Using Student Voice as Data to Improve the High School Experience and Postsecondary Success

Network for College Success

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THE UNIVERSITY OF CHICAGO
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

Our Mission

The Network for College Success works to cultivate postsecondary readiness and success for *all* students by translating research into practice and supporting high school leaders to organize their schools for improvement and innovation.

Organizational Equity Stance

Based on the organizational identity - the skin we are in - and our collective experiences….

- NCS is committed to co-creating school environments that honor our young people's genius and works towards creating transformed student experiences.

- NCS is committed to leading from an understanding that transformation happens from the inside out. Before we ask others to engage in transformational experiences, we must first have engaged in that experience.

Learning Objectives

- Learn about how we have been developing, piloting and incorporating developmentally and culturally responsive practices in Chicago Public Schools

- Explore data showing the student responses to their high school experience and learn how the community of educators is using that data to retool their approach over time

- Learn about techniques used by the network to gain insight into students' experiences in high school particularly related to postsecondary planning and success.

Agenda Overview

- Introduction to the Network for College Success and Counselor & Coach Collaborative (CCC)

- Applying the developmental approach

- Strategies Implemented

- Student Voice as Data

Background

- Founded by University of Chicago Professor Melissa Roderick in 2006

- Professional learning and executive coaching for educators in high schools

- Partnership with the UChicago Consortium on School Research and Chicago Public Schools
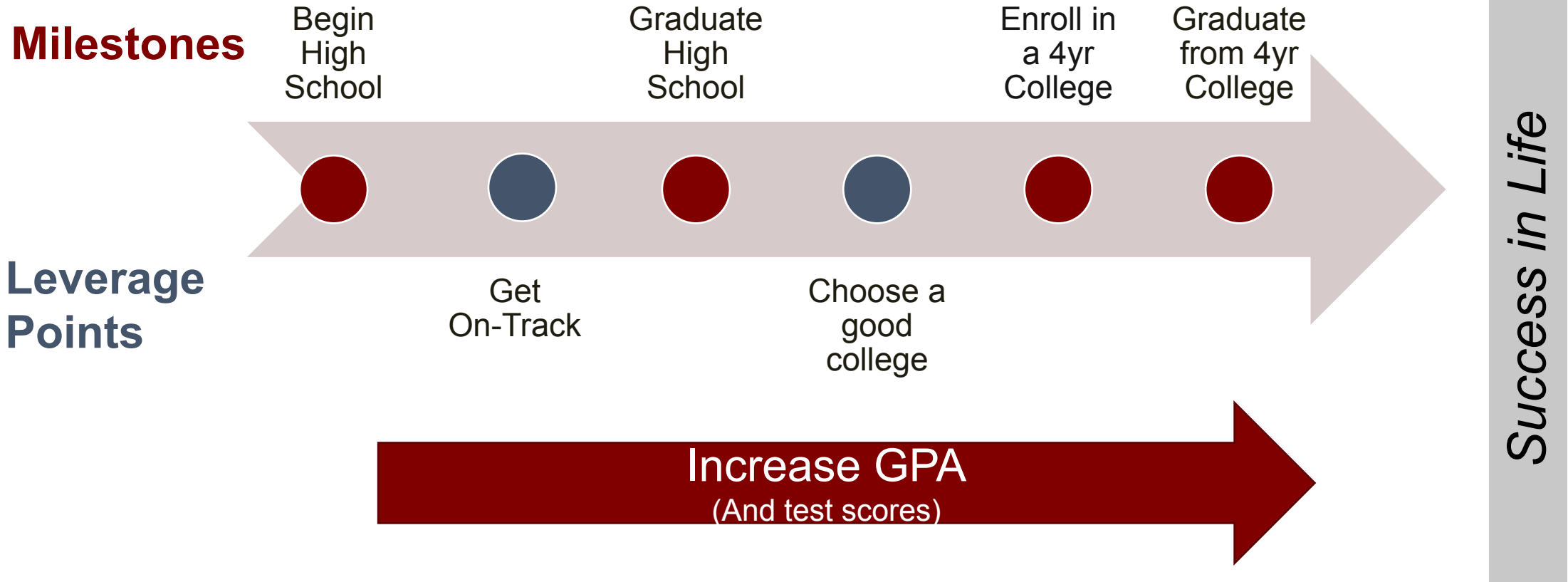
NETWORK FOR COLLEGE SUCCESS
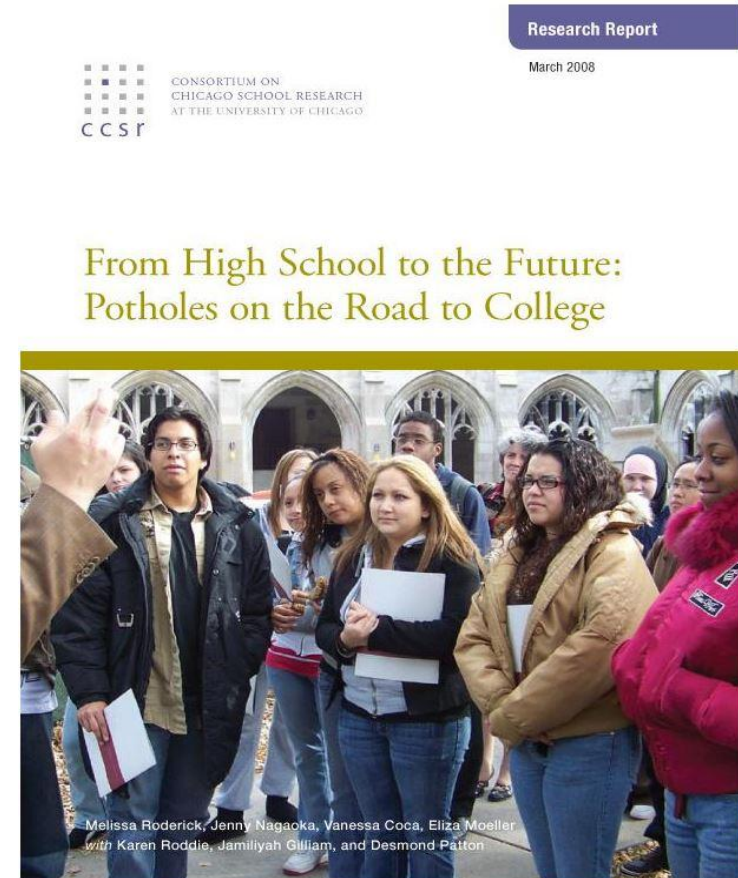
Our Approach

- Creating **professional learning networks** of leaders across schools

- Applying **research-based data** to practice

- **Coaching** and capacity-building

- Distributing leadership and building **high-functioning teams** to problem-solve and engage in continuous improvement

Educational Milestones and Leverage Points

Milestones

Begin High School | Graduate High School | Enroll in a 4yr College | Graduate from 4yr College

Leverage Points

Get On-Track

Choose a good college

Increase GPA
(And test scores)

Success in Life

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Counselor & Coach Collaborative (CCC)

