



# Graduation Pathways Strategy and Department



*March 14, 2008*

The Department of  
**GRADUATION PATHWAYS**



# Bringing Back the Other Half

## Commitment to Graduating All Students

- CPS launched High School Transformation with a commitment to graduate all students and prepare them for post-secondary and employment success
- Department of Dropout Prevention and Recovery was established specifically to address the needs of at-risk and out-of-school youth

## Understanding the Problem

- In partnership with Parthenon and with support from the Consortium on Chicago School Research, CPS conducted an in-depth analysis to understand:
  - Scope of the dropout crisis
  - Profiles of at-risk students
  - Current CPS programs that address the needs of at-risk youth

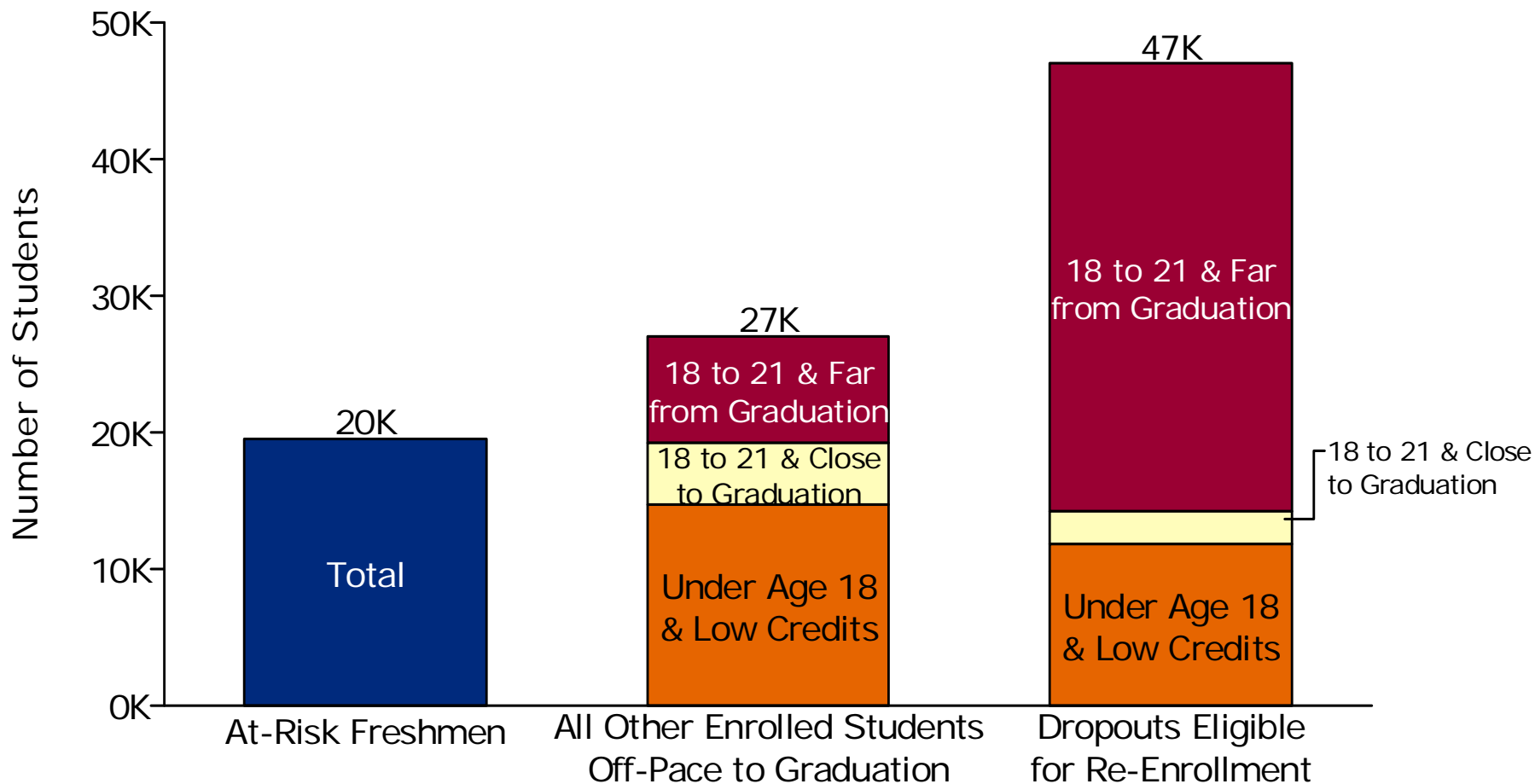
## Developing a Strategy

- Building upon the findings, CPS used a data-driven approach to design a new strategy, "Graduation Pathways"
- The new strategy is based on the philosophy that "one size does not fit all"
- The new Department of Graduation Pathways will build upon the existing portfolio of options to ensure that resources are available to meet the differentiated needs of individual students

**Graduation Pathways is an integrated approach to address the needs of our at-risk students. It aims to provide the resources necessary to create meaningful options and target individual student needs. To this end, Graduation Pathways will serve as a safety net to catch our off-track, at-risk students and get them back on the path toward high school graduation**

# What Is The Problem?

CPS At-Risk Student Population, 2005-06

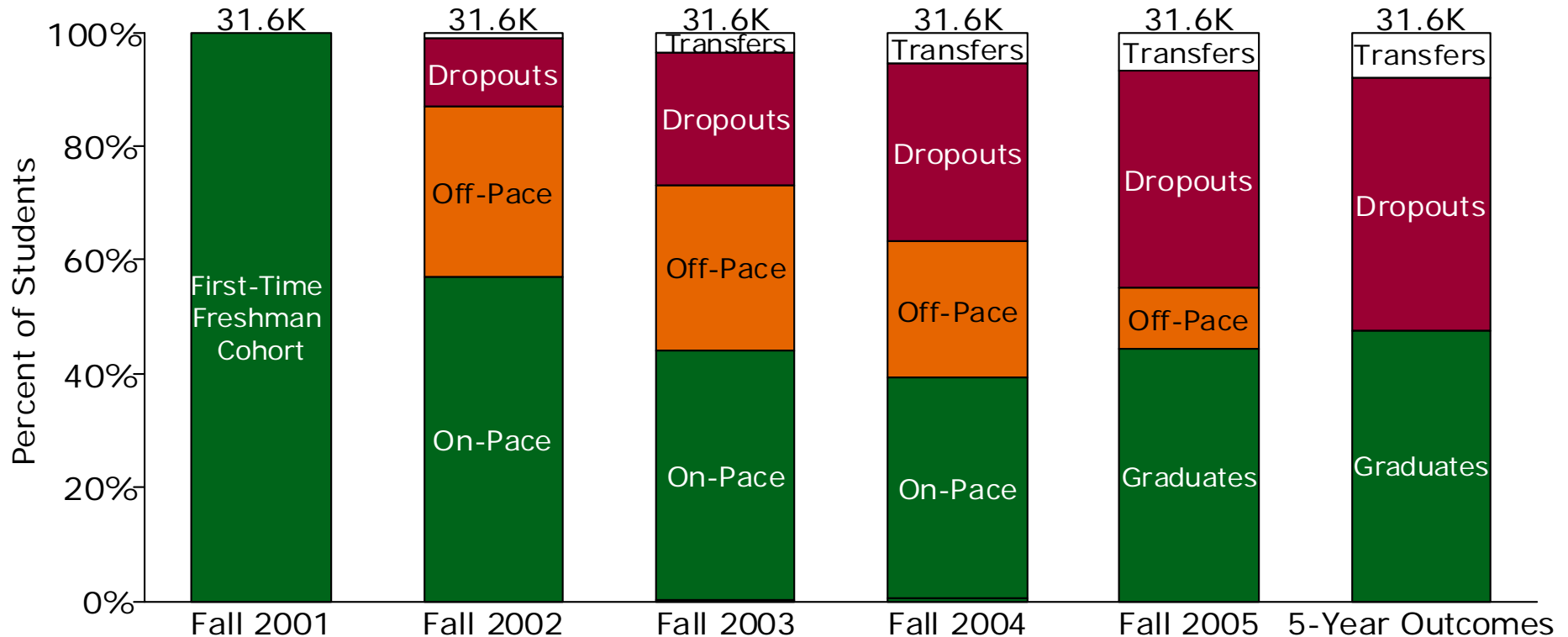


**The scale of the problem is large, encompassing almost 100K Chicago youth**

# What Is The Problem?

## Student Progression Through High School

Progression of 2001-02 First-Time Freshman Cohort



**9th grade is critical; most students who fail to graduate fall off-track in the first year of High School**

# How Do We Identify At-Risk Students?

## Identifying Segments Among First-Time 9<sup>th</sup> graders

<b>Overage At Entry</b>	<b>High Absences Fall Semester</b>	<b>High Course Failures Fall Semester</b>	<b>High Failures / Low Credits Spring Semester</b>	<b>All Other Students</b>
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- Description:**
- Age 15 or over in Fall of their Freshman Year
  - Students missing more than 10 days of school in the fall of 9<sup>th</sup> grade
  - Students failing 2 or more core courses in the fall of 9<sup>th</sup> grade
  - Students with fewer than 5 credits or 2+ core semester failures by the end of 9<sup>th</sup> grade
  - Remaining students in cohort who do not fall into previous four segments

