

DATA



**the
To&Through
project**

INSIGHTS

About the To&Through Project

The To&Through Project integrates research, data, and professional learning to help more students get to and through high school and college.

In collaboration with educators, policymakers, and communities, the To&Through Project aims to significantly increase the percentage of Chicago Public Schools freshmen who graduate from high school and go on to earn a college degree, and to share the learning from Chicago with education stakeholders across the country.

- *Research* illuminating what matters most for students' high school and college success
- *Data* guiding efforts to improve students' attainment of key milestones
- *Professional Learning* translating research and data into improved practice

About the To&Through Project's Data Insights

The University of Chicago Consortium on School Research (UChicago Consortium) has conducted decades of rigorous research based on hundreds of schools and tens of thousands of students to identify the factors that indicate and impact college success. This collection of data insights illuminates the UChicago Consortium's most important discoveries about what fosters high school and college success and the attainment trajectory of Chicago Public Schools students.

Please visit toandthrough.uchicago.edu to learn more about the To&Through Project and the robust body of research behind this collection of data insights.

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Why College Matters

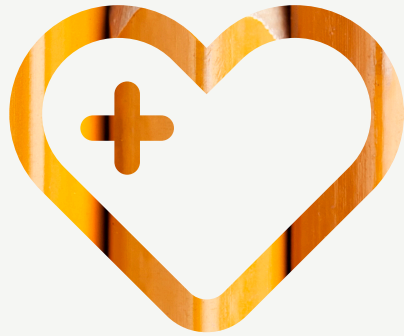
A college education has grown more critical to success in the workforce

Of the 11.6 million jobs that have been added in the post-Great Recession economy, 99% have gone to workers with at least some college education.



A college education fosters greater health, wealth, and happiness

People who earn at least a 2-year college degree:



Live an average of
7 YEARS LONGER



Earn at least
51% MORE



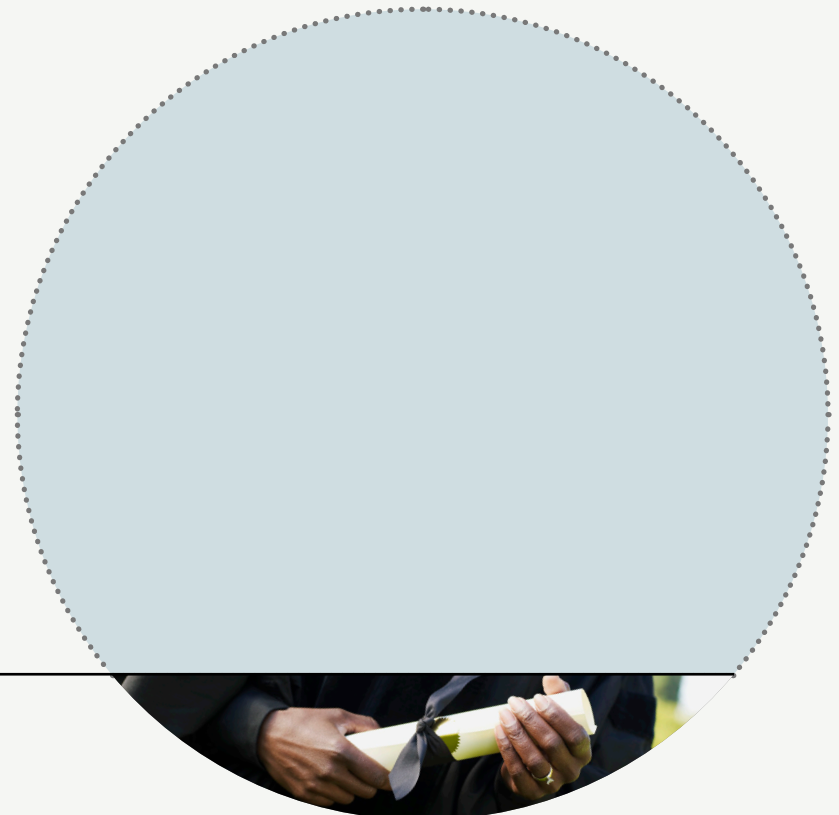
Are 26% more likely to
be **“VERY HAPPY”**

There is a significant gap between CPS students' college aspirations and attainment



69%

In 2016-17, **69%** of Chicago Public Schools freshmen aspired to earn a bachelor's degree

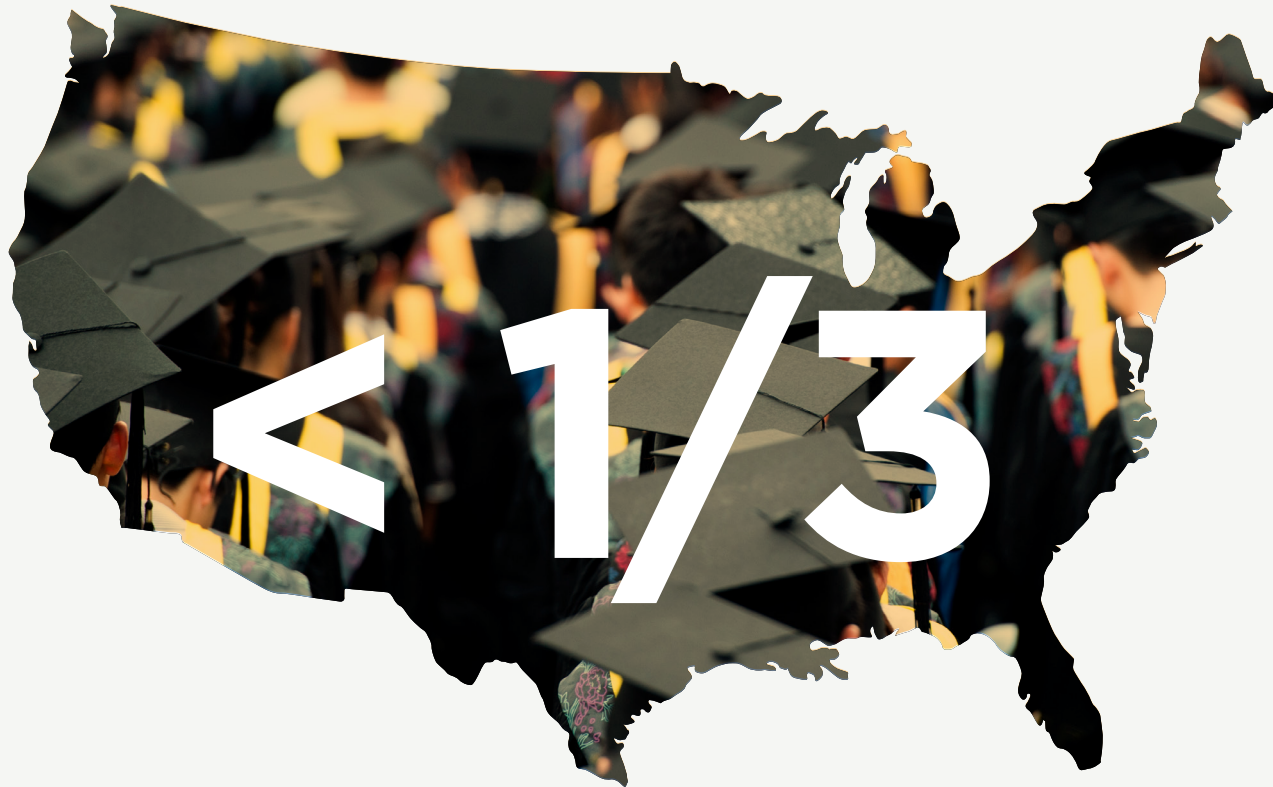


19%

Only **19%** are projected to do so within ten years of starting high school

A similar gap between students' college aspirations and attainment exists nationwide

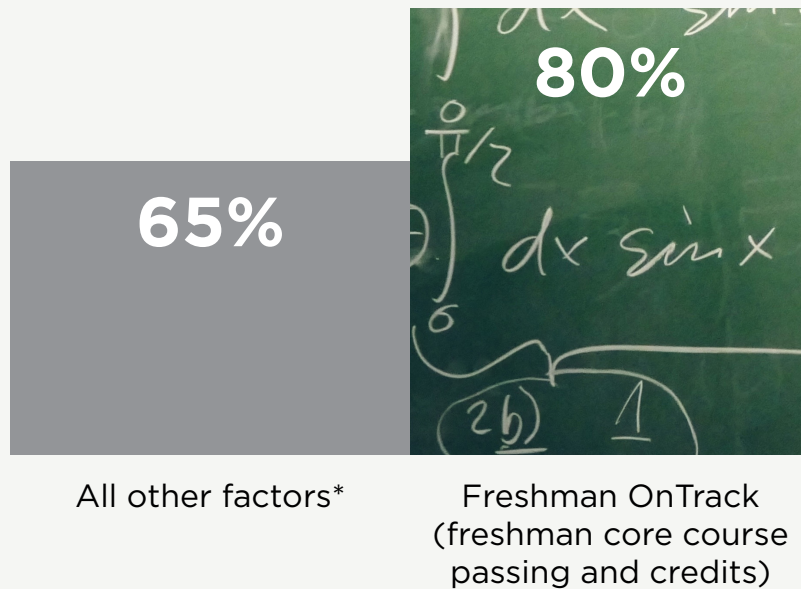
The vast majority of high school students aspire to earn a bachelor's degree, yet less than **one in three** will succeed.



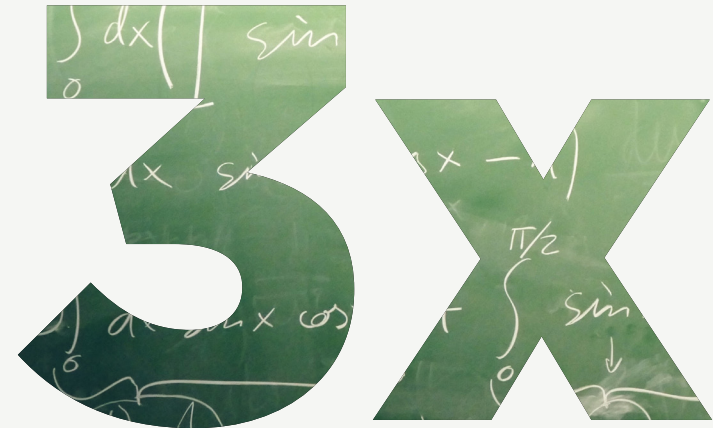
The Freshman Year: A Critical Juncture in Students' Journeys To&Through High School and College

Freshman OnTrack is more predictive of a student's odds of graduating from high school than all other factors combined