Potholes on the Road to College

CONSORTIUM ON CHICAGO SCHOOL RESEARCH AT THE UNIVERSITY OF CHICAGO — ccsr

Research Report

March 2008

From High School to the Future: Potholes on the Road to College

Melissa Roderick, Jenny Nagaoka, Vanessa Coca, Eliza Moeller with Karen Roddie, Jamiliyah Gilliam, and Desmond Patton
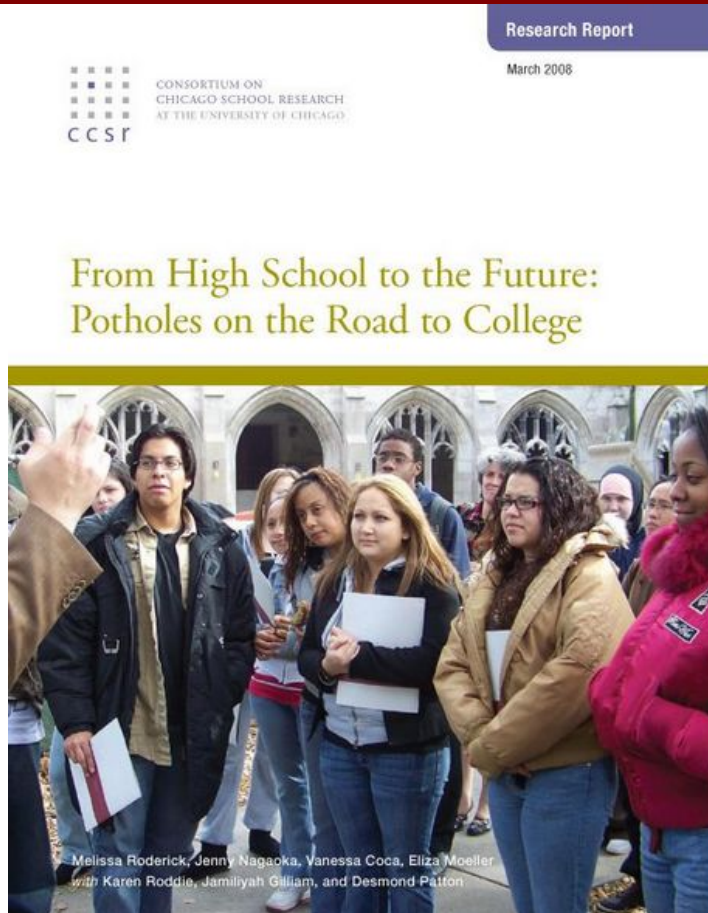
- In 2008, The UChicago Consortium on School Research had just released *Potholes on the Road to College*, a seminal study on the college outcomes of CPS students.

- The report ultimately helped the CCC formulate a call to action: shift away from opt-in college supports only for the most motivated students, and instead develop a schoolwide college-going culture that reached all students.

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The History of the Counselor & Coach Collaborative (CCC)

- In 2010, counselors from a diverse group of Chicago Public (CPS) high schools came together in a cross-school professional learning community to collaboratively address challenges when supporting students in the college planning process.

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The History of the Counselor & Coach Collaborative (CCC)

- Collective goal of increasing college enrollment and persistence for all students.

- The CCC soon focused their efforts on a particularly vexing problem of practice: how can educators empower *all* students to turn their postsecondary aspirations into postsecondary success?

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Only 41 percent of CPS graduates who aspired to complete a four-year degree took these steps and enrolled in a four-year college in the fall after graduation—an additional 9 percent enrolled in college without taking these steps