<b>Number of Students:</b> (‘05-‘06 Cohort)	11.2K	3.7K	1.8K	2.8K	15.4K
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<b>Five-Year Graduation Rate:</b> (‘01-‘02 Cohort)	27%	19%	34%	39%	75%
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<b>Timing of Identification:</b>	Before 9 <sup>th</sup> Grade	During First Semester	End of First Semester	End of Freshman Year	End of Freshman Year
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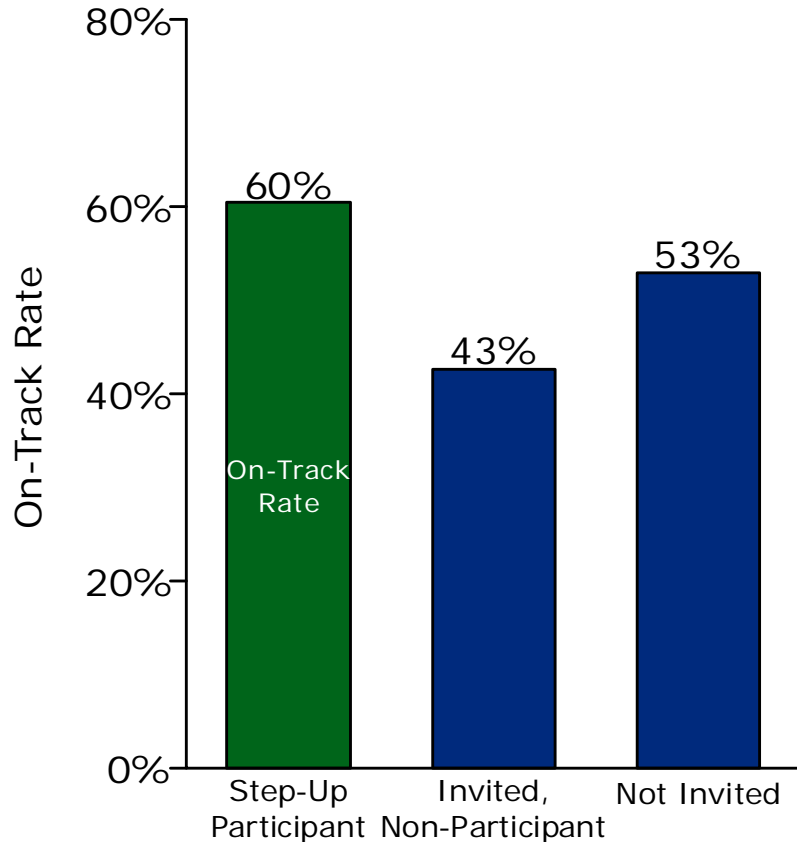


Four discrete segments of at-risk freshmen emerge based on when the system can identify them and their needs—collectively these four segments account for over three quarters of eventual CPS dropouts

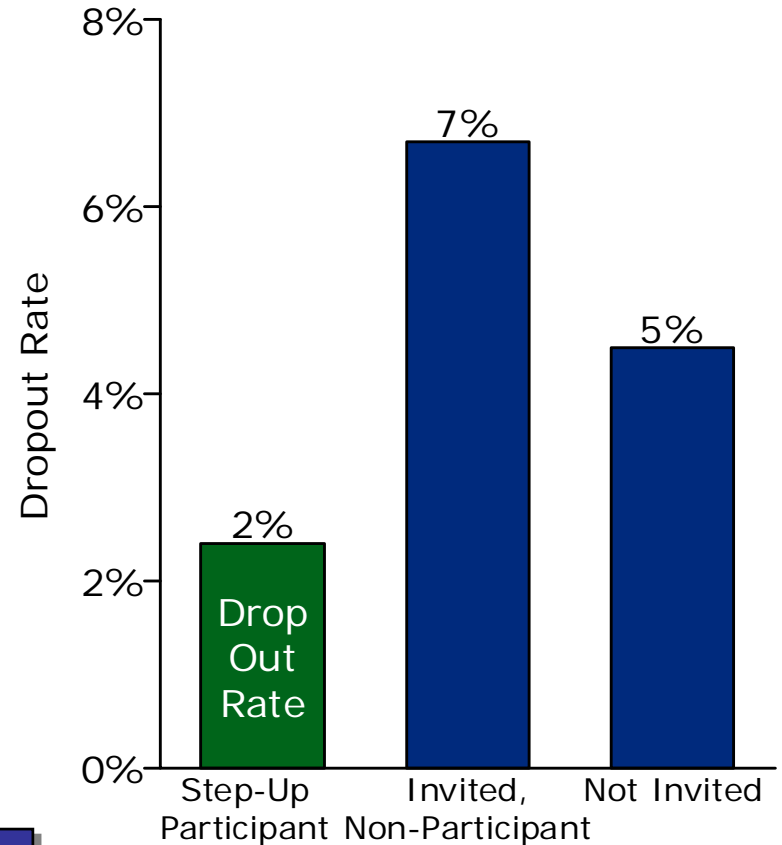
# Analysis: Prevention Strategy – Step Up