Predictive Ability of Indicators
of High School Graduation



Students who are “on-track”
in freshman year are



more likely than their off-track peers
to graduate from high school

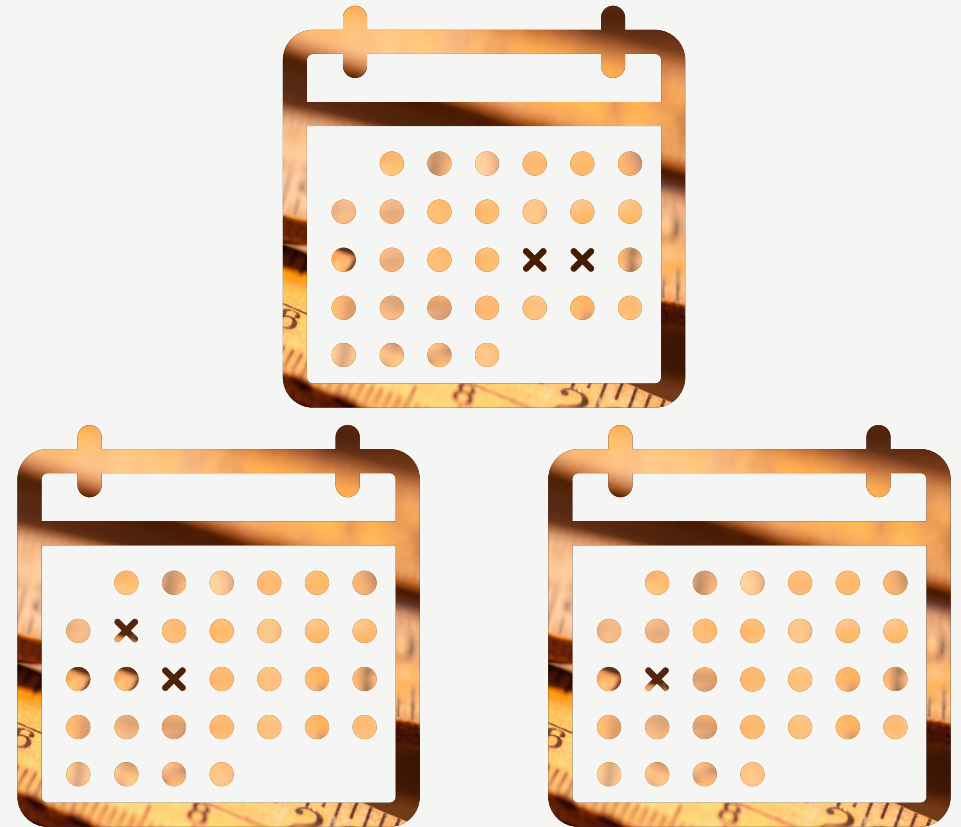
* All Other Factors: Gender, Race/Ethnicity, Socioeconomic Status, 8th-Grade Test Scores, Mobility Prior to High School, and Overage for Grade.

Strong attendance correlates with strong grades

A majority of CPS freshmen
who earned a

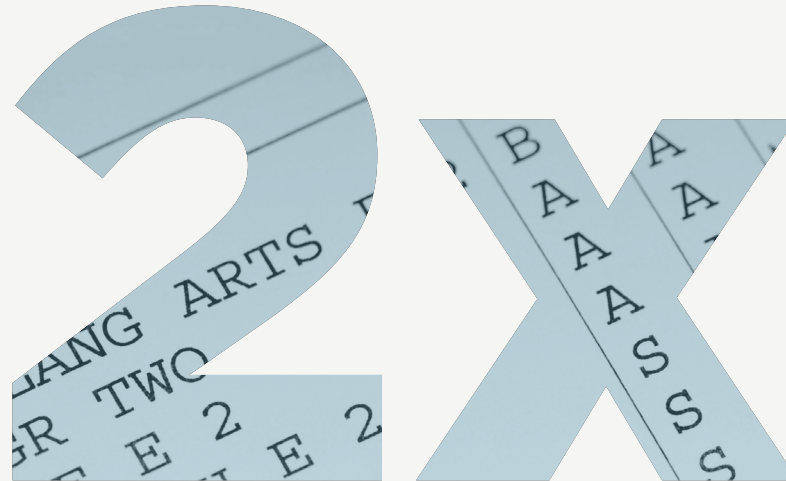
3.0+ GPA

missed 5 or fewer days
of school per semester



Freshman year GPA predicts later educational attainment better than test scores

Freshman year GPA is nearly



as predictive of high school graduation
as standardized test scores*

* Explore and PLAN scores

Students who do not end freshman year with a 3.0+ GPA have a difficult time attaining one by the time they graduate

Freshman students' odds of having a 3.0+ GPA at high school graduation



Students who are on-track with 3.0+ GPA at the end of their freshman year



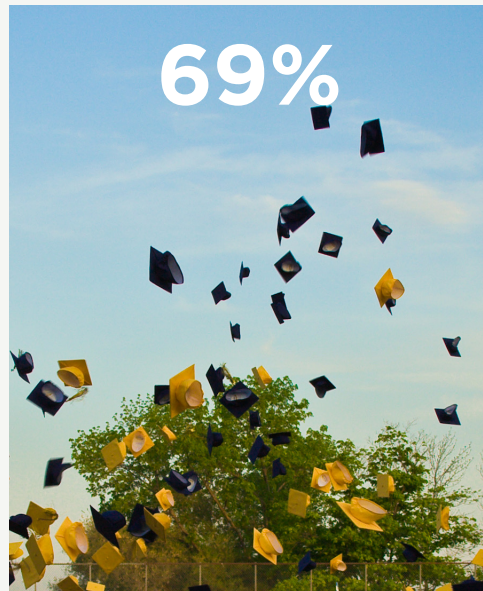
Students who are on-track with <3.0 GPA at the end of their freshman year

0%

Students who are off-track at the end of their freshman year

Freshman year GPA is highly predictive of access to selective colleges

Students' likelihood of graduating from high school with access to selective colleges



Students who were on-track and had 3.0+ GPA at the end of freshman year



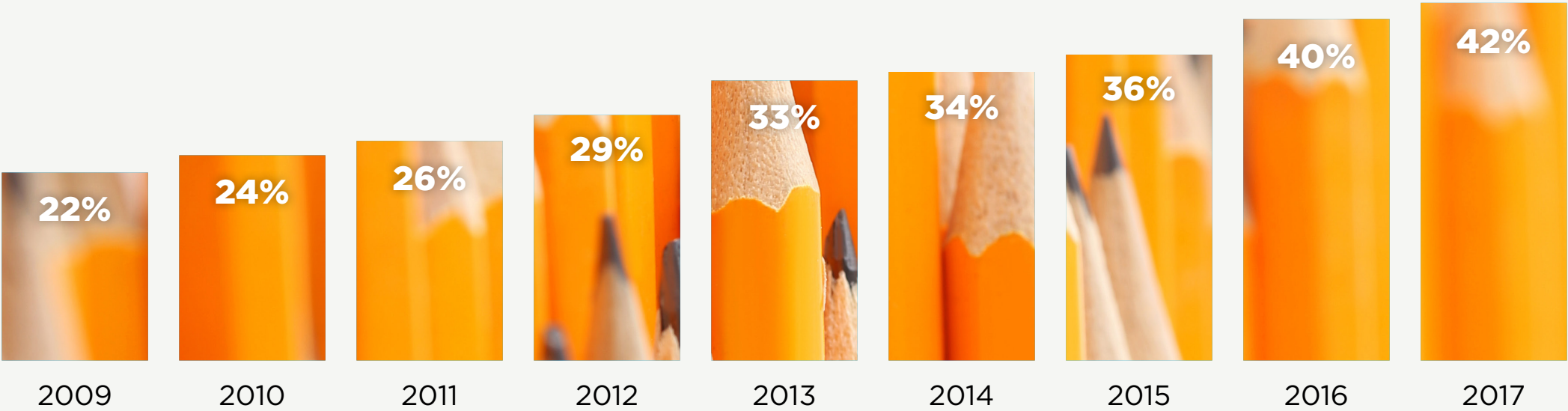
Students who were on-track and had <3.0 GPA at the end of freshman year

1%

Students who were off-track at the end of freshman year

CPS students' freshman year GPAs have risen steadily since 2009

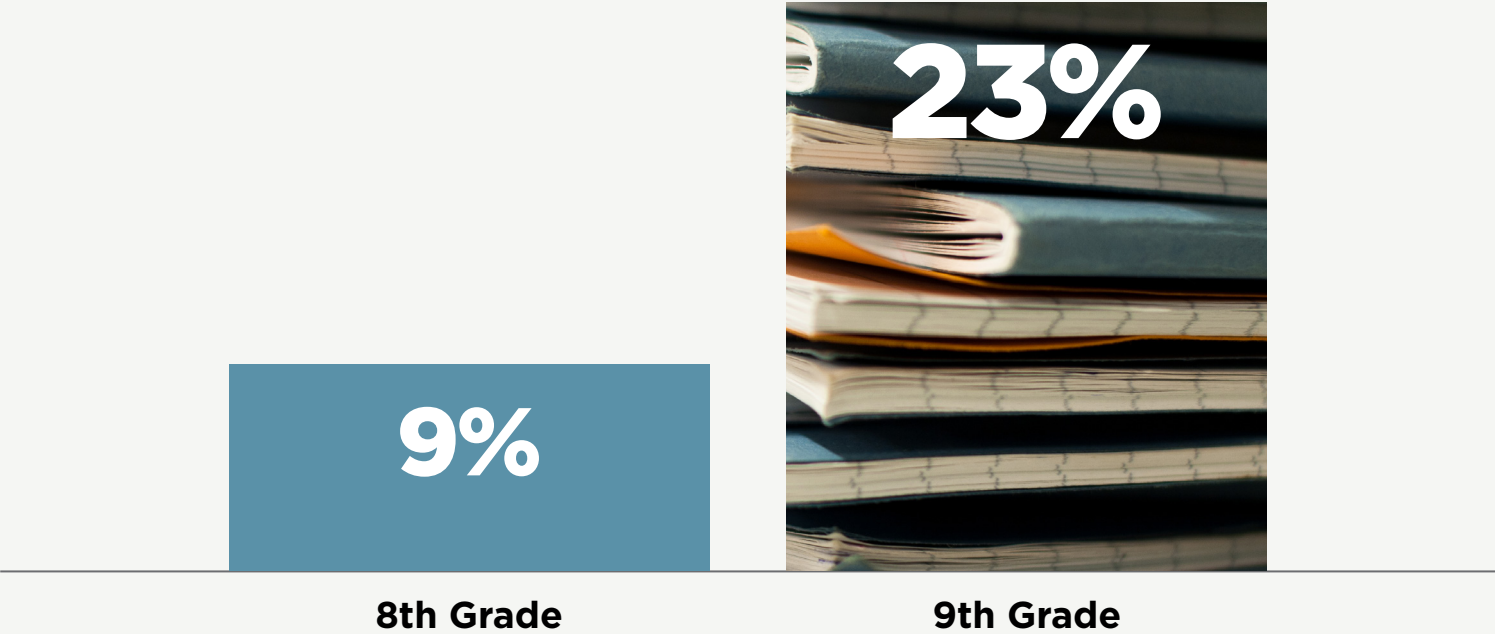
Increase in CPS freshman year GPAs of **3.0+** from 2009-2017*



* GPAs do not include charter school students because we do not have grades data for these students. 27 percent of the 2016-17 freshman cohort attended charter schools. The proportion of freshmen in charter schools in 2009 was 15 percent.

