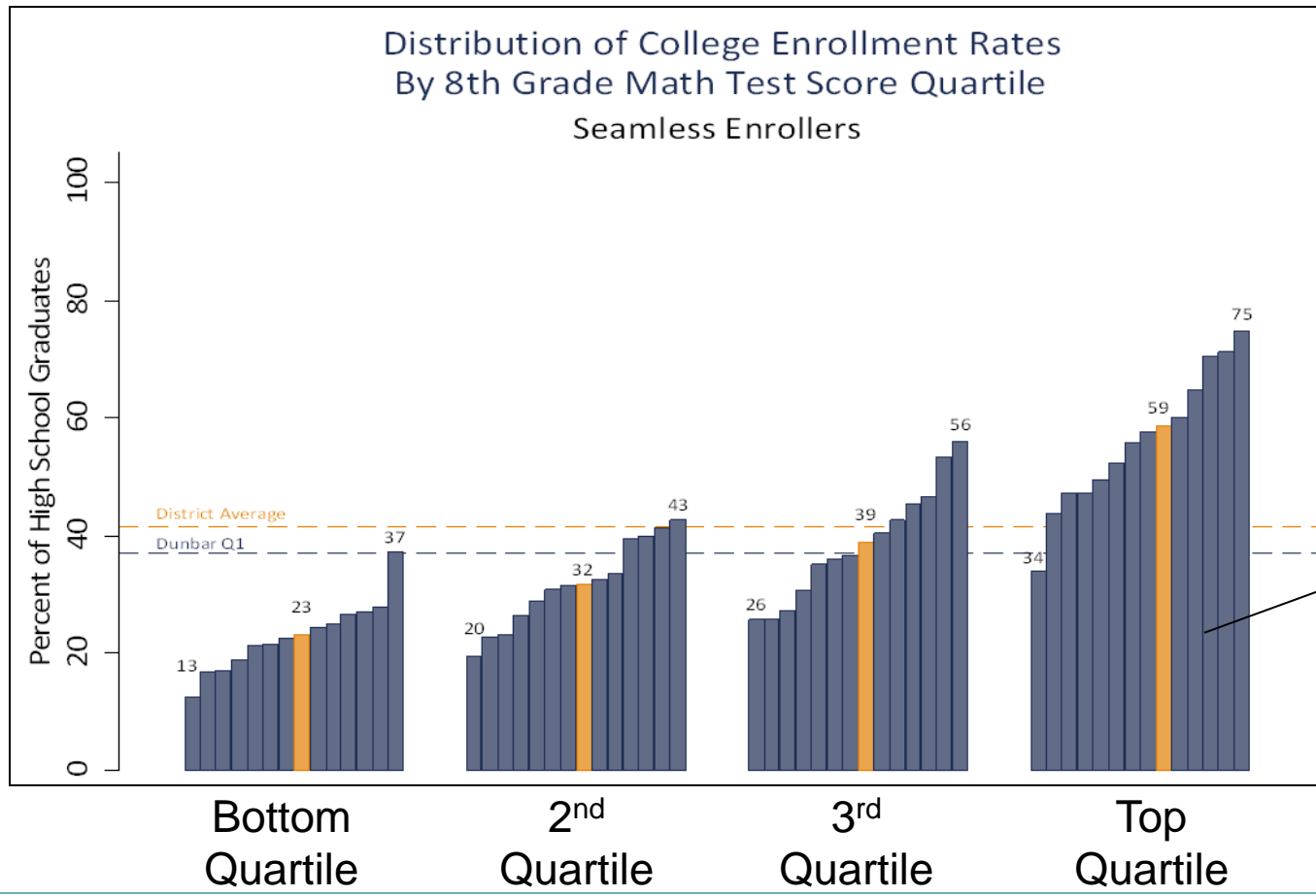
High schools matter for graduation rates.

Graduation rates vary across high schools among students in the same prior achievement quartiles.

The range in graduation rates among schools is larger for students in the bottom two quartiles than for students in the top two quartiles.