## On-Track and Dropout Rates

On-Track Rates, '05-'06



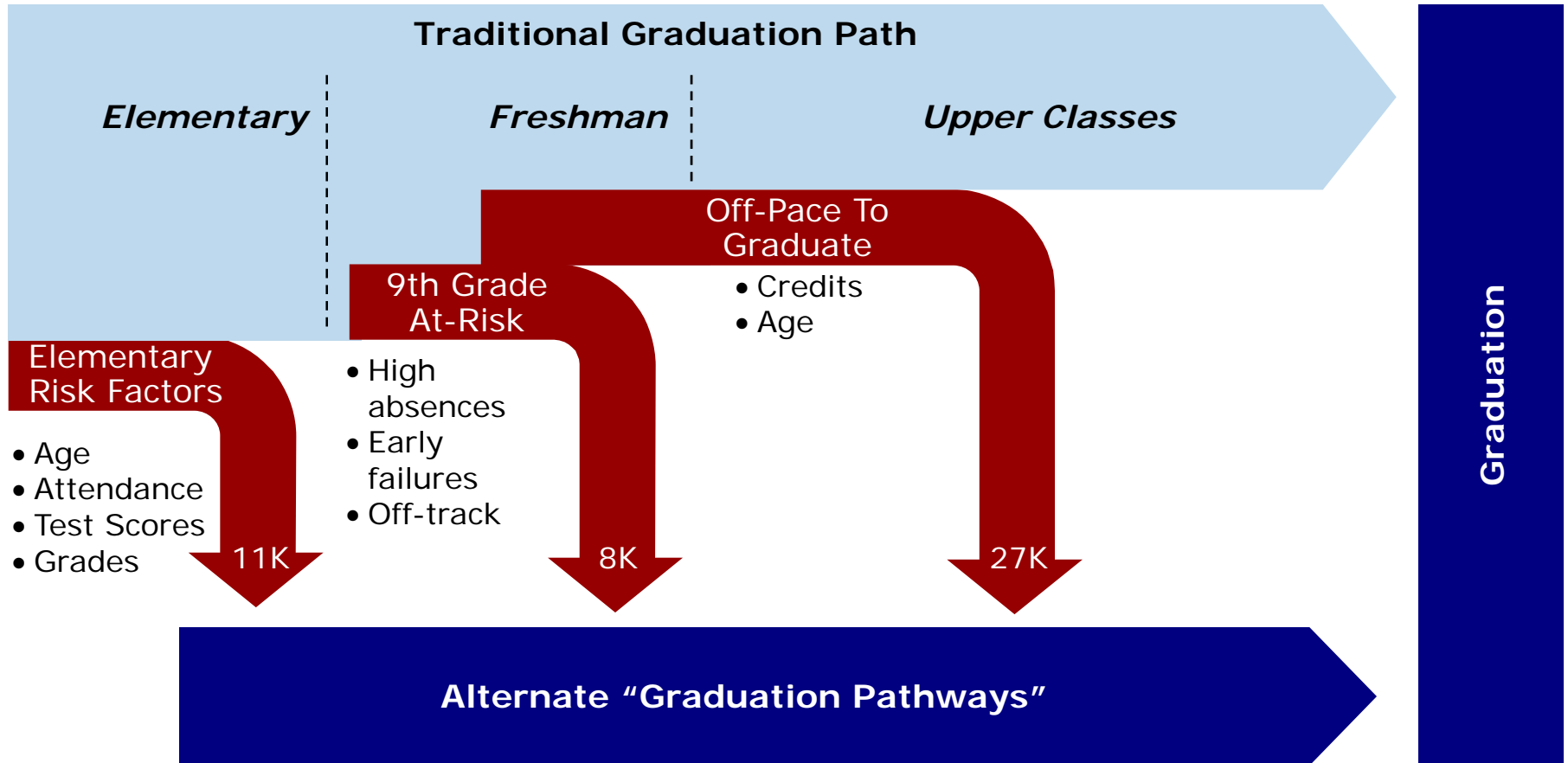
Academic Year Dropout Rate\*, '05-'06



**The on-track rates among those participating in Step Up are significantly higher than those of non-participating students; drop-out rates are also lower**

# What Should We Do About It?

## Building Alternate Pathways to Graduation

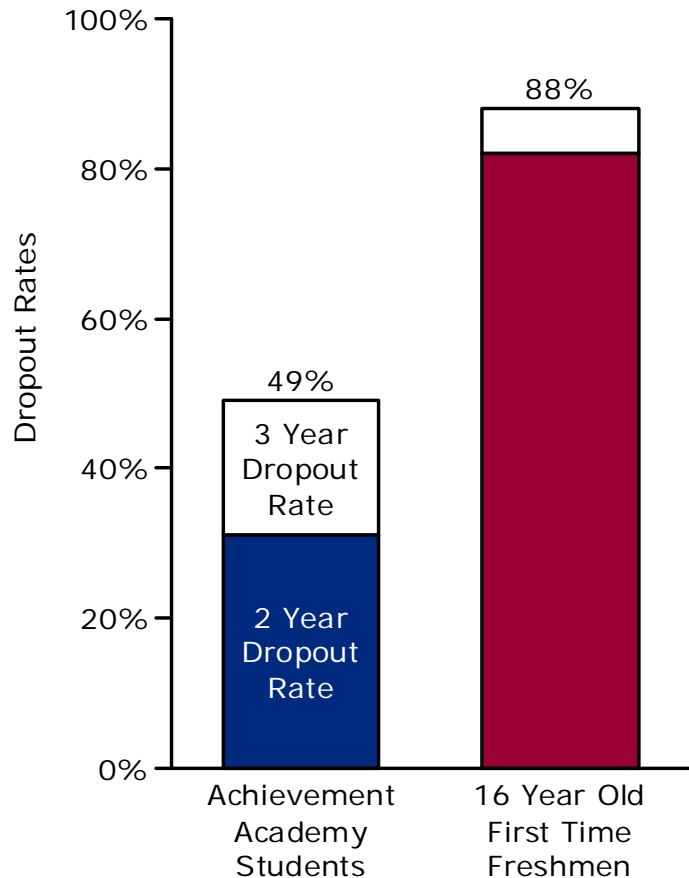


The traditional path to graduation is not working for half our students; We need a portfolio of options to ensure that resources are available to meet the differentiated needs of individual students

# Analysis: Early Intervention – Achievement Academies

## Dropout Rates vs. Peers

2 and 3 Year Dropout Rates, 04-05 Cohort



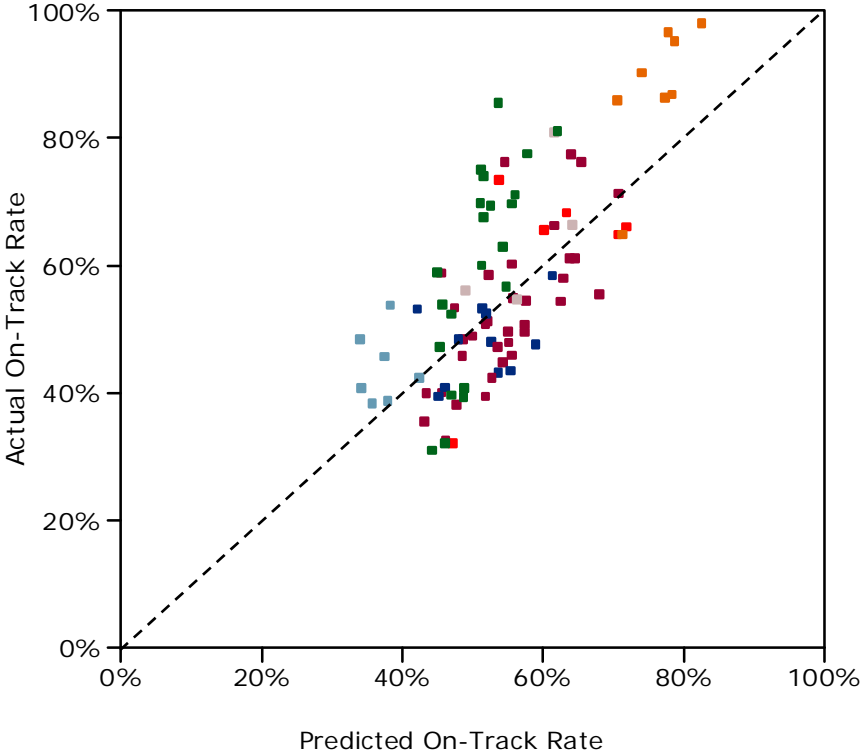
### Achievement Academies

- Achievement Academies serve elementary school students who
  - Have not been promoted from 8<sup>th</sup> grade to High School
  - And will be 15 or older as of Dec 1<sup>st</sup>
- The program lasts for 2 years and provides integrated counseling and instruction based on the John’s Hopkins Talent Development High School Model

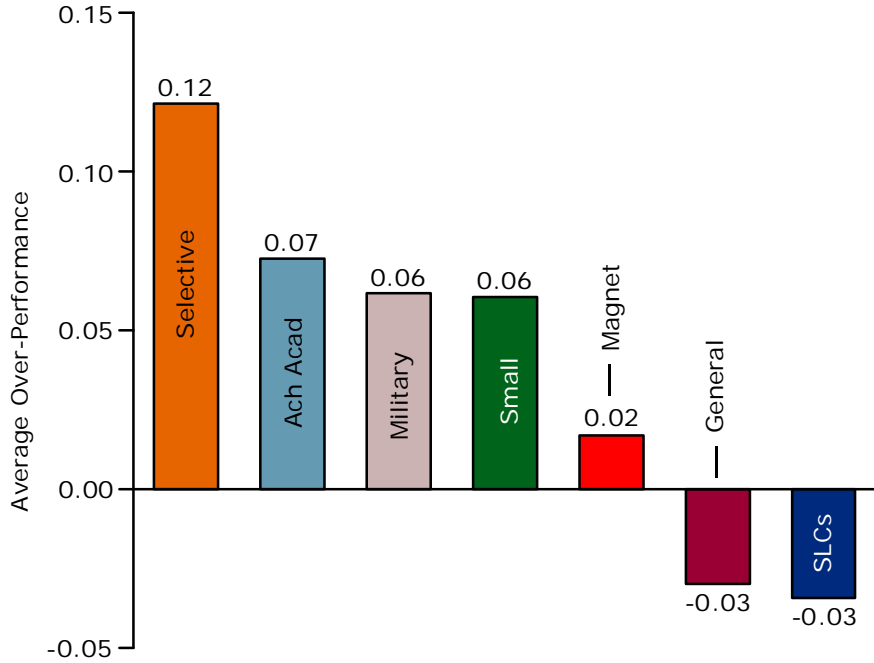
# How Do We Evaluate Current Options?