Still, students fail many more courses in 9th grade than they failed in 8th grade

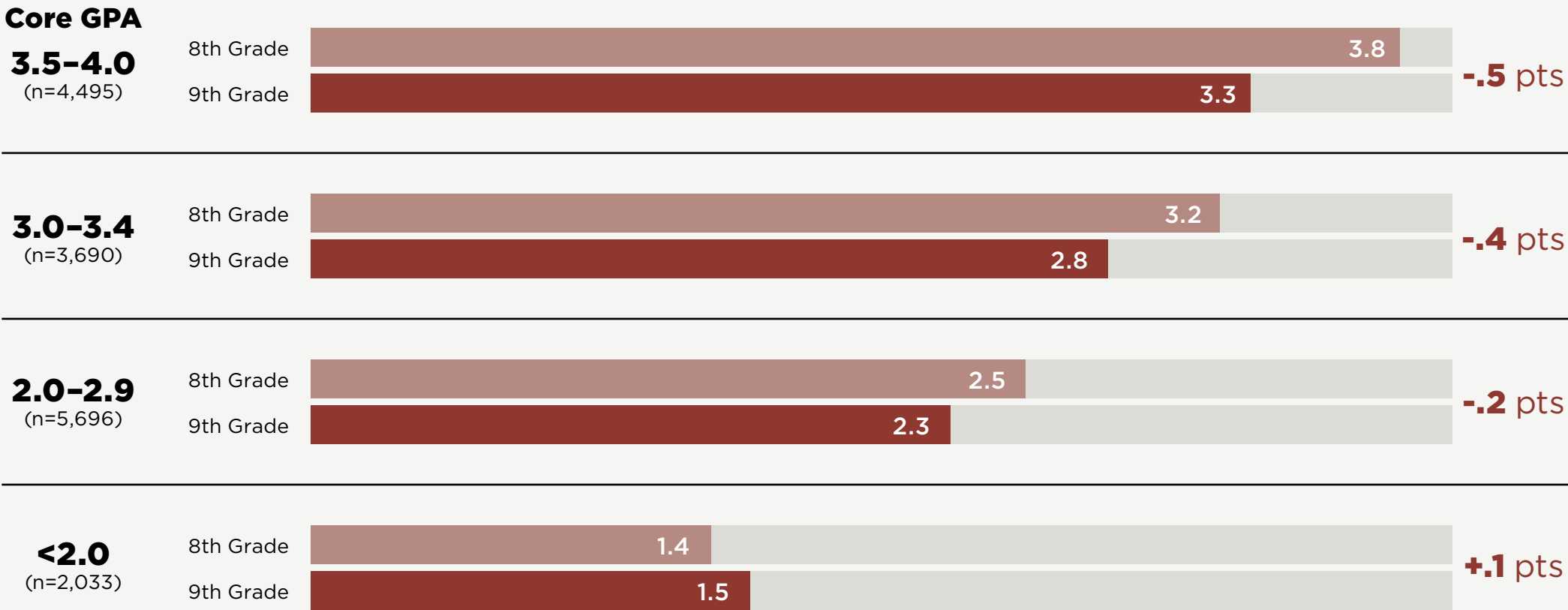
Percentage of students who failed at least one semester of any course



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

Even high achieving students see their core GPAs decline between 8th and 9th grade

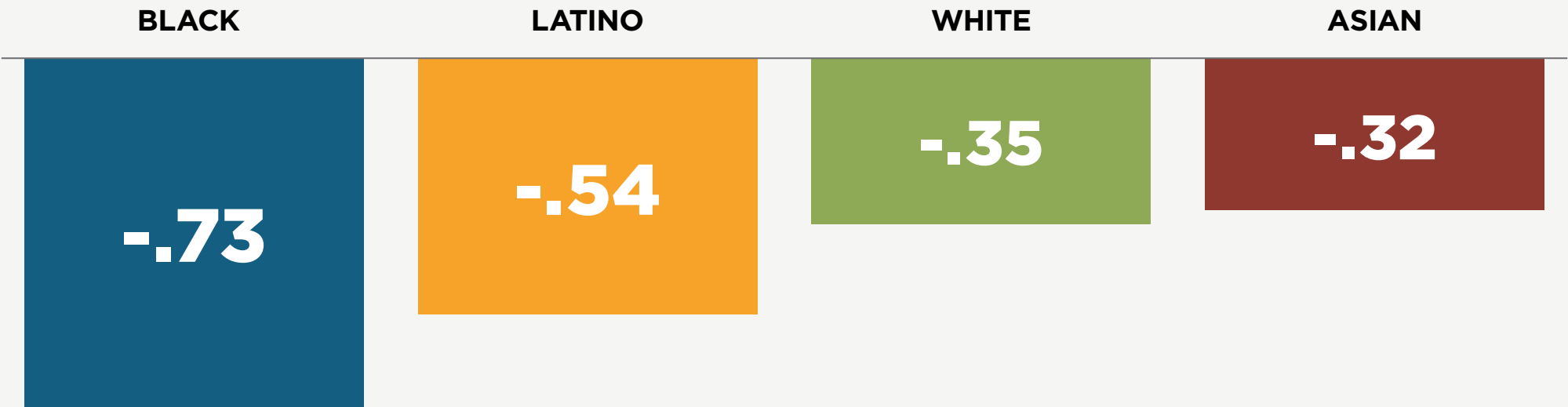
Core GPAs of freshmen in 8th and 9th grade



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

The core GPAs of high-achieving Black students fall twice as much as those of their White and Asian peers

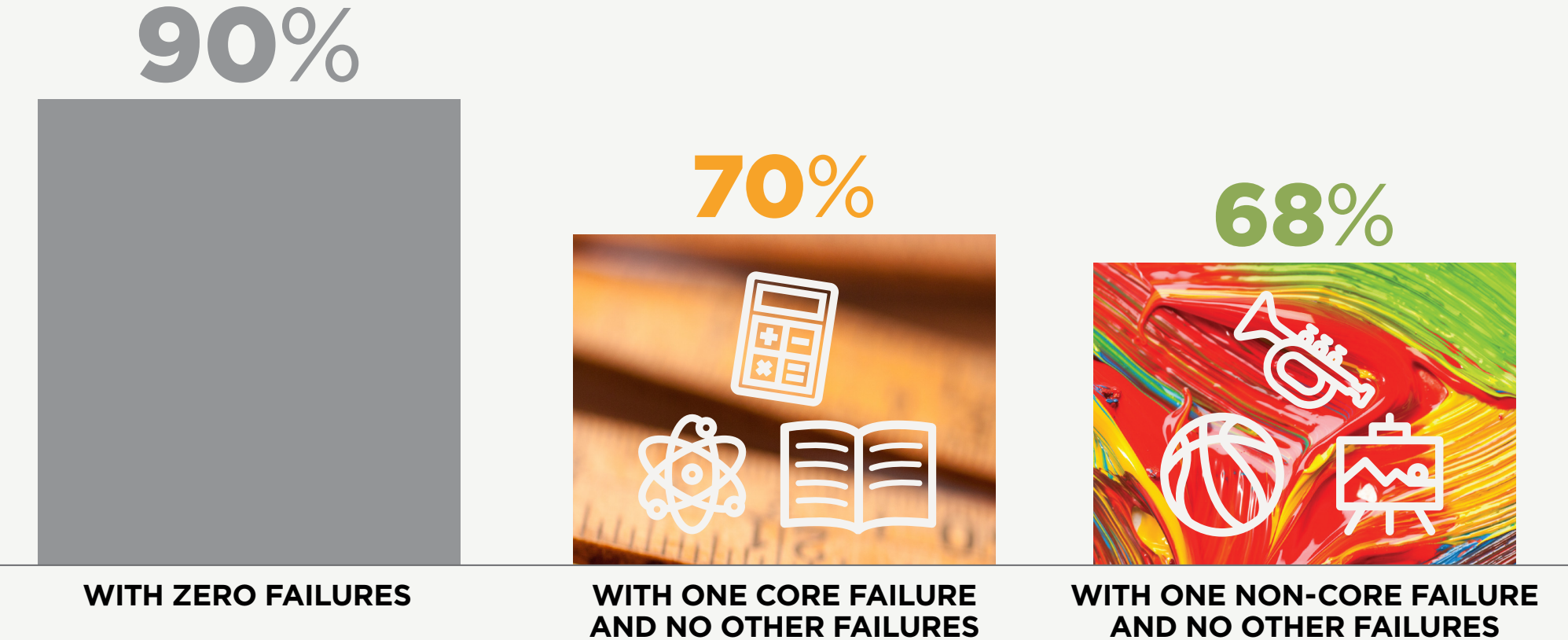
Drop in core GPA between 8th and 9th grade among students with an 8th grade core GPA of 3.5-4.0



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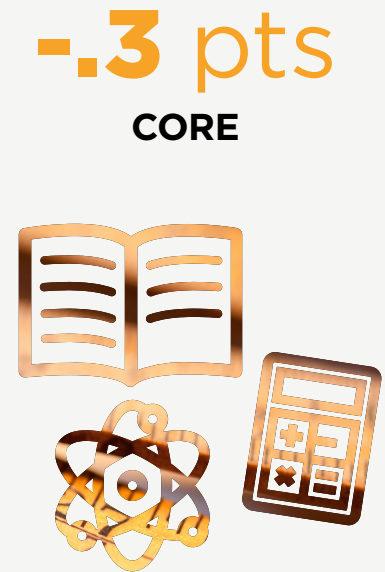
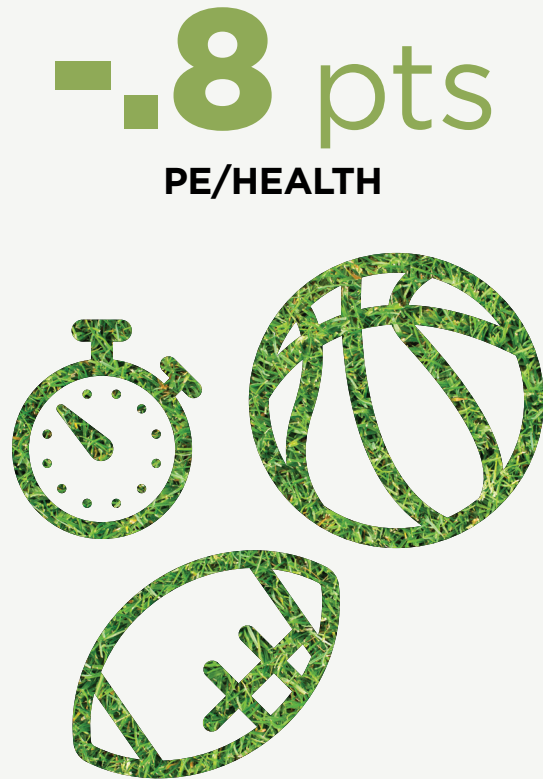
A non-core failure is just as detrimental as a core failure to freshmen students' likelihood of graduating from high school

High school graduation rate by number of 9th grade course failures



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

Students lose significantly more GPA points in PE/Health and the Arts than in core subjects from 8th to 9th grade



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade. The decreases represent average change in subject-area GPAs between 8th and 9th grade.