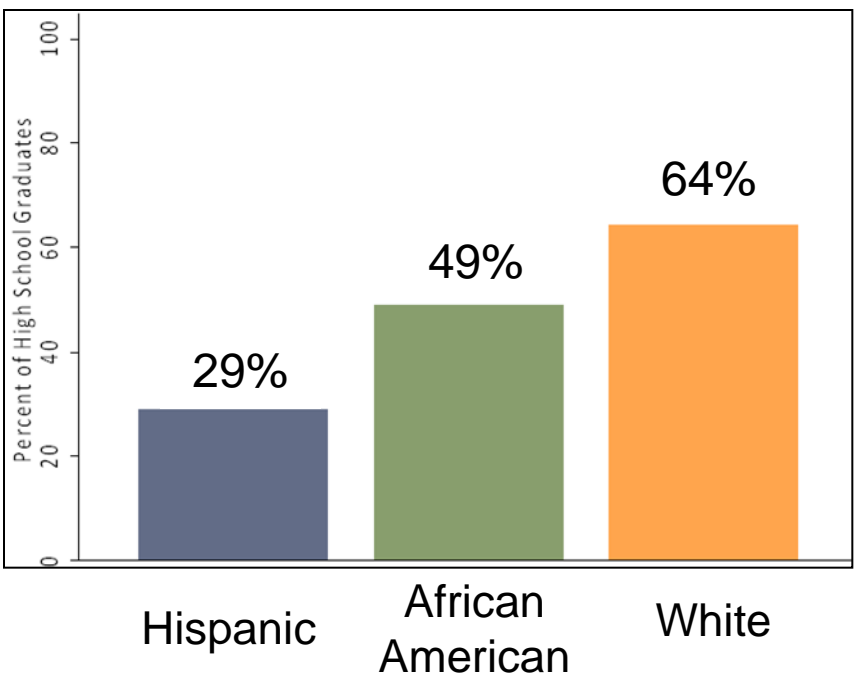


High schools matter for college enrollment.
College enrollment rates vary across high schools among students in the same prior achievement quartiles.

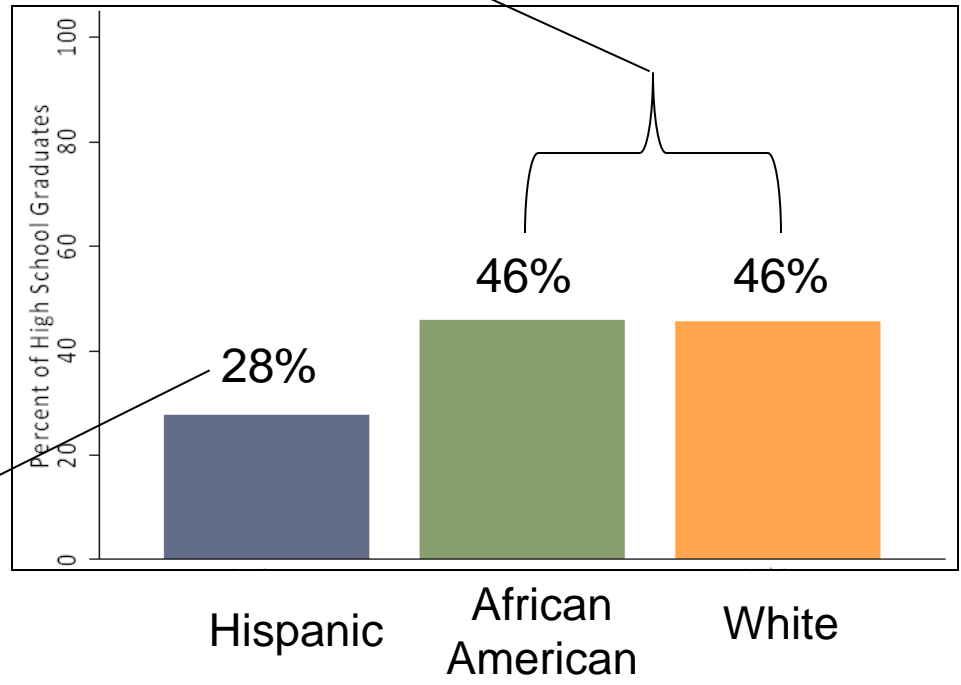


Within prior achievement quartiles, schools vary as much as 41% points from lowest to highest college enrollment rates.

There are racial/ethnic gaps in college enrollment.