## Measure On-Track Performance Relative To Expectations

**2005-06 Actual and Predicted On-Track Rate**



**On-Track Over-Performance by School Type, 2005-06 Freshman Cohort**



Enrollment	2.7K	1.0K	0.4K	2.5K	2.4K	14.9K	5.0K
% FRL	60%	92%	86%	92%	87%	89%	92%
% Overage	5%	80%	23%	34%	20%	29%	33%
% SPED	7%	4%	16%	21%	13%	17%	19%
% ELL	0%	0%	4%	3%	2%	6%	3%



**On-Track rates can be predicted reasonably well by students' entering characteristics, but there is still variation across and within school types**

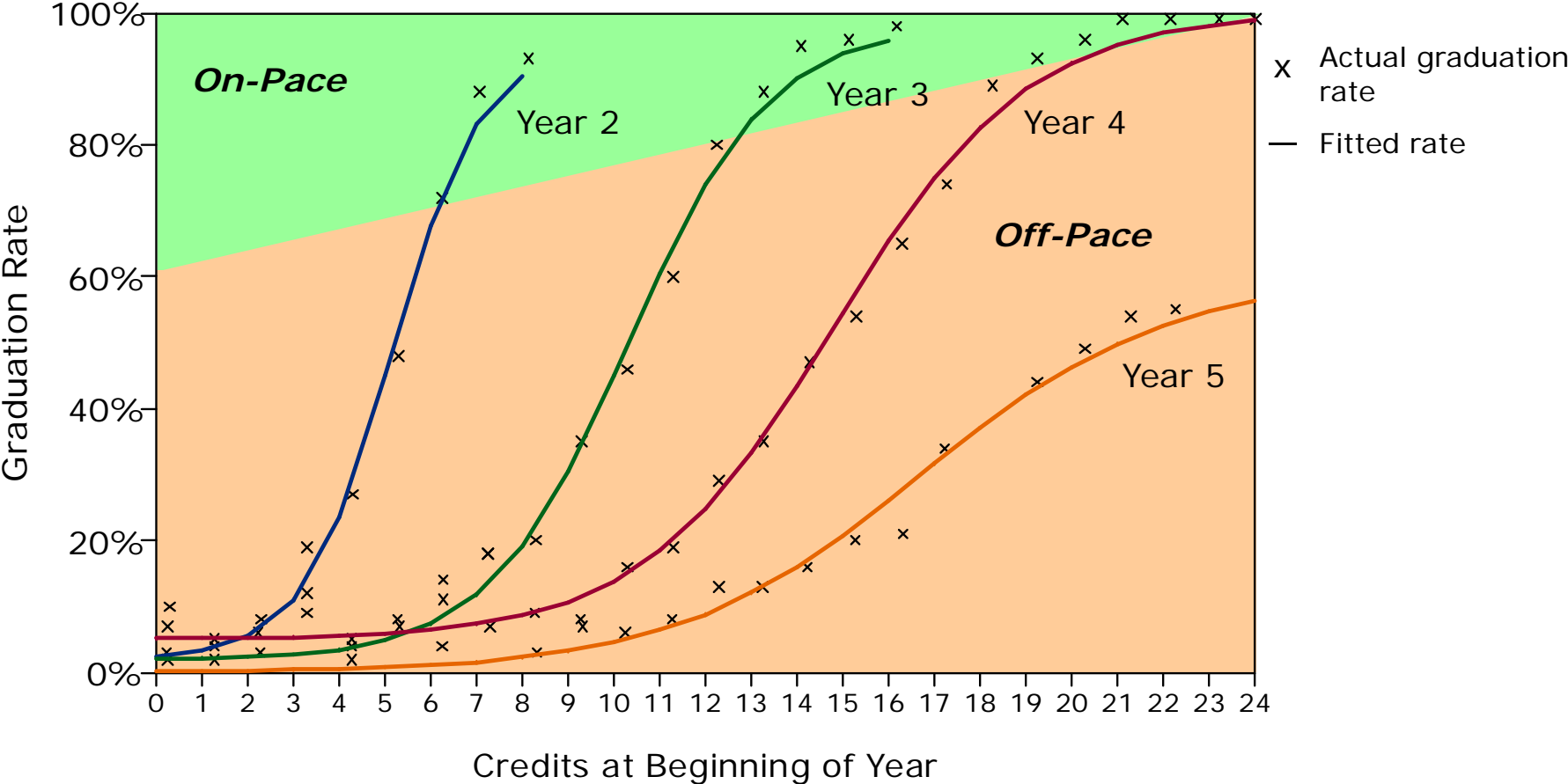
Source: CPS Data; Consortium on Chicago School Research

# Developing a "Graduation Pathways" Strategy

## Understanding Student Needs Based on Age & Credits

**Graduation Patterns for Age-Credit Combinations**

(14 yr old first-time freshmen)

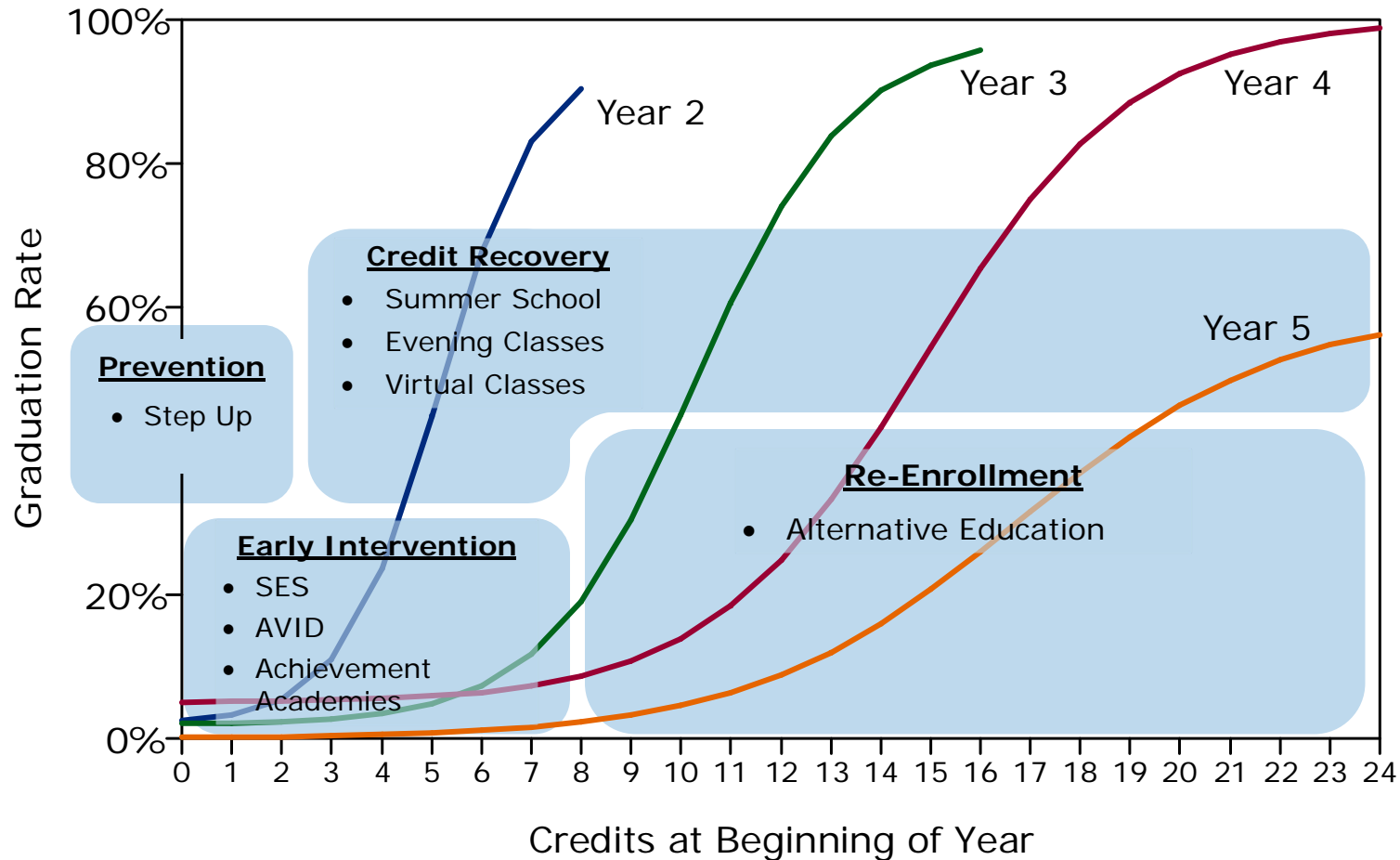


**Understanding the impact of credit accumulation helps the district target the right interventions to the right students at the right time**