The PE/Health grades of Black and Latino young men fall almost a full letter grade (1 GPA point) from 8th to 9th grade

Change in PE/Health GPA from 8th to 9th grade

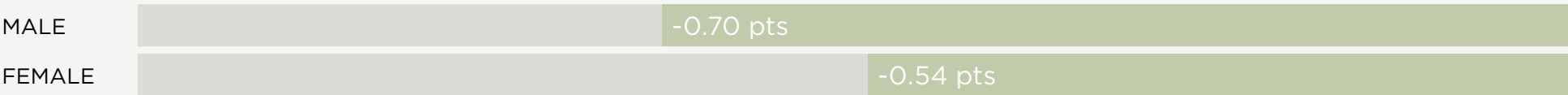
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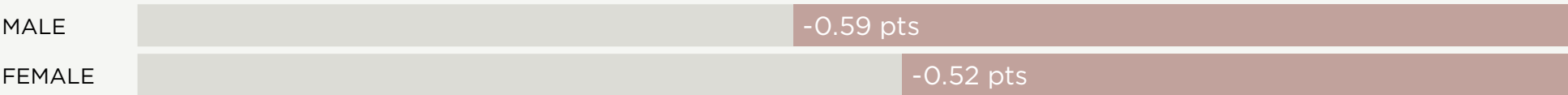
LATINO



WHITE



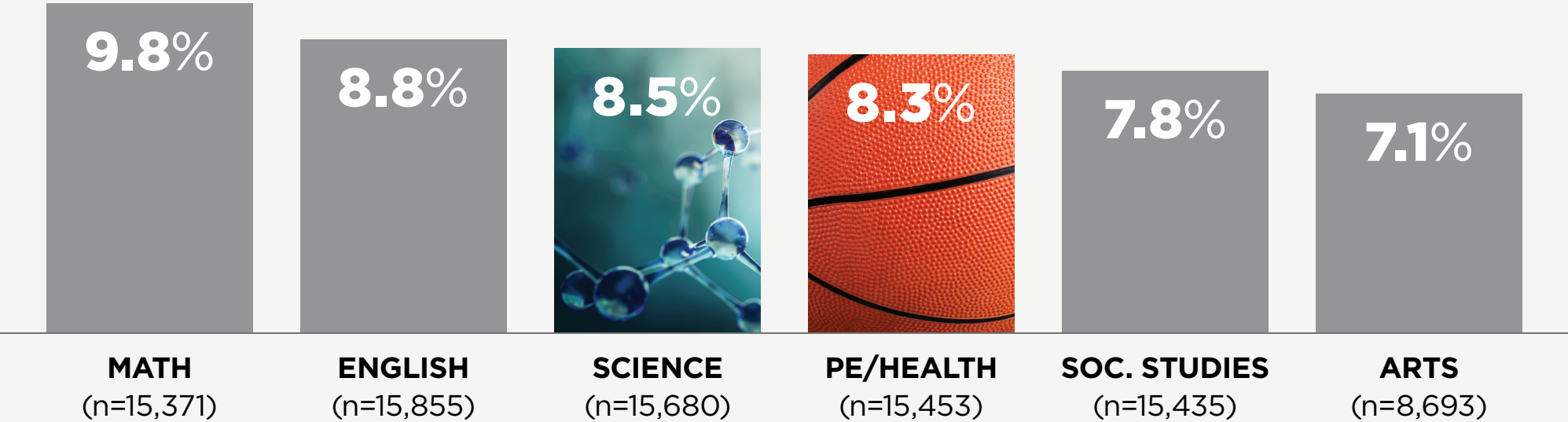
ASIAN



This analysis includes students who were first-time freshmen in Chicago Public Schools in 2016-17. Students were included in this analysis only if their grades for both 8th and 9th grade were available. This excludes students who attended a charter school for the duration of either 8th or 9th grade.

Almost as many CPS freshmen fail at least one semester of PE/Health as fail at least one semester of Science

Percentage of students with at least one 9th grade semester failure, by subject

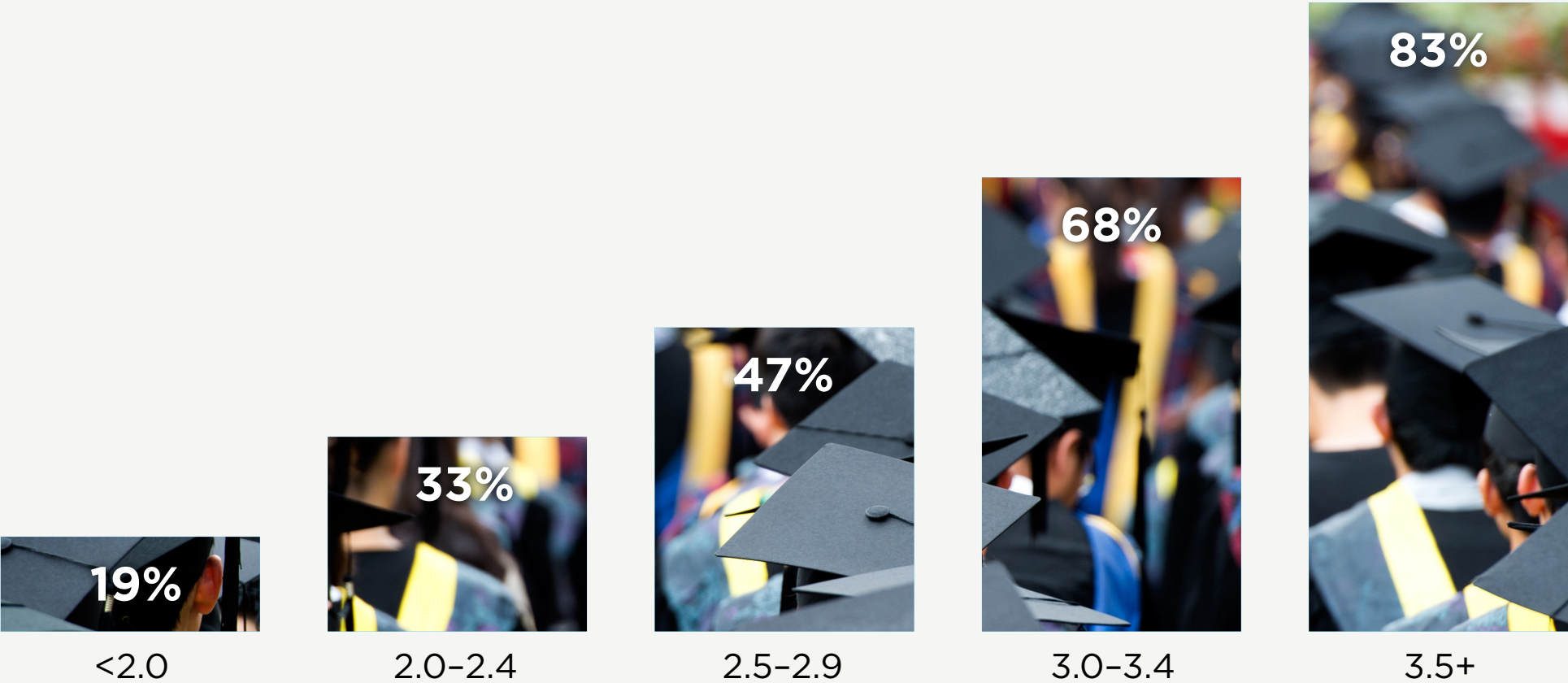


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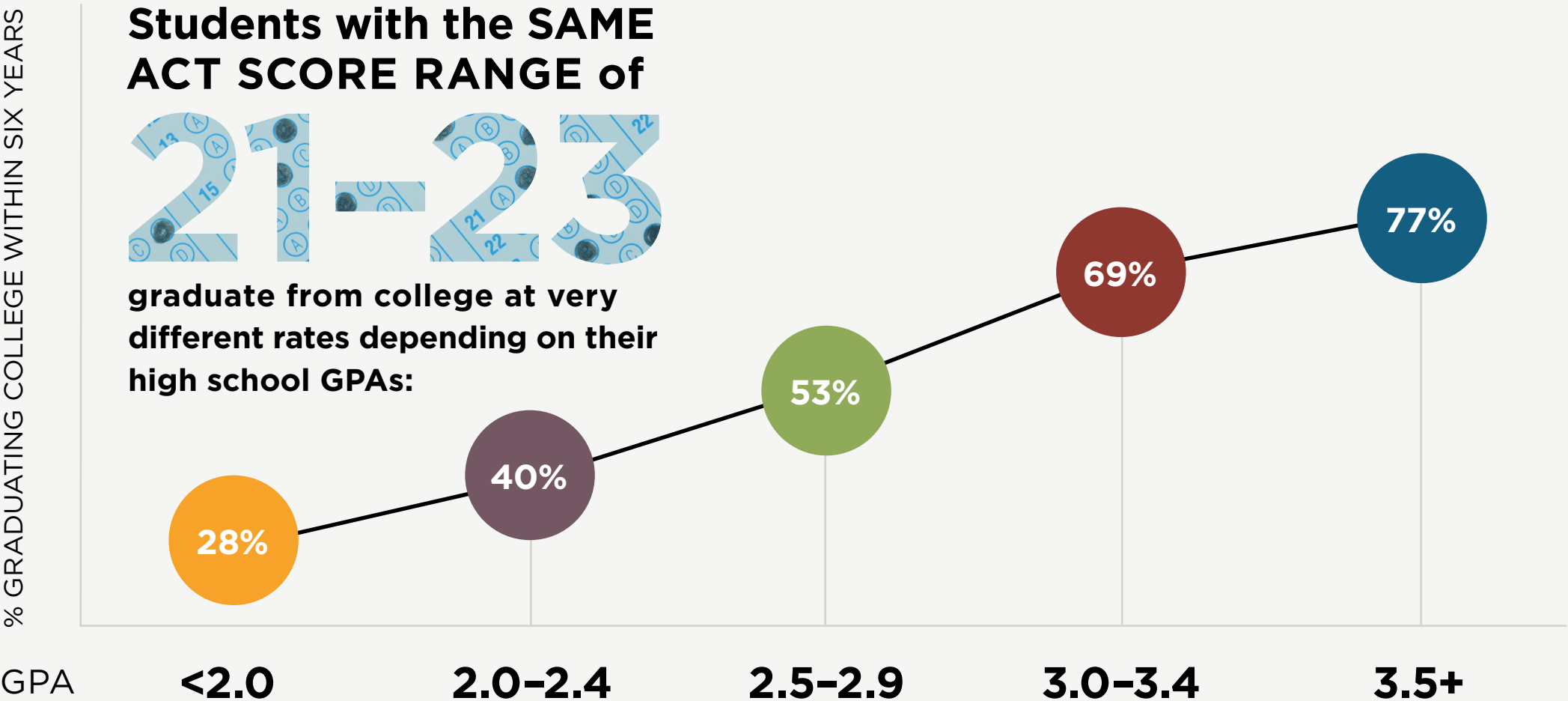
Postsecondary Success: Key Levers for Improving College Graduation