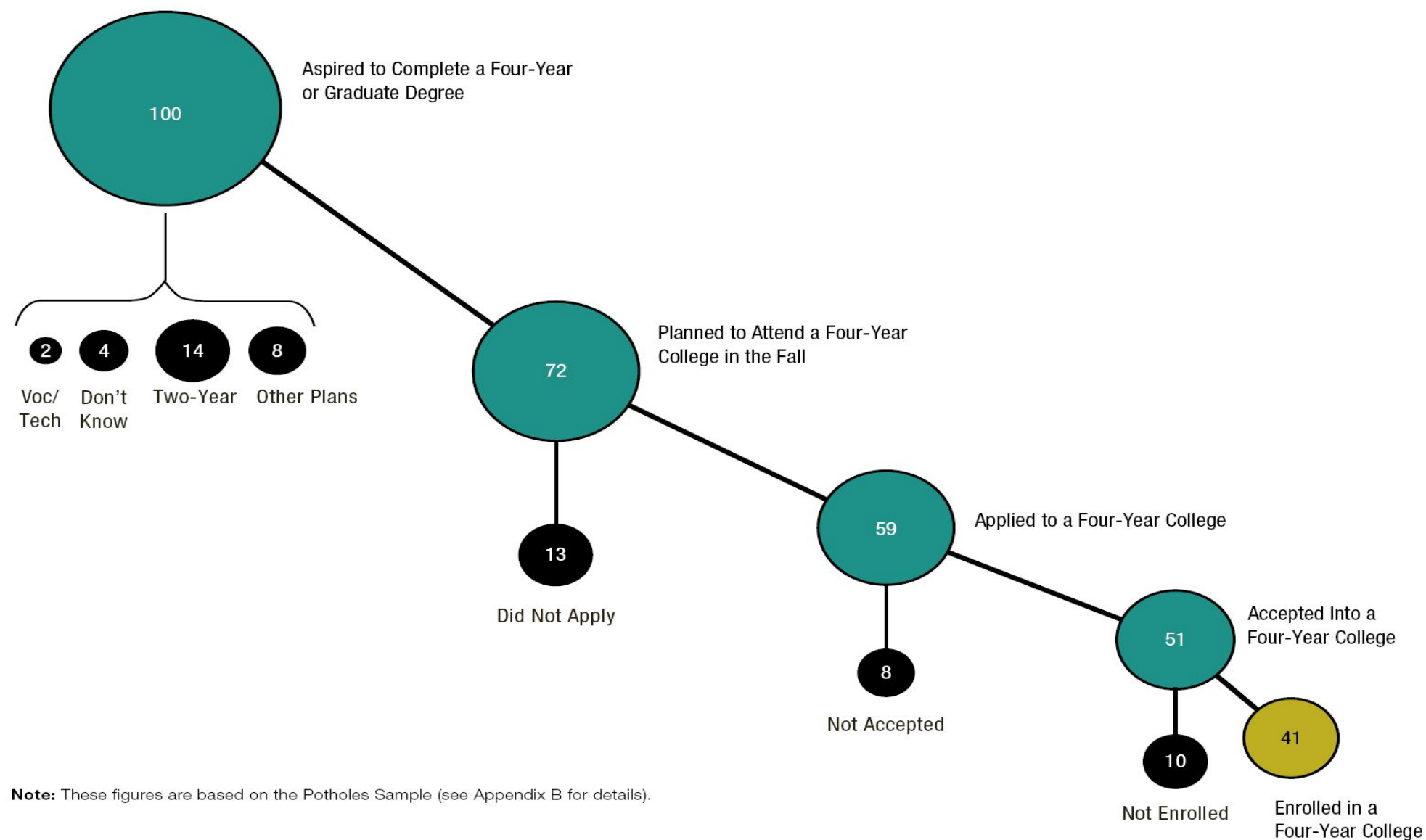*Tracking students through the steps to college enrollment:*

100 — Aspired to Complete a Four-Year or Graduate Degree

2 Voc/Tech **4** Don't Know **14** Two-Year **8** Other Plans

72 — Planned to Attend a Four-Year College in the Fall

13 Did Not Apply

59 — Applied to a Four-Year College

8 Not Accepted

51 — Accepted Into a Four-Year College

10 Not Enrolled

41 Enrolled in a Four-Year College

Note: These figures are based on the Potholes Sample (see Appendix B for details).

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TABLE 2

Only 38 percent of the most qualified students in CPS enroll in very selective colleges

Match Categories: College Access versus College Choice

Enrolled in

	Very Selective	Selective	Somewhat Selective	Nonselective	Two-Year	No College	Total (by access)	Percent Match or Above
Very Selective	38%	25%	20%	4%	3%	10%	644 (15%)	38%
Selective	11%	16%	35%	9%	11%	18%	870 (20%)	27%
Somewhat Selective	3%	6%	34%	13%	19%	26%	1,409 (33%)	43%
Nonselective	0%	1%	20%	11%	29%	38%	722 (17%)	32%
Two-Year	0%	0%	8%	8%	34%	51%	672 (16%)	50%
Total (by enrolled)	391 (9%)	384 (9%)	1,111 (26%)	414 (10%)	814 (19%)	1,203 (28%)	4,317 (100%)	