# Developing a “Graduation Pathways” Strategy

## Targeting Each Component of Graduation Pathways

Target Population by Age-Credit Combinations



# Developing a “Graduation Pathways” Strategy

## Four Strategic Solutions

### Prevention

### Early Intervention

### Credit Recovery

### Re-Enrollment

<b>Time Frame:</b>	<ul style="list-style-type: none"> <li>8<sup>th</sup> grade through first semester of 9<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>9<sup>th</sup> grade 1<sup>st</sup> and 2<sup>nd</sup> semester</li> </ul>	<ul style="list-style-type: none"> <li>After 1<sup>st</sup> semester</li> </ul>	<ul style="list-style-type: none"> <li>Anytime before age 21</li> </ul>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>Identify students at high risk of falling off-track</li> <li>Keep students engaged and on-track to graduation</li> </ul>	<ul style="list-style-type: none"> <li>Prevent students from failing courses and falling off-track</li> </ul>	<ul style="list-style-type: none"> <li>Offer credit recovery in a traditional or alternative school setting</li> <li>Keep students enrolled</li> </ul>	<ul style="list-style-type: none"> <li>Provide means to a high school diploma for out-of-school youth or severely off-track students</li> <li>Both alternative and tradition schools</li> </ul>
<b>Student Profile:</b>	<ul style="list-style-type: none"> <li>Enrolled at CPS</li> <li>Overage students (15 years or older entering high school)</li> <li>Elementary school performance concerns (grades, test scores, attendance)</li> </ul>	<ul style="list-style-type: none"> <li>Enrolled at CPS</li> <li>Low attendance during freshmen year</li> <li>Failed mid-term/formative tests</li> <li>Discipline issues</li> </ul>	<ul style="list-style-type: none"> <li>Enrolled at CPS</li> <li>Behind on credits</li> <li>Off-track after freshman year</li> </ul>	<ul style="list-style-type: none"> <li>Dropped out of high school</li> <li>Potential CPS disciplinary action or involved with Department of Corrections (DOC)</li> </ul>

# How Do We Implement the Solution?

## Recommendations for Phased Implementation

### Pursue at Full Scale Immediately

- Positive return on investment and relatively lower implementation challenges
- Grow as fast as possible given constraints (facilities, human capital, financial resources)



- **New small schools**
  - Aim to ultimately address all of the lowest performing neighborhood schools with either small school conversion or turnaround
- **Achievement Academies Extension**
  - Lengthen into a 4 to 5 year option
  - Allow opt out after 2 years with appropriate credits
- **Step Up**
  - Increase participation rate by aggressively marketing program to currently invited students
- **Targeted participation in and expanded access to credit recovery**
  - Summer School
  - Evening
  - Virtual

### Incubate and Learn

- Grow at moderate pace
- Carefully monitor and learn as models are introduced to Chicago



- **Alternative Education**
  - Design schools to re-engage severely at-risk students and re-enroll dropouts
  - Incorporate significant supports, including CBO partnerships
  - Leverage successful non-CPS benchmarks
  - Continue existing re-enrollment models with increased district support and cooperation
- **Enhanced Evening School**
  - Offer diploma-granting evening schools with wrap around supports
  - Target students close to graduation who need flexibility in scheduling
  - Incorporate workforce development and student support services

### Hold

- Expensive ROI relative to other options and significant implementation challenges

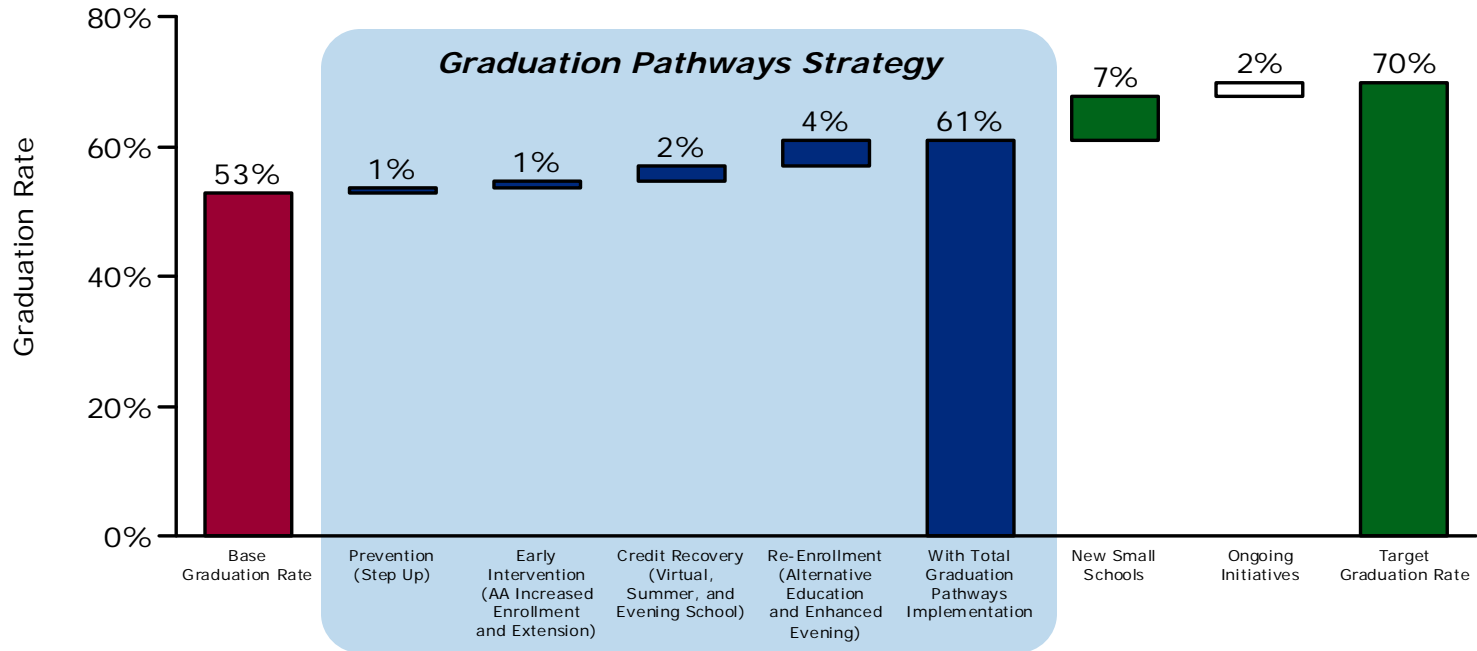


- **Increased enrollment in Achievement Academies**
  - Invite more students and add additional Achievement Academies to match increased enrollment
  - Delay implementation pending successful extension of existing Achievement Academies

# What's the impact and what will it cost?

## Potential Impact at Full Implementation

Incremental Graduation Rate by Type of Program



Incremental Grads	200	285	730	1,150	<b>2,365</b>	2,100	4,465
Total Funding	\$4.1MM	\$26MM	\$6MM	\$85MM	<b>\$121MM</b>	\$95MM	\$216MM
ADA Funding	\$2.6MM	\$7MM	\$1MM	\$19MM	<b>\$31MM</b>	\$34MM	\$65MM
Funding Gap	\$1.5MM	\$18MM	\$5MM	\$66MM	<b>\$90MM</b>	\$61MM	\$151MM
Cost per Point of Graduation	\$2MM	\$19MM	\$2MM	\$17MM	<b>\$11MM</b>	\$9MM	