A higher high school GPA increases the odds of making it *through* college

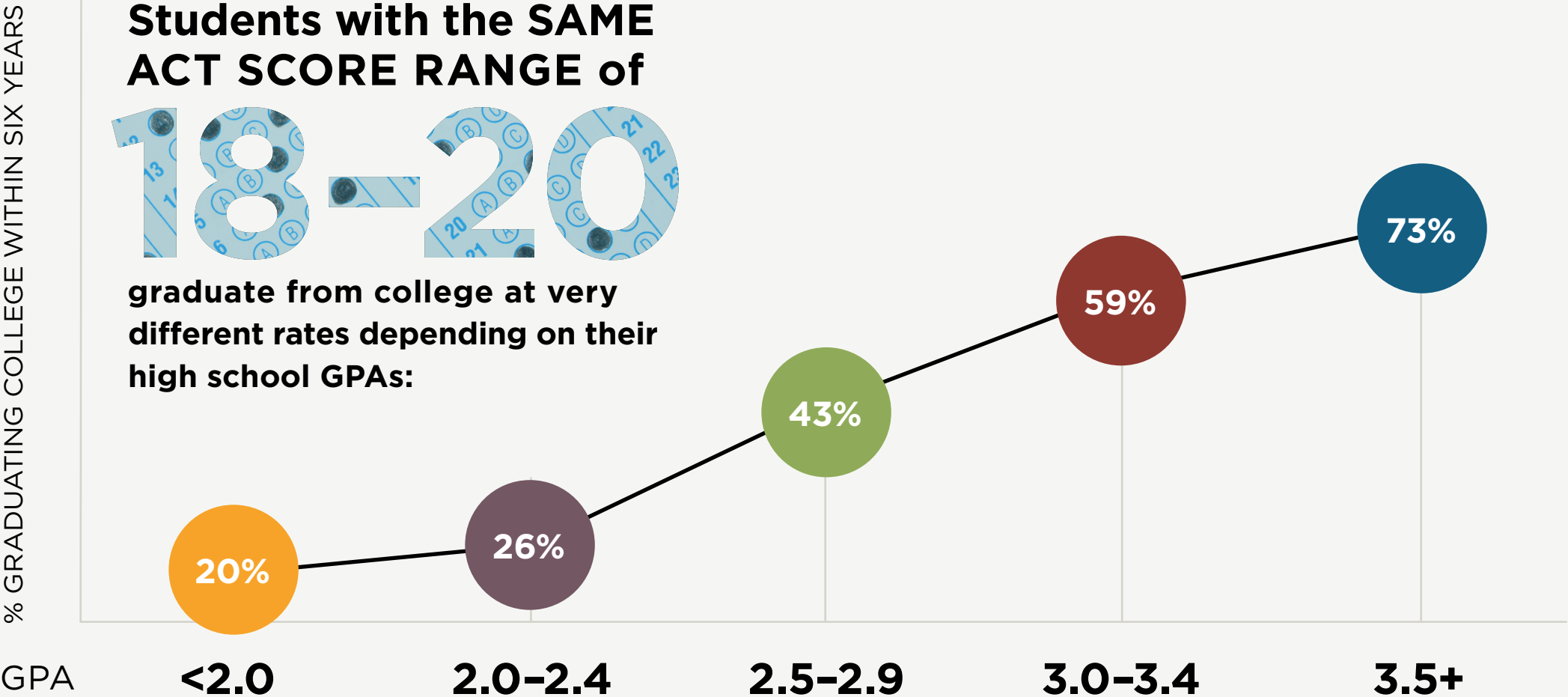
Graduation rates from 4-year colleges for CPS students by graduating high school GPA



GPA — not ACT scores — are the strongest predictor of college graduation



GPA — not ACT scores — are the strongest predictor of college graduation

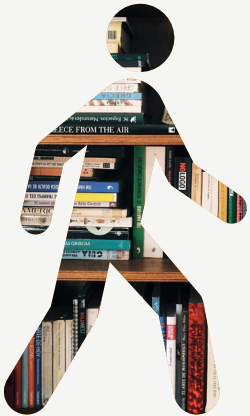


A strong college-going culture spurs steps toward college

Students who attend high schools with strong college-going cultures are

12%
more likely

to apply to college than students
who attend high schools with weak
college-going cultures



A college's overall graduation rate is a strong indicator of an individual student's likelihood to graduate



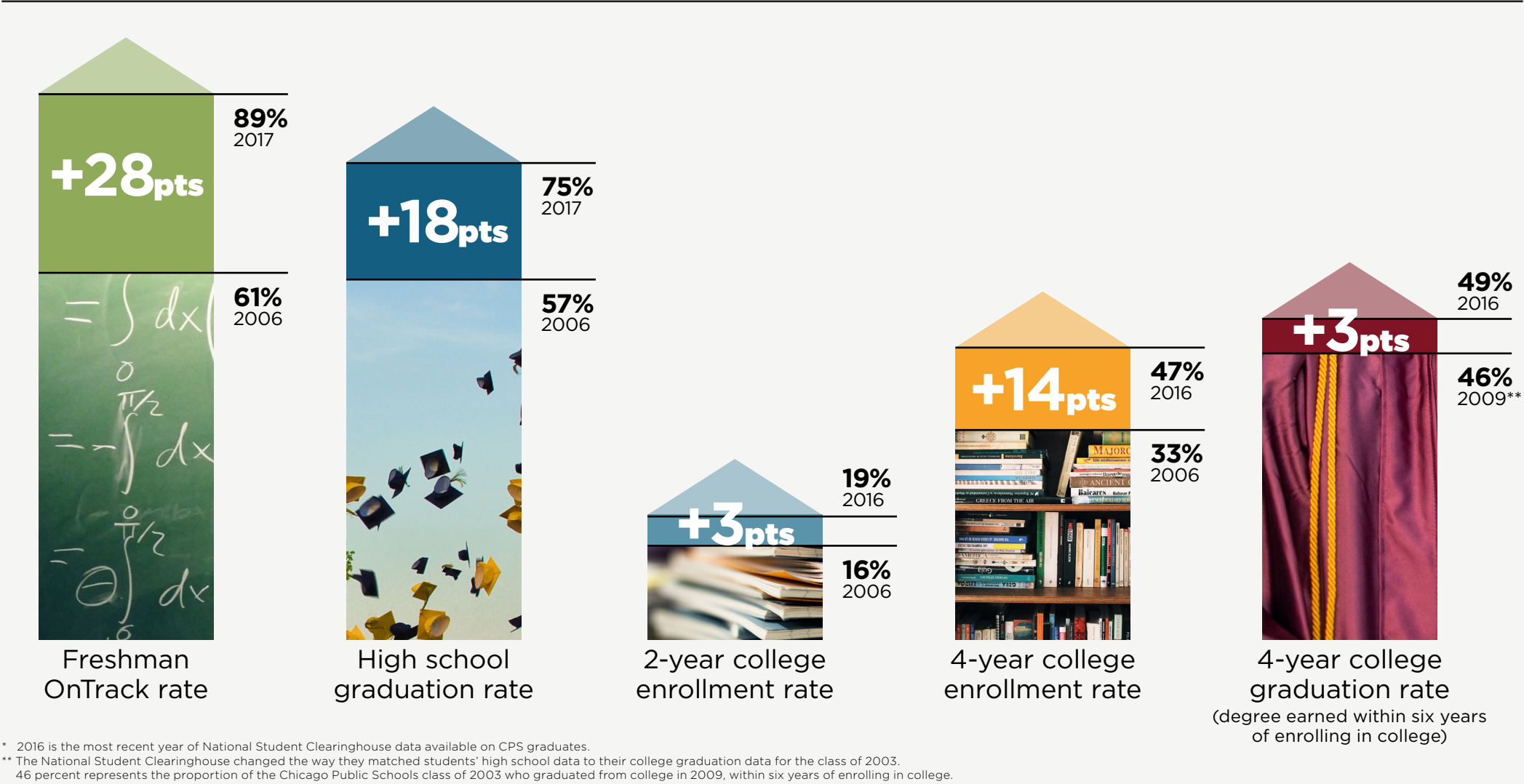
Similar students who choose a college with a higher institutional graduation rate are up to

4x

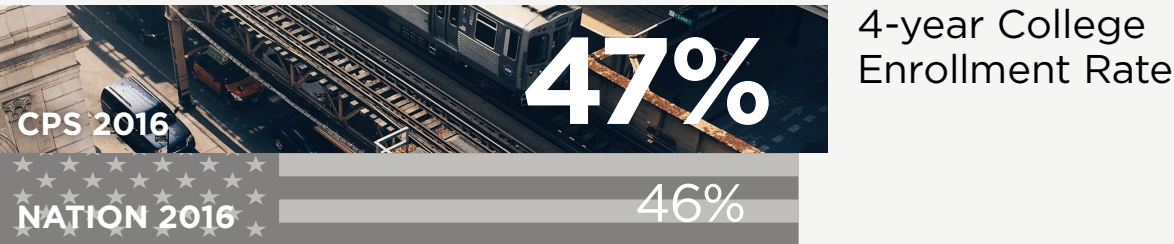
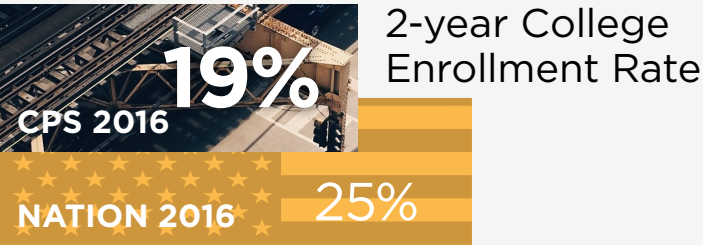
more likely to graduate from college

**District Trends:
The Attainment Trajectory of
Chicago Public Schools Students**

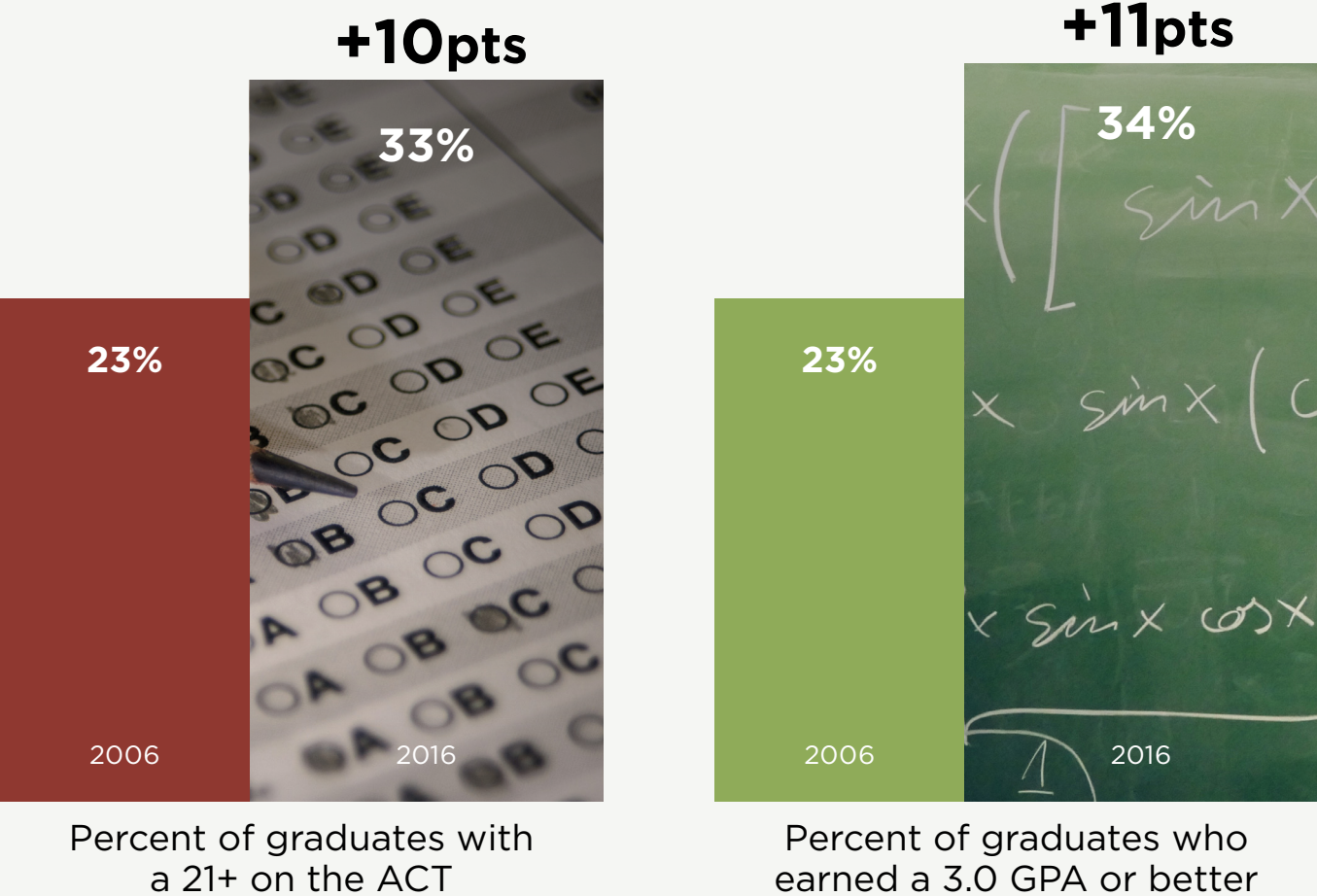
Chicago has made significant improvements in the past decade in students' high school and college attainment