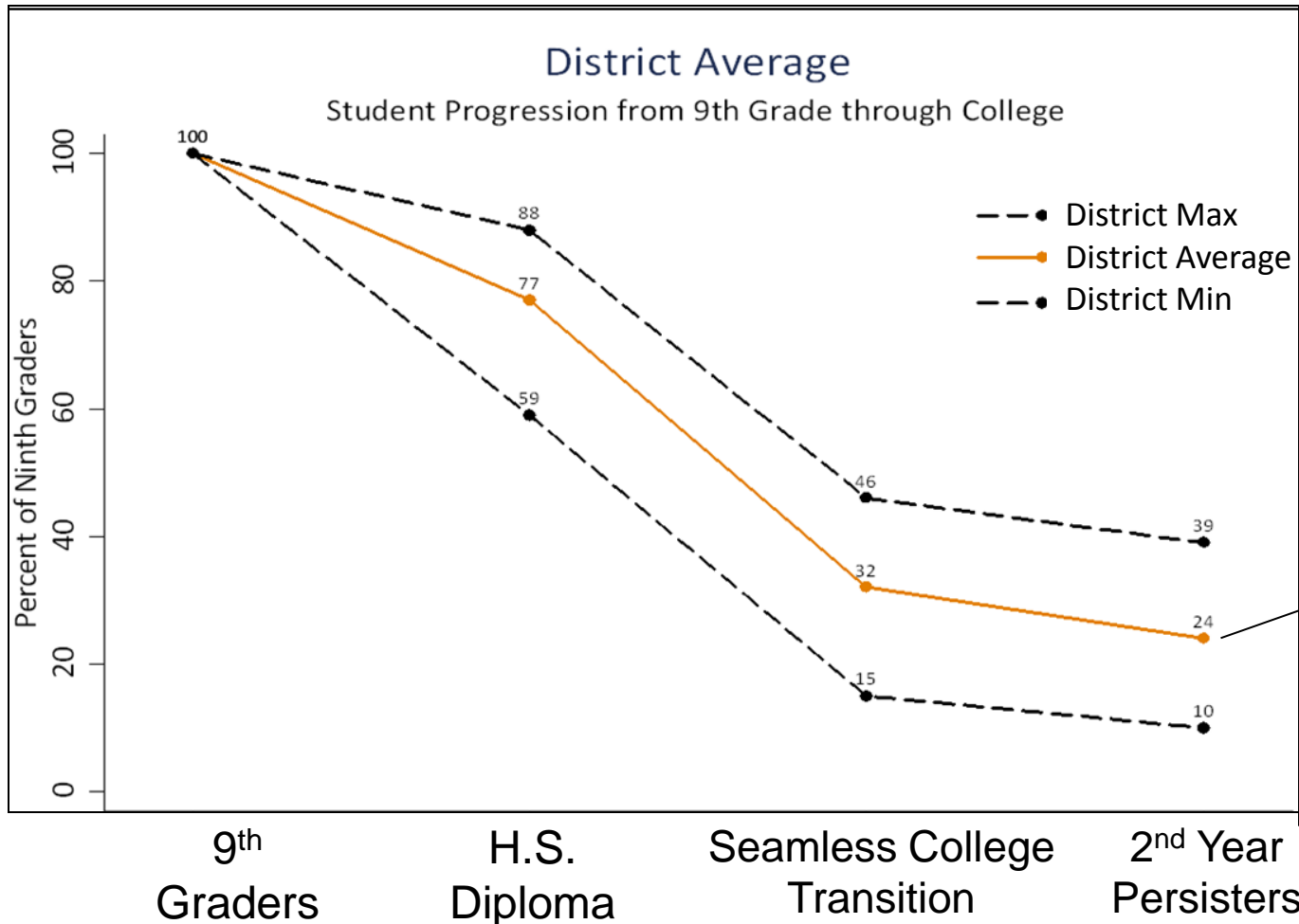


After accounting for SES, the gap between African American and White students decreases...



... but Hispanic students still enroll at lower rates.

The pipeline from 9th grade to college persistence:



On average, only 24% of 9th graders graduate from high school and then seamlessly enroll in college and persist into their 2nd year.

College-Going Diagnostic: Key Implications

On-Track Indicator is Actionable

On-track status at the end of 9th grade is predictive of high school graduation.

Schools Matter for College Enrollment

8th grade test scores explained some variation, but large school-based variation also existed.