# Graduation Pathways

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## Summary

- **The problem is large!**
- **Our students' test scores continue to rise, the graduation rate is improving and more CPS students are going on to college**
- **However, we must continue to raise expectations for our students and leaders**
- **CPS cannot address these issues alone**
- **We are leveraging the expertise of the community and creating platforms for the community, civic, business and district leaders to work together and improve graduation rates**

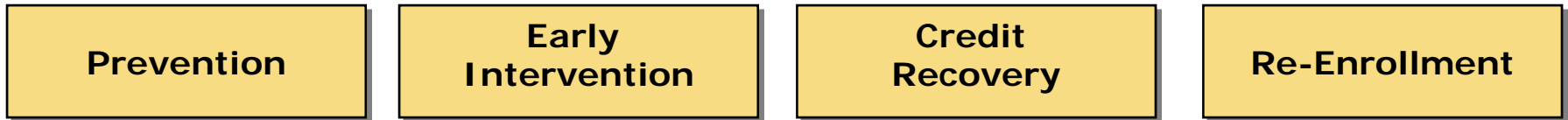
# The Department of Graduation Pathways

## Programs and Initiatives

Black – Not a department program

Red – Existing department program

Green – New Initiative



- **Freshman Connection**
  - Step Up to High School
  - Jump Start
  - Summer Bridge
  - Gear Up
- Small Autonomous Schools

- SES Tutoring
- AVID
- **Achievement Academies**
- **Small Learning Communities**
- **VOISE**

- **Summer School**
- **Distance Learning**
- **Evening School**

- **Alternative Education**
  - SAFE schools
  - Youth Connection Charter Schools (YCCS)
  - ALOP
  - SMART

On-Track Labs

YES Initiative

Data-driven Analysis

# The Department of Graduation Pathways

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## New Initiatives

- Youth Engaged in Schools (YES) Initiative
  - Molly Burke, Project Director
- On-Track Labs
  - Paige Ponder, Senior Project Manager
- Virtual Opportunities Inside a School Environment (VOISE) Academy
  - Dr. Sandra Atols, Manager of Distance Learning
- Data Management
  - Lakecia Whimper, Research Analyst

## **Youth Engaged in Schools (YES) Initiative**

**Molly Burke, Project Director**

# What is the Youth Engaged in School (YES) Initiative?

## YES Initiative Overview

- **YES is focused on** decreasing gang violence **and** increasing the graduation rate **of juvenile offenders**
- **The initiative serves two student populations**
  - Incoming 9<sup>th</sup> grade students in five neighborhood schools – Clemente, Dyett, Fenger, Hirsch, Manley
  - Students exiting juvenile detention facilities

# YES Program Supports

## Target Population: Incoming 9<sup>th</sup> graders in YES schools

### Who?

### What?

#### Personalized Support

- 25 students engaging in risky behavior in 8<sup>th</sup> grade
  - Previous offender
  - Level 4, 5, or 6 code of conduct violations
  - Know affiliation with gangs

- Dedicated Transition Specialist
  - engagement activities
  - home visits and parental engagement
  - link to social services

#### Prevention

- 75 students meeting at-risk criteria in 8<sup>th</sup> grade (includes 25 students above)
  - Over-age
  - Emotional or behavioral disabilities
  - Low attendance
  - Reading skills at the 6<sup>th</sup> grade level or below
  - Wards of the State

- Summer Transition Program
  - accelerated math and reading support
  - career exploration
  - recreational activities
  - peer mentors
- Freshman Seminar during 1st Semester
  - study skills
  - life skills
  - career exploration
  - extra counseling support

#### Intervention

- 50 students displaying at-risk behavior early in 9<sup>th</sup> grade
  - Failing half of their classes
  - Attending less than 50% of the time
  - Reading skills at the 6<sup>th</sup> grade level or below

- Freshman on-track support
  - Extra counseling support to develop student success plans
  - Tutoring programs
- Personalized support as needed to address social/emotional issues

# YES Program Supports

## Target Population: Incoming 9<sup>th</sup> graders in YES schools

### Who?

### What?

#### Personalized Support

- 200 students exiting juvenile detention facilities or out-of school offenders

- Dedicated Transition Specialist
  - development of life goals
  - home visits and parental engagement
  - link to social services

#### Re-Entry Program

- Students who enroll in school full-time

- 10 week transition program
  - assistance re-enrolling in high school
  - accelerated academic program
  - life skill support
  - career exploration
  - mentoring program

#### Workforce Training

- Students who complete re-entry program and maintaining good attendance and behavior

- 10 week postsecondary readiness program
  - Basic job readiness including resume writing, interview skills
  - College visit
  - Job shadowing

#### Internships

- Students who complete workforce program and maintain good attendance and behavior

- 10 week paid internship
  - assistance locating internship
  - career mentor

# Graduation Pathways

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**On-Track Labs**

**Paige Ponder, Senior Project Manager**

# What are Freshmen On-Track Labs?

- **Labs are school leadership teams** exploring strategies designed to keep freshmen on track to graduate.
- **Lab teams will** leverage the resources and programs of their school **to address the needs of at-risk freshmen.**
- **Lab teams will** design and implement strategies that work for their students **and their school community; there is not one model.**
- **So, each Freshmen On-Track Lab may be pursuing a** unique combination of interventions **(in fact, we hope this will be the case).**
- **Lab teams will have** two additional, dedicated full-time employees **provided by Graduation Pathways.**



**Lab teams will be challenged to significantly increase the school's 2008-2009 Freshmen On-Track rate**

# What is the purpose of the Freshmen On-Track Labs?

## School Objectives

- Design and implement successful, sustainable strategies for keeping freshmen on track
- Significantly increase its freshmen on-track rate in 2008-2009

## Graduation Pathways Objectives

- Observe and study
  - How lab teams design their strategies
    - What data do they use to understand student needs?
    - Which segments of off-track freshmen do they choose to target?
    - What kinds of interventions do they think will be successful and why?
  - Which interventions are most effective
  - The school conditions necessary for effective implementation of intervention strategies

## Participating Schools

- |                  |                      |
|------------------|----------------------|
| – Michelle Clark | – Robeson            |
| – Phillips       | – School of the Arts |
| – Kelvyn Park    | – Kenwood            |

**Each lab team will make recommendations about strategies and interventions that should be implemented widely across the district.**

# What will Freshmen On-Track Labs do?

Based on current work going on at schools and key themes of the Graduation Pathways strategy, lab teams will focus on the following areas:

**Prevention**

**Intervention**

**Credit Recovery**

Smooth transition into High School

Strong 9<sup>th</sup> grade  
attendance

Strong 9<sup>th</sup> grade course  
performance

Immediate grade and credit recovery

Personalizing the school experience  
and engaging students

# Graduation Pathways

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## **Virtual Opportunities Inside a School Environment (VOISE) Academy**

**Dr. Sandi Atols, Manager of Distance Learning**

# What is VOISE Academy?

## Virtual Opportunities Inside a School Environment

- A Renaissance 2010 small performance high school
- Opening in the fall on the Austin Campus
- Serving an area of high poverty, high drop out, low-achieving, underserved
- Neighborhood school---NOT selective enrollment
- Hybrid instruction



**Innovative new school to serve ALL area students**

# What does the VOISE Academy have to offer?

## Students have a choice with VOISE

- A quality neighborhood school
- Small classes, small school
- 3 R's Philosophy: Rigor, Relevance, & Relationships
- Personal education plan for each student
- Students work at own level and pace
- OHSP course requirements and additional online opportunities
- Online learning management system
  - daily progress reports
  - time freed up for "teaching"
  - early intervention



VOISE provides 21<sup>st</sup> Century Learning

# VOISE Academy: The Best of Both Worlds

## Where Tradition Meets Technology

### Tradition

- Structured CPS school calendar and day
- Great teachers
- Caring, positive environment
- 3 R's Philosophy
- Summer Orientation

### Technology

- 1:1 laptops
- Online Curriculum
- Online Resources
- 24/7 access
- 21<sup>st</sup> Century skills
- Global Community

### Teacher: Instructional Guide – Professional Development

- Summer: 3 week
- Daily subject area and team plan periods
- Weekly school-wide Professional Development
- Staff Dev. days
- Internal & External experts



**A holistic approach to education---preparing students for their futures and teachers to support them**

# Graduation Pathways

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**Data Management**

**Lakecia Whimper, Data Analyst**

# What data is available?

## Data Management



- **These entities provide district, school and student data available around:**
  - Freshmen Off-track rates
  - Dropout rates
  - Graduation rates and more