Chicago's educational attainment has been catching up to the nation's



The improvements in CPS students’ high school graduation rates have not come at the expense of academic achievement



Girls have earned higher grades than boys

Girls were more likely than boys to earn B's or better during their freshman year



Percentage of freshman students earning B's or better by gender, 2016-2017

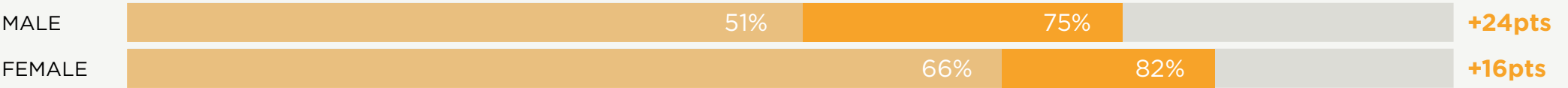
Since 2006, Chicago’s high school graduation rate has risen among students of all races and genders

Graduation rate increases in CPS, 2006 vs. 2017

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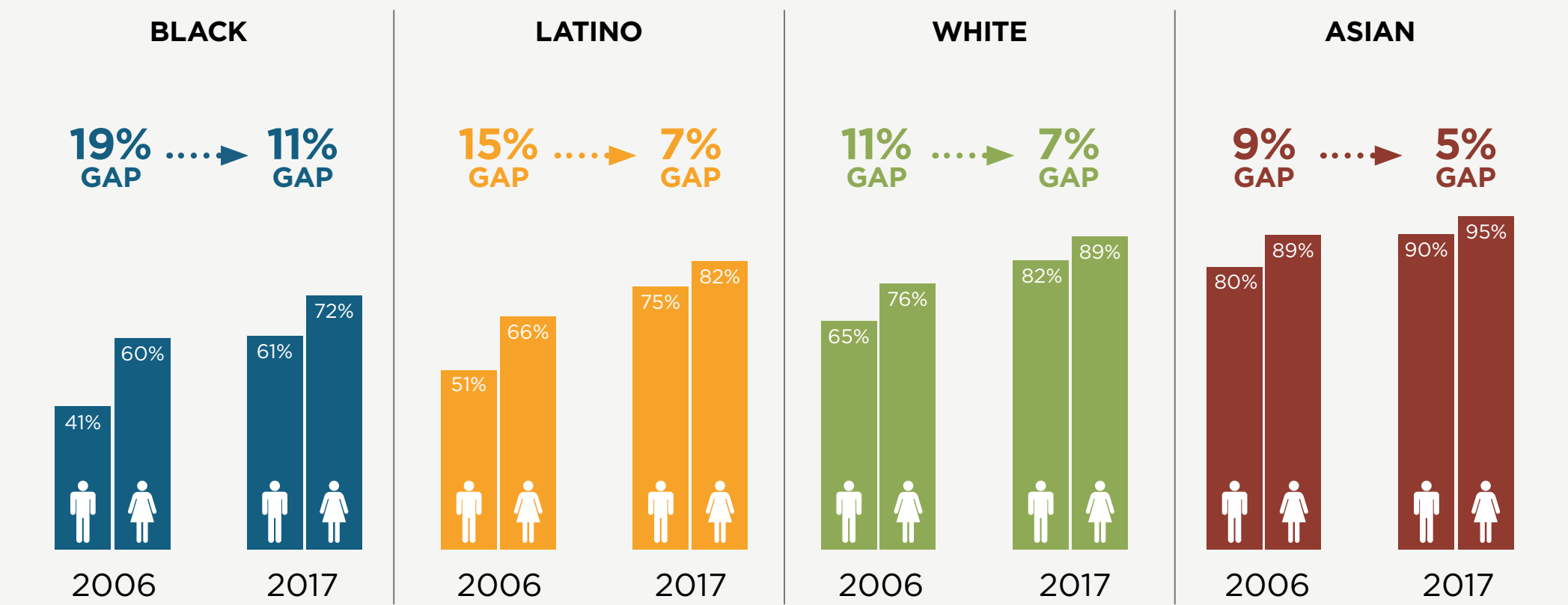


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Gaps in high school graduation rates by gender have narrowed over time, but remain significant

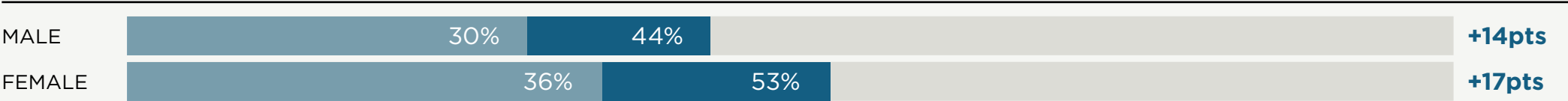
More female than male CPS students of all races graduated from high school



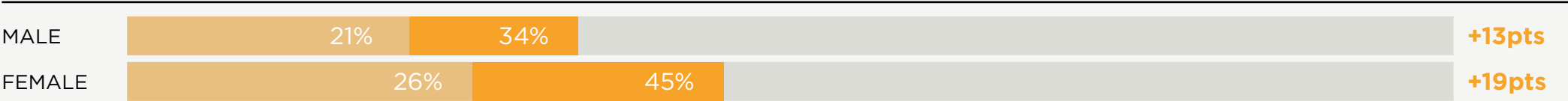
Chicago’s 4-year college enrollment rate has risen across all races and genders

4-year college enrollment rates by race and gender, 2006 vs. 2016

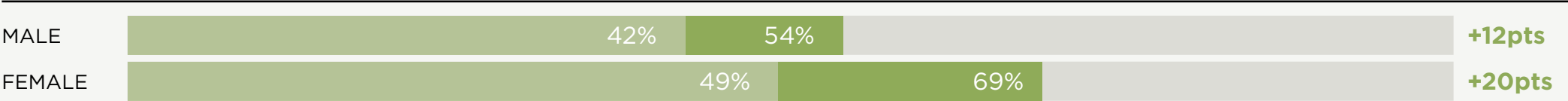
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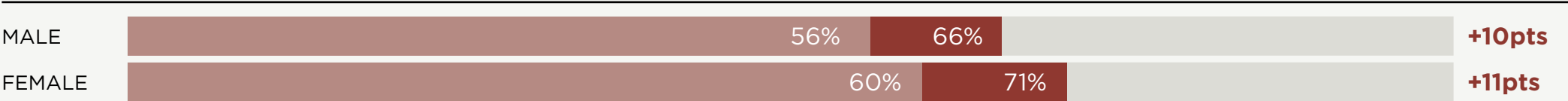
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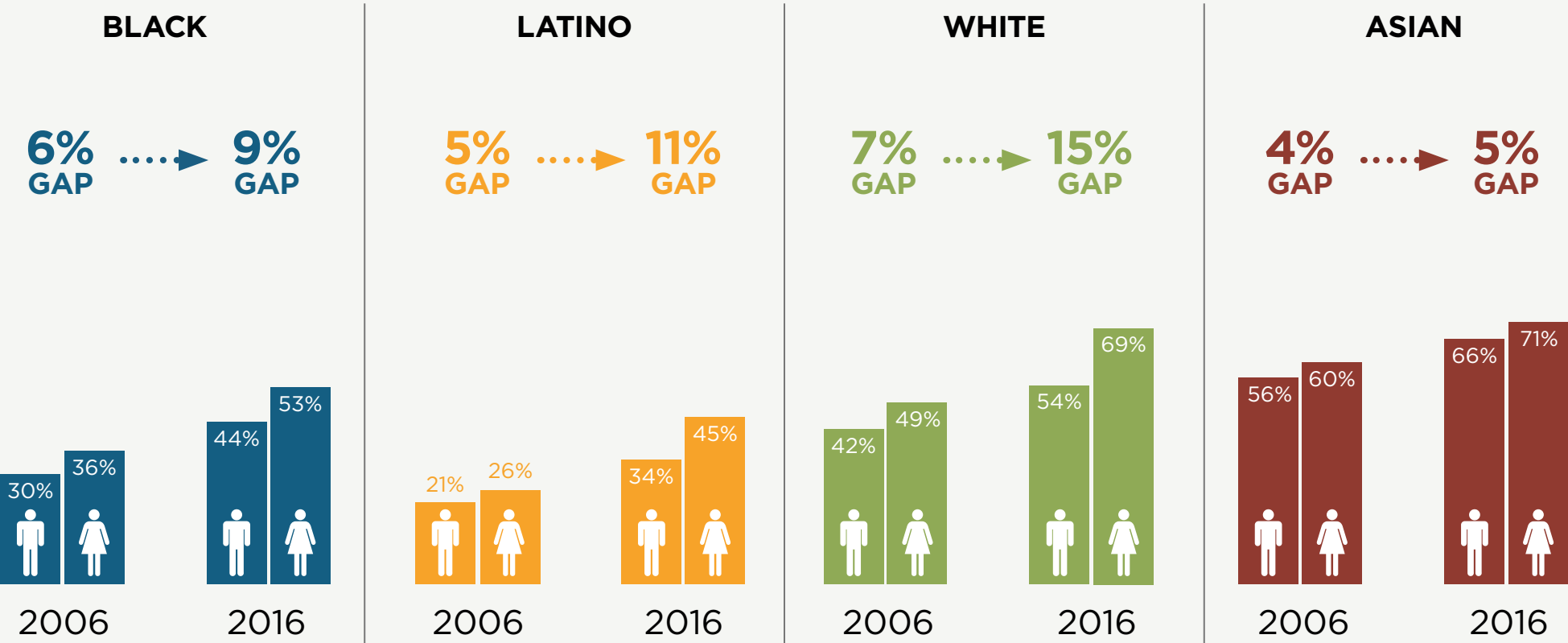


