

High School Investment Area – 9th to 12th Grade

Current Strategies - 2004 Levy

- Early warning system to identify students and track progress on key indicators
- Extended learning time
- Professional development
- Supporting family engagement
- Social emotional support
- Summer academic enrichment program
- Summer bridge program for incoming 9th graders

Recommended Strategies - 2011 Levy

- Support students' basic academic skill building by funding extra learning time during the school day.
- Support students' basic academic skill building by funding summer learning programs.
- Support students' social, emotional, and behavioral development through an intervention system.

New Strategies

- Help all students with college and career planning and readiness by providing a system of academic advising and college guidance with planning high school and beyond (9th grade), assessment for college readiness (10th grade), internships and job shadowing (11th grade), and college and financial aid applications (12th grade).
- Help those students who are farthest behind in college and post-secondary readiness with a model of case management services.

Why these new strategies?

Current Levy investments at the high school level focus on supporting 9th grade students at three “innovation” high schools. Strategies include social/emotional supports, academic interventions, and summer learning opportunities. Outcomes from this investment include a reduction in the total number of absences for 9th graders, with equal or greater reductions made for many students of color and those who qualify for free and reduced lunch. These 9th graders are also passing their classes at a higher rate. Given this success, the Committee recommends continuing the current high school strategies, expanding to two additional “innovation” high schools. Two new strategies are also recommended to help meet the enhanced Levy goal of students graduating from high school, *ready for*

college and career. First, is academic advising, to provide students with both the information and support they need to get and stay on a post-secondary track. Second, are case management services, to provide stronger supports for students farthest behind in college and career readiness.

Research & Best Practice

- *Mind the Gaps: How College Readiness Narrows Achievement Gaps in College Success* (2010). ACT. <http://www.act.org/research/policymakers/pdf/MindTheGaps.pdf>
- *Setting Statewide College- and Career-Ready Goals*. (2010). National Governor's Association Center for Best Practices. <http://www.nga.org/Files/pdf/1008COLLEGE CAREER READY GOALS.PDF>
- *The Condition of College & Career Readiness: Class of 2010*. http://www.act.org/news/data/10/pdf/readiness/CCCR_Washington.pdf
- *Help Wanted: Projection of Jobs and Education Requirements through 2018* (2010). Georgetown University Center on Education and the Workforce. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/state-levelanalysis-web.pdf>
- *Are Two Algebra Classes Better Than One? The Effects of Double-Dose Instruction Chicago*. (August 2010). Consortium on Chicago School Research at the University of Chicago Urban Education Institute. <http://ccsr.uchicago.edu/publications/Double%20Dose-7%20Final%20082610.pdf>
- *College Prep for All? What We've Learned from Chicago's Efforts*. (August 2010). Consortium on Chicago School Research at the University of Chicago Urban Education Institute. <http://ccsr.uchicago.edu/publications/College%20Prep%207x10-10-%20final%20082610.pdf>
- *Partners in Learning: Designing and Implementing an Effective Advisory*. Program Educators for Social Responsibility (ESR). <http://www.esrnational.org/hs/reform/hsadvisory.htm>
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc>.
- [Allensworth](#), E. & Easton, J.Q. (July 2007). *What Matters for Staying On-Track and Graduating in Chicago Public Schools*. Chicago Consortium on School Research. <http://ccsr.uchicago.edu/publications/07%20What%20Matters%20Final.pdf>