**A wealth of information is provided by these entities and the Graduation Pathways analyst is available to manipulate and funnel these information programs**

# Who is allowed to view the data?

## Data Management

There are two types of data viewable to different audiences:

### Public Data

- District Level
- School Level

### Internal Data

- District Level
- School Level
- Student Level



**Internal data is not to be shared with the public**

# Data Management

## Research Analyst



- **Providing data-driven information to assist Graduation Pathways in the areas of**
  - Prevention
  - Early Intervention
  - Credit Recovery
  - Re-Enrollment

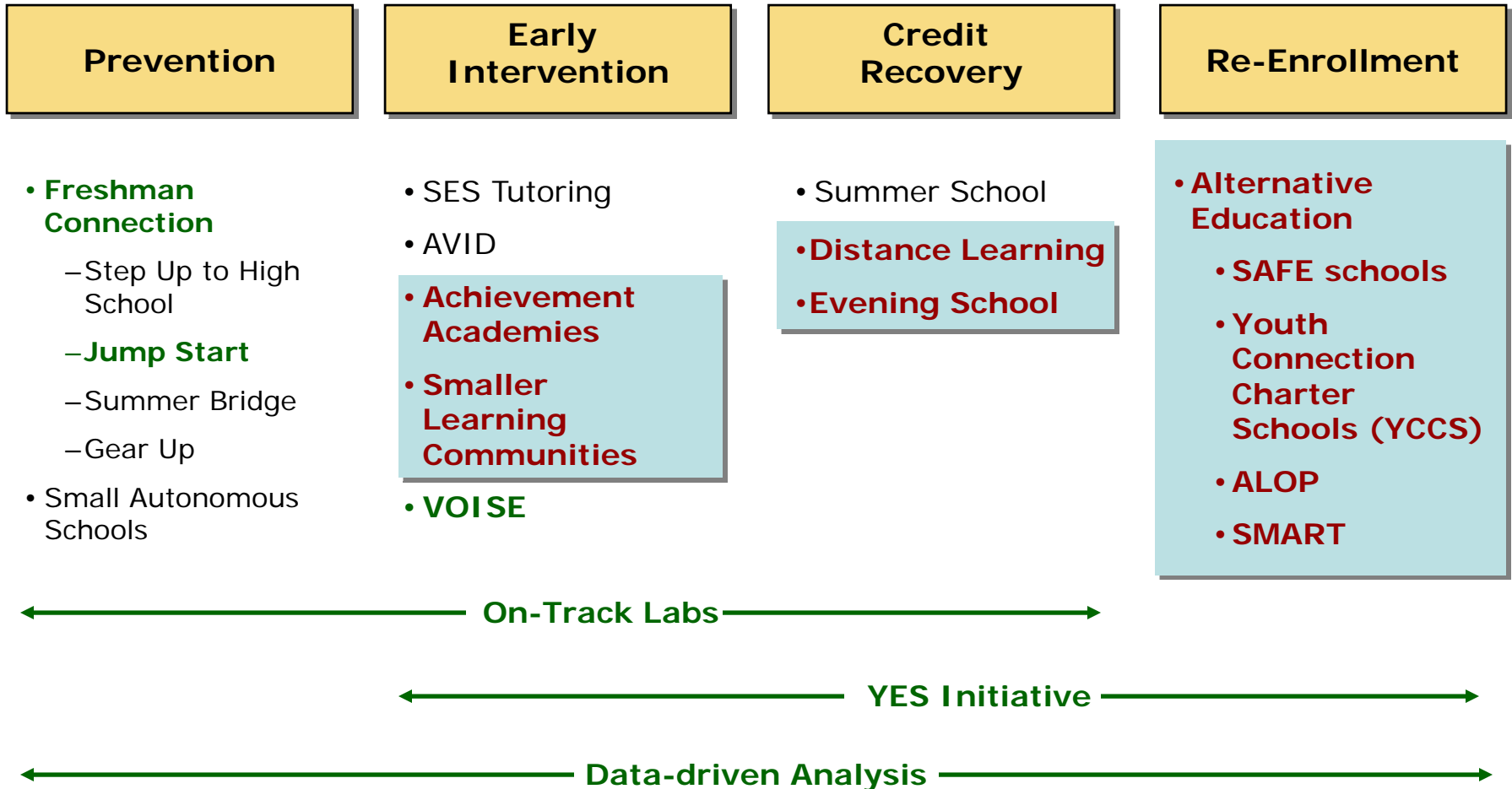


**Graduation Pathways analyst is available to assist programs with their data needs**

# The Department of Graduation Pathways

## Current Programs and Initiatives

Black – Not a department program  
Red – Existing department program  
Green – New Initiative



# The Department of Graduation Pathways

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## Continuing Programs

- NCLB Evening High School Programs
  - Elizabeth Ester, Manager
- Small Learning Communities
  - Arlecia Taylor, SLC Facilitator
- Achievement Academies
  - Grace DeShazer, Manager
- Alternative Schools and Programs
  - Dr. Linda Boisseau-Goodwin, Manager
- Distance Learning
  - Dr. Sandi Atols, Manager

# Graduation Pathways

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**NCLB Evening High School Programs**

**Elizabeth Ester, Manager**

# NCLB Evening High School Programs

The goal of the Evening High School Programs is to provide the academic coursework required for the acquisition of a Chicago Public Schools high school diploma and serves:

## INACTIVE STUDENTS

- Individuals 17 through 21 years old who are not currently enrolled in a regular high school program
- Students who do not need a full day schedule

## ACTIVE STUDENTS

- Currently enrolled students who need additional credit to meet graduation requirements
- Currently enrolled students who need additional credit in order to be placed in the appropriate grade classification

*NOTE: Active students will present a referral letter from their school signed by the principal or the designee, identifying the student, student status and class(es) to be taken.*

# Evening High School

## Program Design

Semester High Schools  
20 week Sessions

Quarter High Schools  
10 week Sessions

Saturday Classes  
20 week Sessions

- High schools offering the evening program are provided some flexibility on the selection of courses they offer and the scheduling of these classes
- Class offerings should still reflect a **true** evening high school schedule
- All evening school sites offer basic core classes in English, science, math and social science, in addition to a foreign language.



**The Evening High School Program provides several options for students who need to recover credits and/or require flexibility in their course scheduling.**

# Small Learning Communities (SLC)

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**Arlecia Taylor, Facilitator**

**Achievement Academies**

**Grace DeShazer, Manager**

# Achievement Academies 2007-2008 Mission and Goals

## Mission:

Providing strong implementation of the Talent Development High Schools Model, our students will be equipped with lasting promoting power beyond the Achievement Academy, throughout their high school career, resulting in graduation and securing post-secondary options.

**Goals:** The Achievement Academies, CVCA, Crane Clemente, Fenger, Phillips, Robeson, Senn and Tilden, will collectively increase:

- Number of “on track freshmen to 80%;
- Number of student attendance rate to 85%
- Reading and math levels of all students by 2 grade levels each year
- Number of diplomas awarded in the freshman year to 75%



A3=P2

Attendance + Achievement+ Attitude = Promoting Power

## Talent Development High School Model

- Instructional and Organization Reform Model to address the academic and social needs of overage students transitioning into high school
  - Clearly defined instructional model supported by monthly professional development
  - On-site support delivered from Content Instructional Specialists and JHU Teams
  - Curriculum designed to address students transition into high
  - Teachers work in collaborative teams
  - Students organized in cohorts
  - Student Advocates support students to remove non-instructional challenges



**Research based model designed to address the instructional needs of overage students who or more grade levels behind in reading and math**

# Innovative Programs and Partnerships

## The world is our classroom.

Little Black Pearl

Victory Gardens

Wright College/Post-  
Secondary  
Opportunities

- Students from Phillips, Robeson and Tilden are enrolled in various artistic and entrepreneurial classes and earning service learning credit
- All academies are actively engaged in an artist-in-resident program with Victory Gardens. Students have a production ready for airing on You Tube.
- Students, parents and staff affiliated with Clemente and Robeson are enrolled in Microsoft Office Systems and can earn 3 college credits
- Students are provide with a myriad of post secondary opportunities, i.e.. College fairs, speakers, college tours