ASIAN

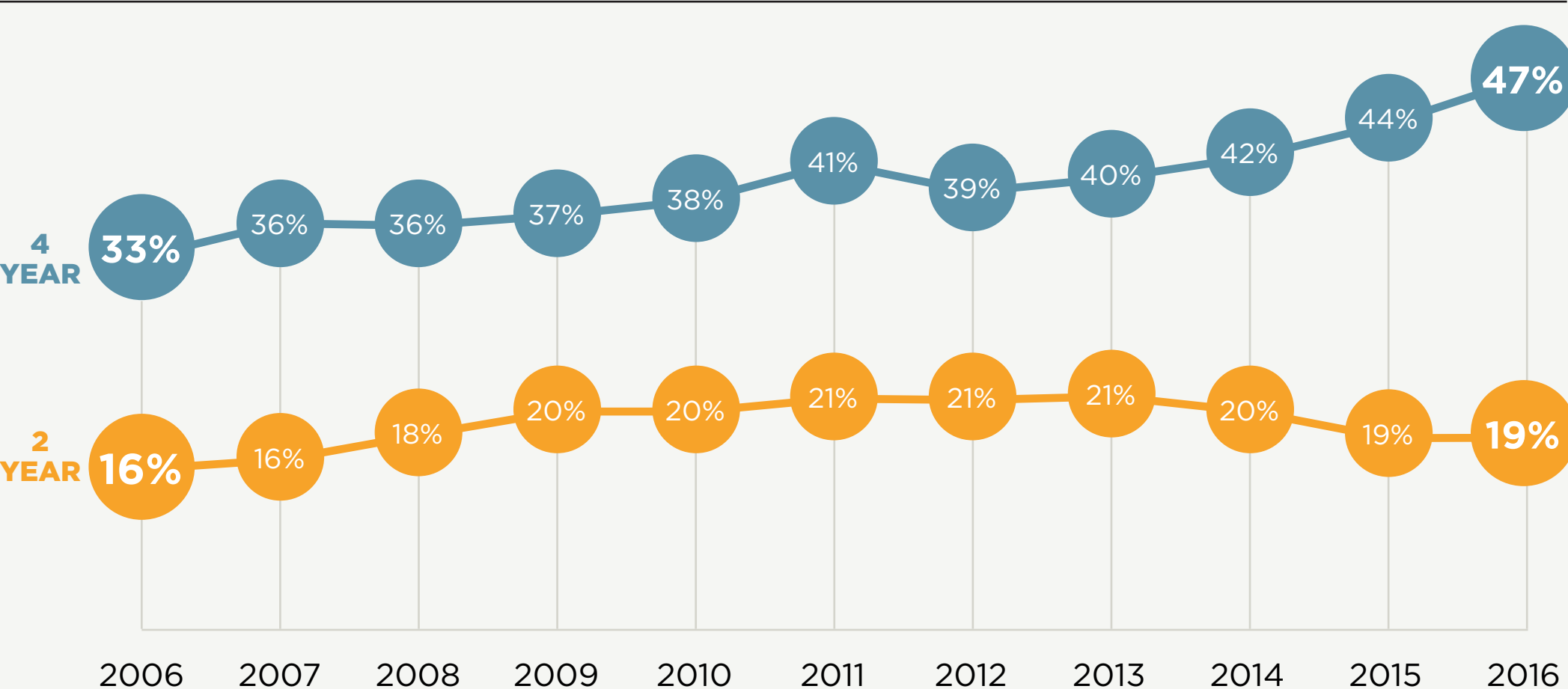


Gaps in 4-year college enrollment between female and male graduates have widened

4-year college enrollment rates by race and gender, 2006 vs. 2016



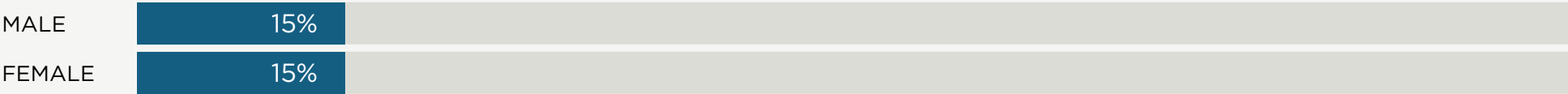
Over the past decade, CPS graduates' enrollment in 4-year colleges increased while enrollment in 2-year colleges remained relatively flat



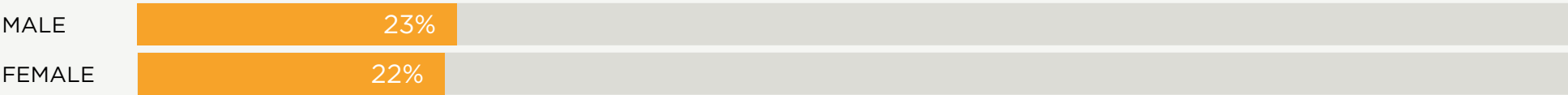
Male and female graduates of every race have enrolled in 2-year colleges at roughly the same rate

Enrollment in 2-year colleges, 2015

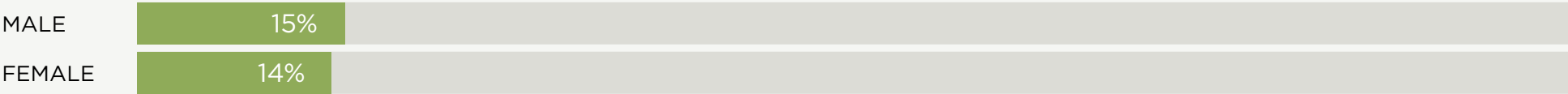
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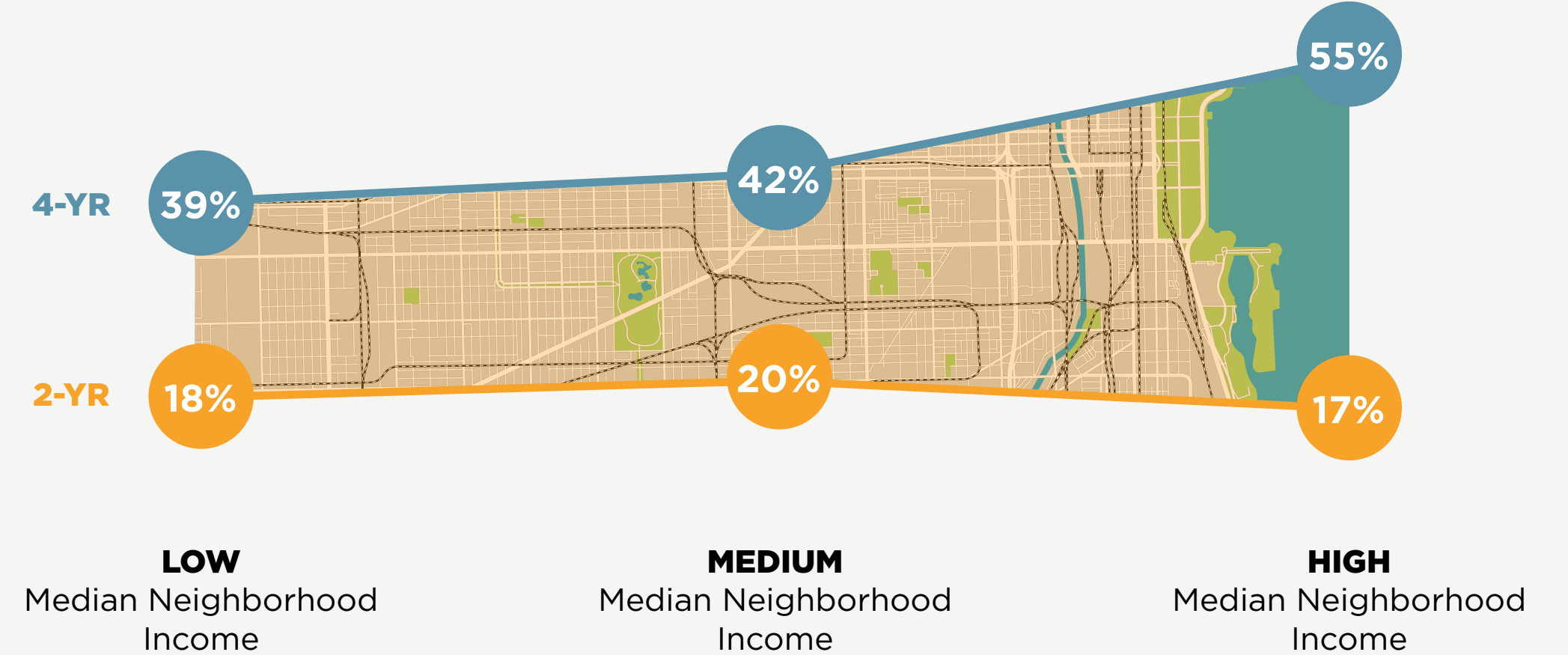
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While CPS graduates from across the socioeconomic spectrum enrolled in 2-year colleges at roughly the same rate, gaps remain in 4-year college enrollment



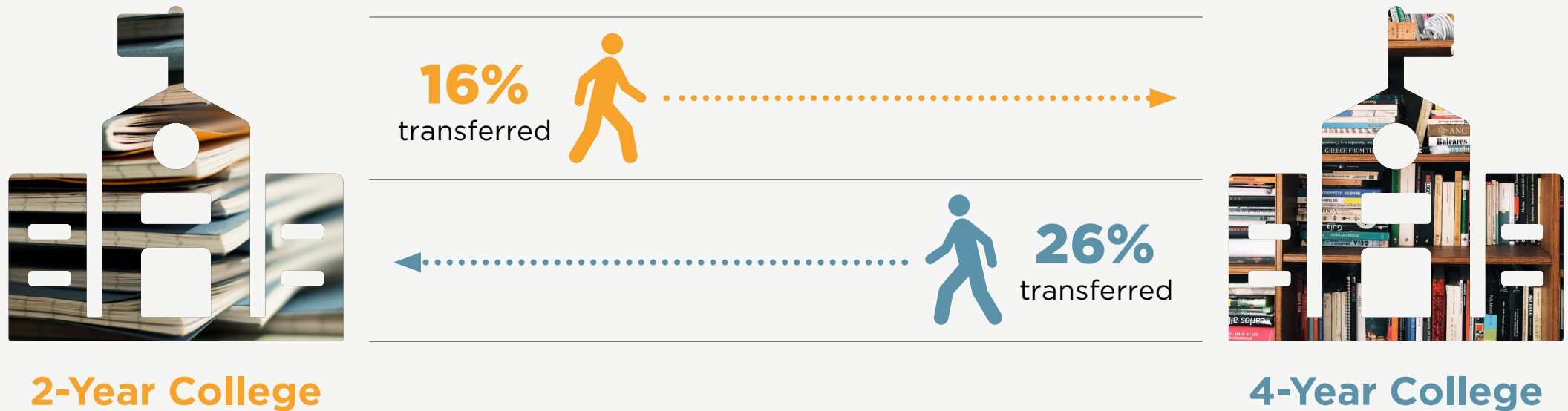
Many CPS graduates who were academically qualified for college did not immediately enroll

Nearly 1 in 5 CPS graduates with a 3.0 or higher GPA did not immediately enroll in either a 2-year or 4-year college



More CPS graduates transferred from 4-year to 2-year colleges than from 2-year to 4-year colleges