Access to

Legend: ■ Above Match ■ Match ■ Slightly Below Match ■ Far Below Match

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Strategies Implemented by the CCC

- CCC counselors developed postsecondary support systems and structures in schools

- They developed Postsecondary Leadership Teams

- They supported students' and parents' using a Multi-Tiered System of Supports

- They formed a partnership with a consortium of liberal arts colleges

- They began systematically tracking students' college applications and used that data to guide their support strategies

- Building community among the adults through learning communities, college tours to address adult mindsets (developmental experiences for the adults)

Social Capital for College-going Culture

A school sends frequent messages and information about college-going through the efforts of many staff and at many times, so that college-going information is in the "drinking water."

Case Management is Not Enough

- ***Every college application measure*** the CCC tracked (student application rate, number of applications filed, FAFSA completion, etc.) ***increased***.

- However, ***rates of enrollment in four-year college*** and/or in high graduation rate colleges - two critical outcome measures identified early on for college success - ***did not increase*** as consistently or strongly across schools.

- Ultimately, counselors concluded that ***systematic changes*** in students' application behaviors were ***necessary but insufficient*** to drive improvement in students' college completion over time

Applying a Developmental Approach to Postsecondary Success

Developing a New Theory of Action

- In response to those early lessons, the CCC **theory of action evolved** to support not only the technical work necessary to drive improvement but also the **developmental work** necessary to empower students' to develop a college-going identity.

- The CCC has begun to identify new strategies in line with its revised theory of action, including using **motivational interviewing techniques** with students and developing advisory curricula around **academic mindsets**.

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Students want to go to college.
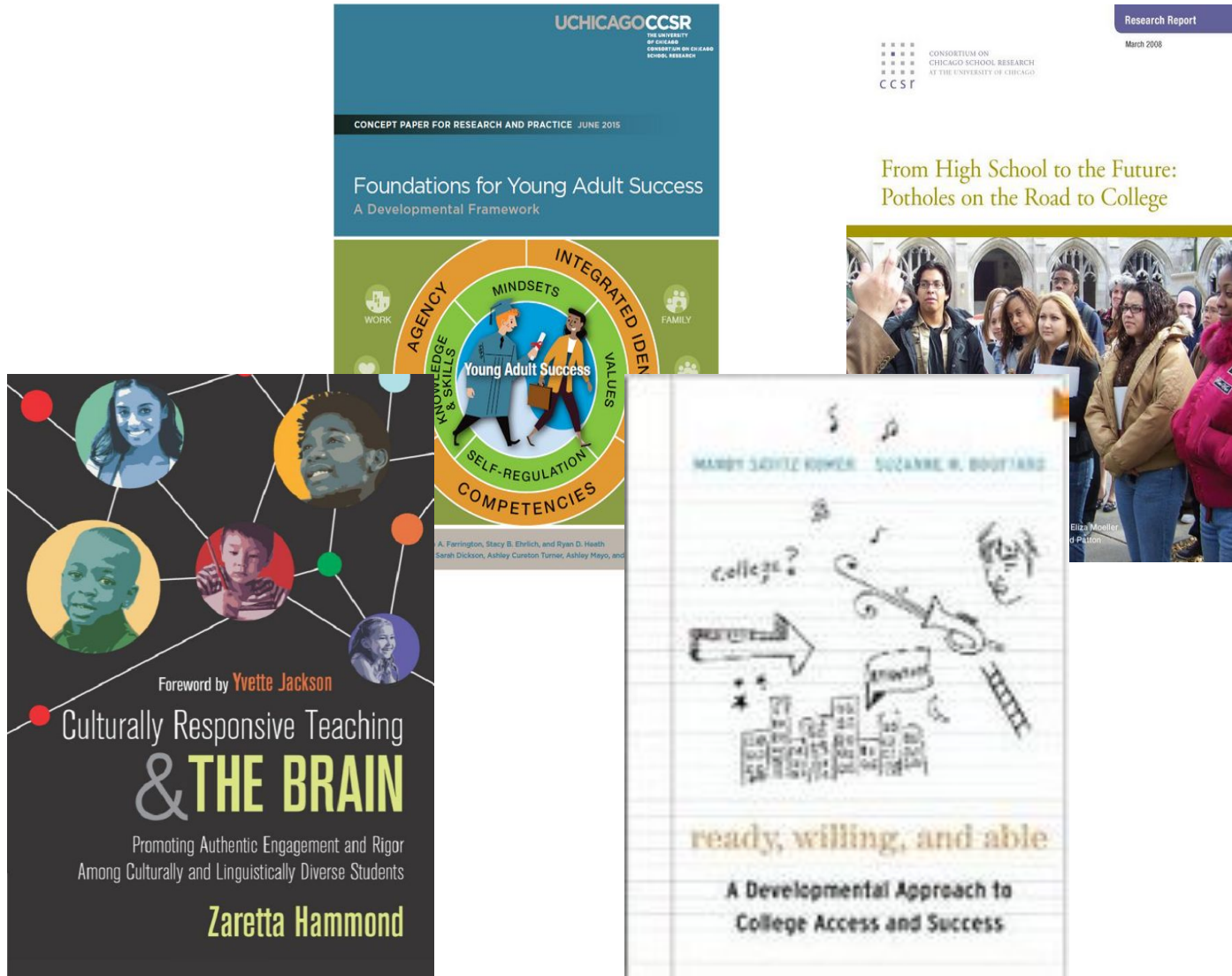# CPS high schools are getting better at getting them there.