**Achievement Academy students have expanded options for success.**

# Two Year Program Outcomes

## Academic Expectations

- Earned 8<sup>th</sup> grade diploma
- Earned 14- 16 credits
- Made significant advances in reading and math with gains in writing fluency

## Social-Emotional Expectations

- Developed social skills necessary for further success
- Formulated personal, academic and career goals
- Learned self-advocacy



**High expectations are set with a definitive guide in plan to achieve expectations.**

## **Alternative Schools**

**Dr. Linda Boisseau-Goodwin, Manager**

# What is the Alternative Learning Opportunities Program?

## Alternative Learning Opportunities Program (ALOP)

- This initiative provides **alternative educational options** to students who have dropped out of high school
- Schools are selected via RFP and the establishment of a contractual agreement with CPS, with the exception of the transition schools for students involved in the juvenile justice system
- There are **seven** Alternative Learning Opportunities (ALOP) Schools
- Partner with the **Youth Connection Charter School**, a network of 25 additional alternative schools
- The student population is youth between the ages of 17-21 years of age with 0-5 credits.
- Four **Re-enrollment Centers** can enroll students who walk in or call the re-enrollment hotline

# Alternative Safe Schools and the SMART Program

## Alternative Safe Schools

- Assist expelled students who are temporarily assigned to an alternative safe school
- These schools are selected through the RFP process to provide educational services consistent with the State goals and objectives

## SMART Program

- Provides an alternative to expulsion from school
- Students that engage in gross acts of misconduct can, upon the recommendation and approval of the Chief Education Officer, attend the SMART Program



Alternative Safe Schools and the SMART Program offer our students who are most at-risk of dropping out a way to stay in school.

# What is Jobs for Illinois Graduates (JILG)?

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- JILG is a graduation pathway that prepares at-risk youth for graduation and a career

## 2007-2008 participating high schools

- Amundsen
- Crane
- Dunbar
- Fenger
- Juarez
- Kelly
- Kennedy
- Phillips
- Roosevelt
- School of the Arts and Technology at South Shore
- Tilden

# Where can you find us?

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## CPS Information Office

- Located on second floor of Cook County Juvenile Center
- On-site information for CPS students and students under court jurisdiction

# Graduation Pathways

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**Distance Learning**

**Dr. Sandi Atols, Manager**

# Distance Learning

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## CPS-VHS Citywide Program

- All high schools and some middle schools may participate
- CPS' 6 year-partnership with IVHS has served over 6100 students
- Over 110 IVHS online courses currently offered
- Courses range from introductory to Advanced Placement
- Mandarin Chinese, Music, and AP online reviews provided through Aventa Learning, Apex Learning, and FLVS
- Classes are taught by qualified Illinois certified teachers



**Online courses meet the needs of schools and students of all academic levels**

# Distance Learning

## Why online?

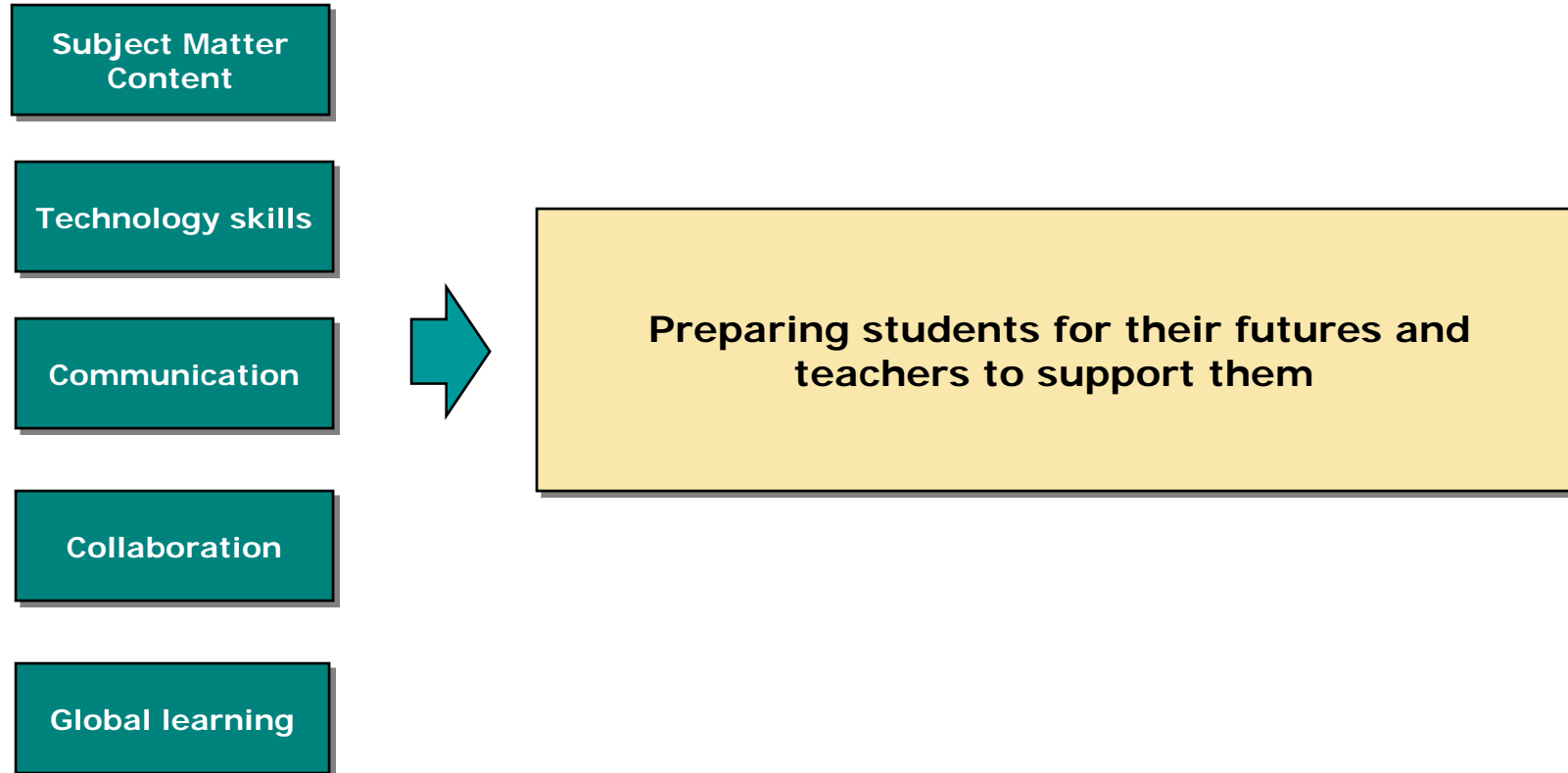
- Schools may not be able to hire a teacher
- Schools may not offer the course a student wants
- There may not be enough students to fill a traditional class
- There may be a schedule conflict
- The student may want acceleration
- The student may need credit recovery
- The student may be homebound
- Flexibility
- Anywhere, anytime access
- Meets student's unique learning style



**Distance learning provides an additional avenue for learning that benefits both the school and student**

# Online Learning Benefits

## Subject Matter Mastery Plus 21<sup>st</sup> Century Skills



# Distance Learning

## Distance Learning Support

Students require support to be successful in their courses

- Daily access to working internet computer
- Course scheduled into instructional day; goes on transcript
- Supported by trained mentor teachers during that period
- Extra time for homework, research
- Regular communication between student, mentor, online teacher, and parents



**Support and guidance is needed for our students to maximize their learning experience and ensure academic success**

# Distance Learning

## Distance Learning Expansion

Online opportunities are growing exponentially:

- 86% of higher education institutions have online offerings
- 26 states now have statewide online programs, and cyber-schools and/or district-level online programs operate in almost every state
- The U.S. Department of Education states 36% of all public schools offer some form of distance education, and of those, 76% are high schools



**Online learning is growing by serving student needs**

# Conclusions

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- The Department of Graduation Pathways aims to
  - Address the individual needs of Chicago Public Schools at-risk high school students by providing them with meaningful options and resources
  - Guided by its strategy and its targeted programs and new initiatives, the Department will continue to strengthen its current programs to keep our students on-track to graduation and develop innovative graduation pathways to ensure that no student slips through the cracks

**Questions?**