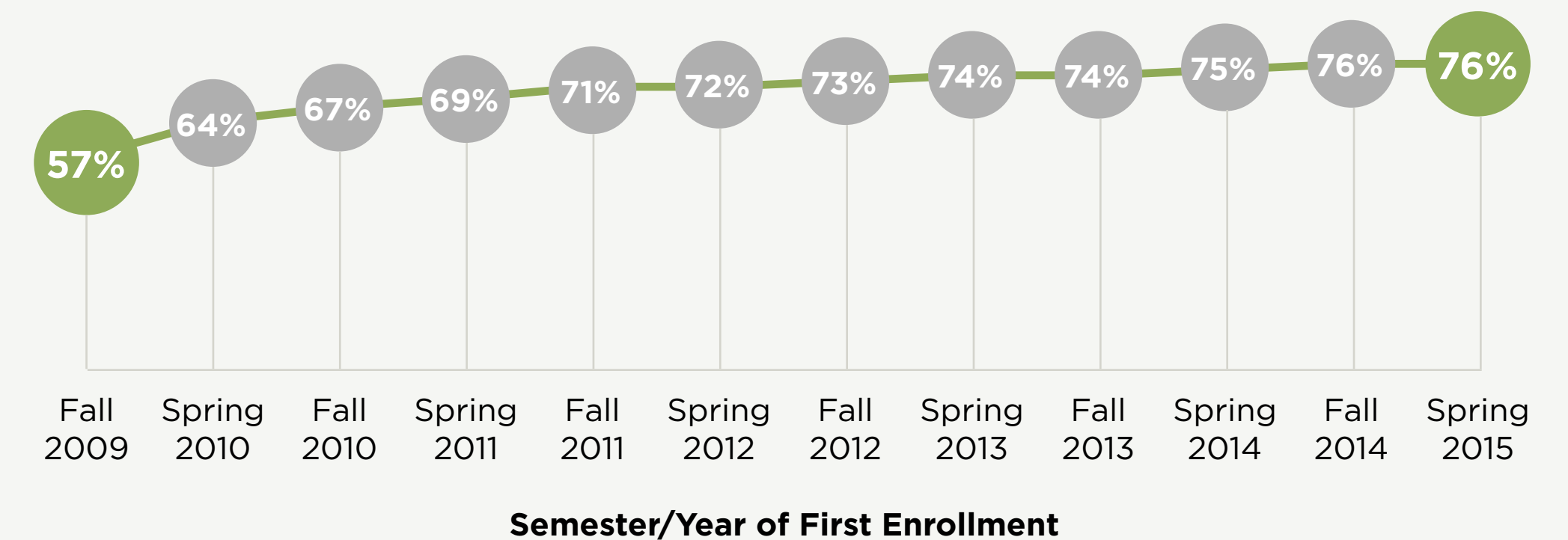
16% of CPS graduates who enrolled immediately in two-year colleges transferred to four-year colleges, and **26%** who immediately enrolled in four-year colleges transferred to two-year colleges.*



* Rates are within 4 years of high school graduation.

About 1 in 5 CPS graduates delayed entrance to college, but did eventually enroll within six years

Percentage of 2009 CPS graduates who enrolled in college within six years of graduating from high school



Of the ~1 in 5 CPS graduates who delayed entry to college but enrolled within six years, more started at 2-year rather than 4-year colleges

26%
of delayed
enrollees



4-Year College

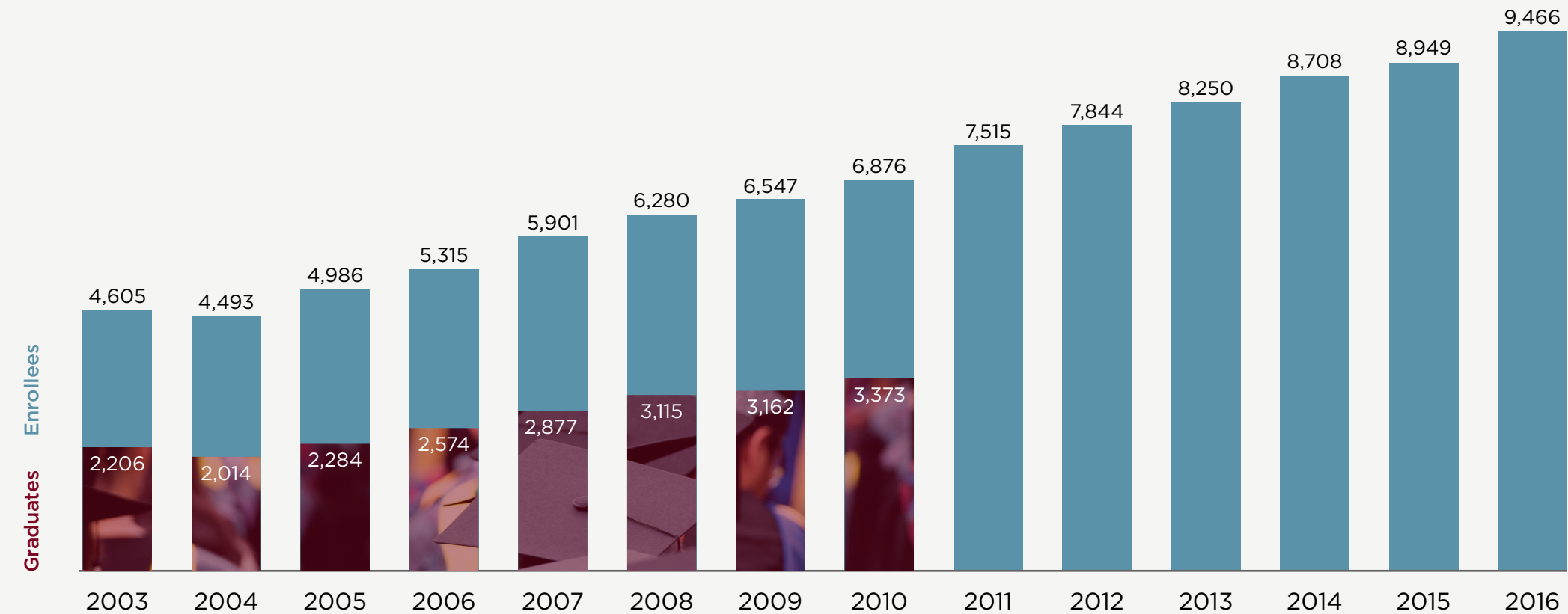
74%
of delayed
enrollees



2-Year College

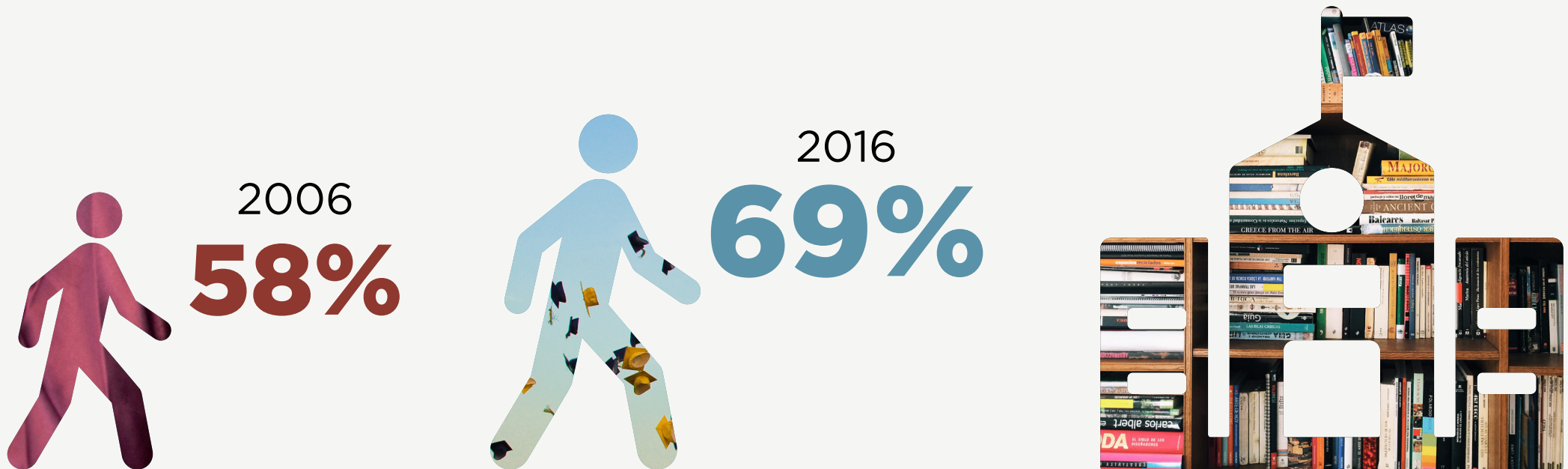
More CPS graduates are enrolling immediately in a 4-year college and more are earning a bachelor’s degree within six years

College enrollees and graduates by high school graduation year, 2003–2016



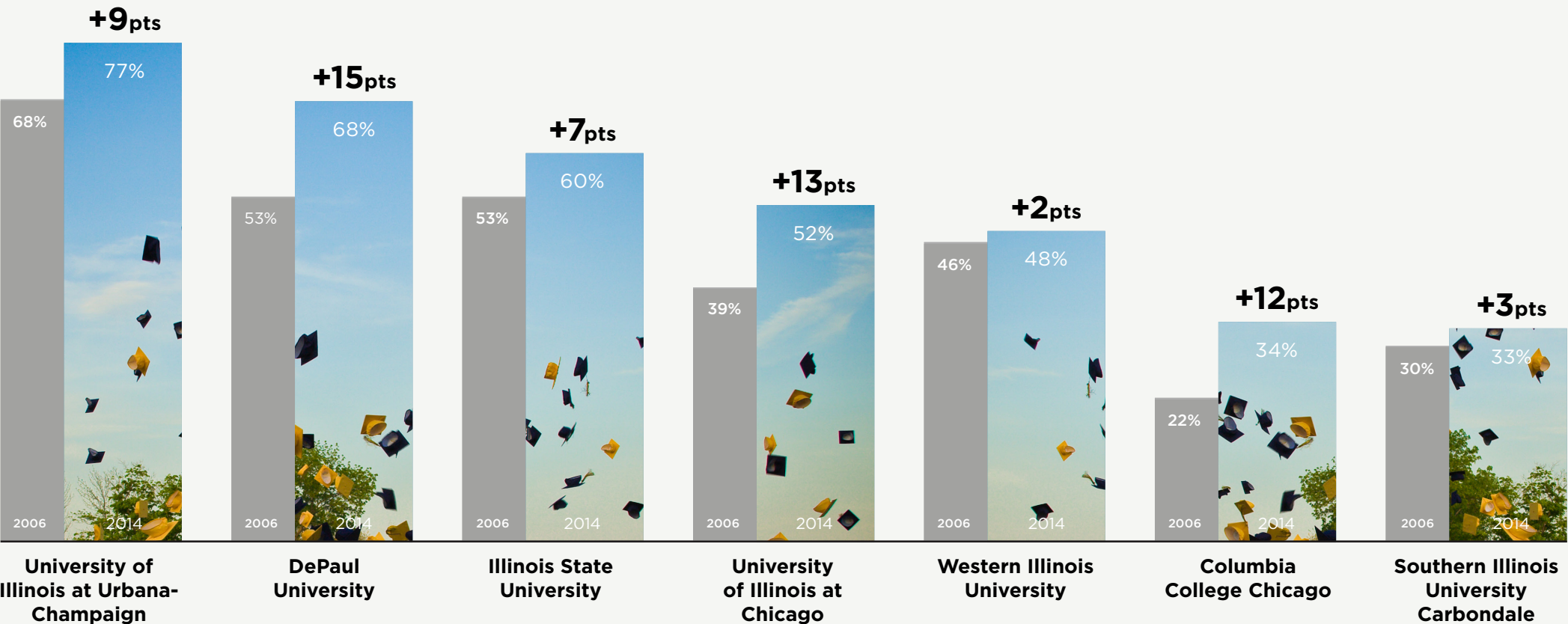
More CPS graduates have enrolled in 4-year colleges with institutional graduation rates above 50% over the past decade

Percentage of immediate enrollees in colleges with six-year institutional graduation rates of 50% or higher



Many 4-year Illinois colleges and universities have improved their graduation rates for underrepresented minority students

Six-year underrepresented minority (URM) graduation rate





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