Students Face Different Barriers

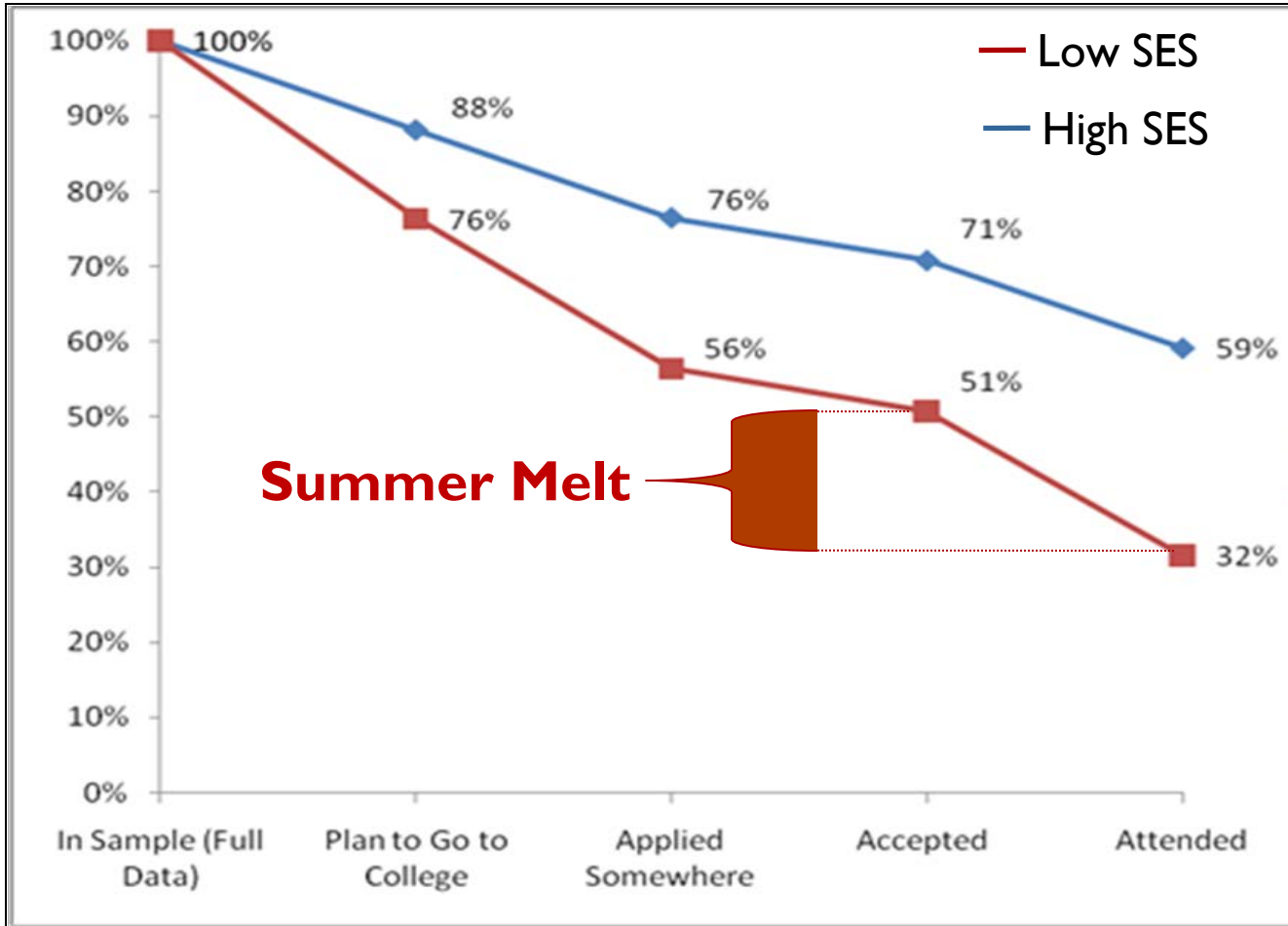
Hispanic students enroll in college at lower rates than peers with similar prior achievement and SES backgrounds.

Some Qualified Students Do Not Take Advantage of College

29% of students qualified to attend a four-year institution did not enroll in one.

ACTIONS & NEXT STEPS

Summer Melt



Our Senior Exit Survey shows that we have a “summer melt” problem: some students plan to go to college, apply, are accepted, but do not actually attend college.

Summer Link Intervention



Serving up to 1,200 graduates at 11 of 13 high schools.



School counselors assist students with financial aid, course registration, placement testing, housing, etc.



Students contacted by cell phone, email, and Facebook.

Summer Link Student Case File

Carter-Riverside

Last Name:

First Name:

Student ID:

Phone Number:

E-mail Address:

College Plans:

Colleges Applied To: TCC TCU UTA

Colleges Accepted To: TCC UTA

FAFSA Submitted: no

TASFA Submitted: no

If Not, Why Not:

College Ready Reading: yes

College Ready Math: no

SAT Verbal:

SAT Math:

Barriers to Attending:

Student Name, ID, Phone Number, and Email Address

College Plans: Where have you applied? Where have you been accepted?

Financing college: Have you completed financial aid forms?

College Readiness: Did you meet TAKS college readiness standards in Reading in Math?

Are there any barriers to you attending college?

This is not the end of the story...

Attitudes toward the importance of data collection and usage have shifted.

We are engaging in systemic initiatives to streamline our processes for storing and sharing data.

Demand for data continues to increase...



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