FIGURE 1

Almost all CPS graduates hope to complete some form of postsecondary education, and their parents want them to attend college

What is the highest level of education you plan to complete?

	Tech/Voc Certificate	Two-Year Degree	Four-Year Degree or Higher
All	4	9	83
White/Other Ethnic	4	7	86
African-American	2	7	87
Asian-American		2	94
Latino	7	13	75

■ 4-year colleges   ■ 2-year colleges

2006 high school graduates — 16% / 33%

2012 high school graduates — 20% / 40%

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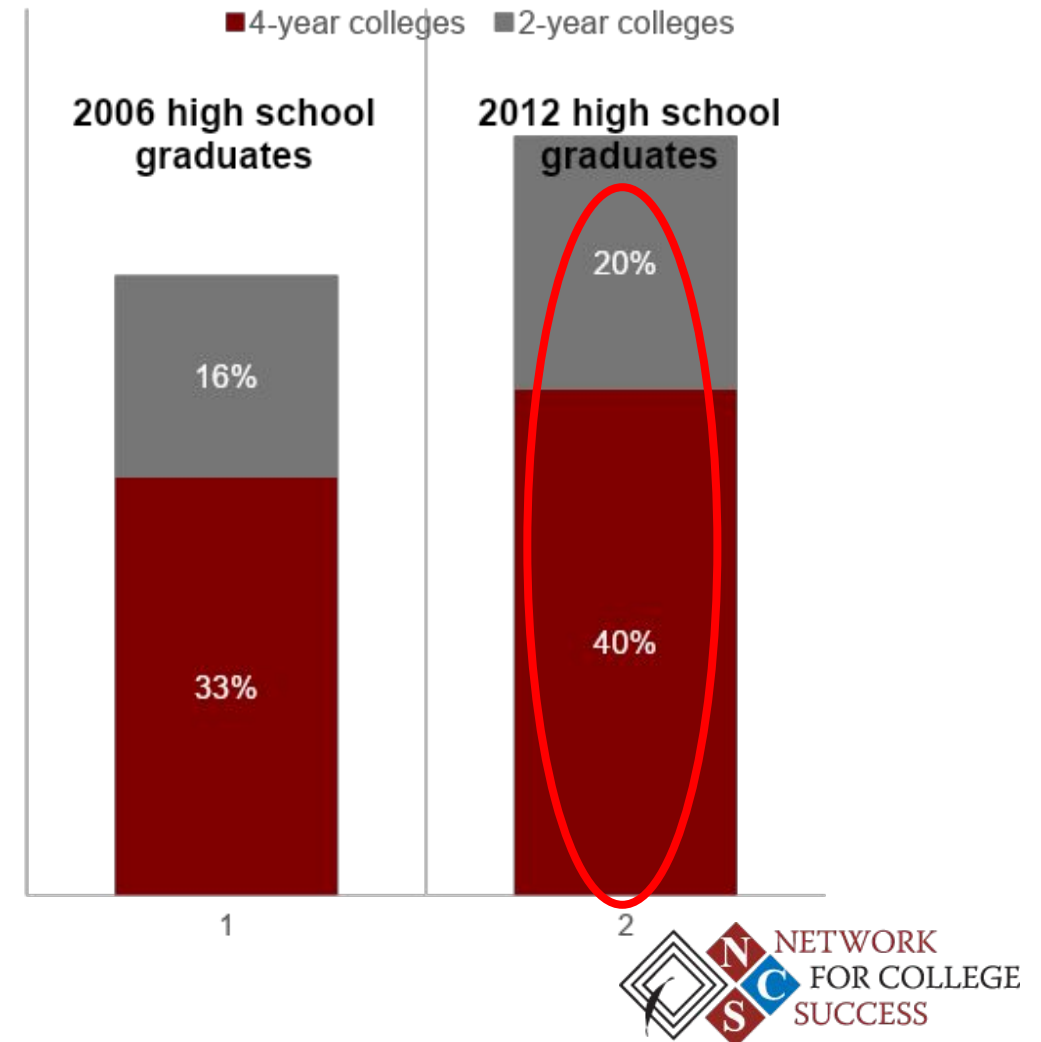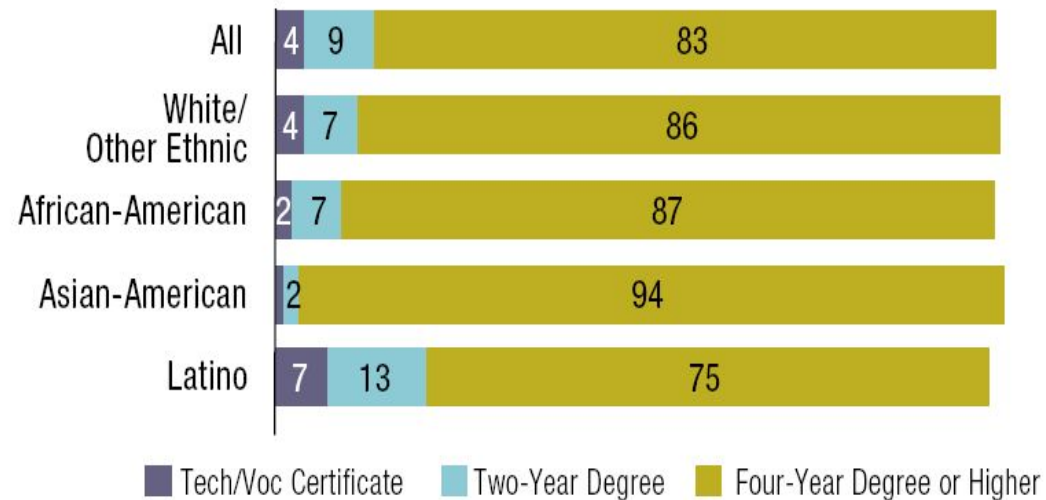
Theory of Action Evolved

Bringing different strands of related research:

- Postsecondary access and attainment

- Adolescent Development
  - Identity development
  - Motivation

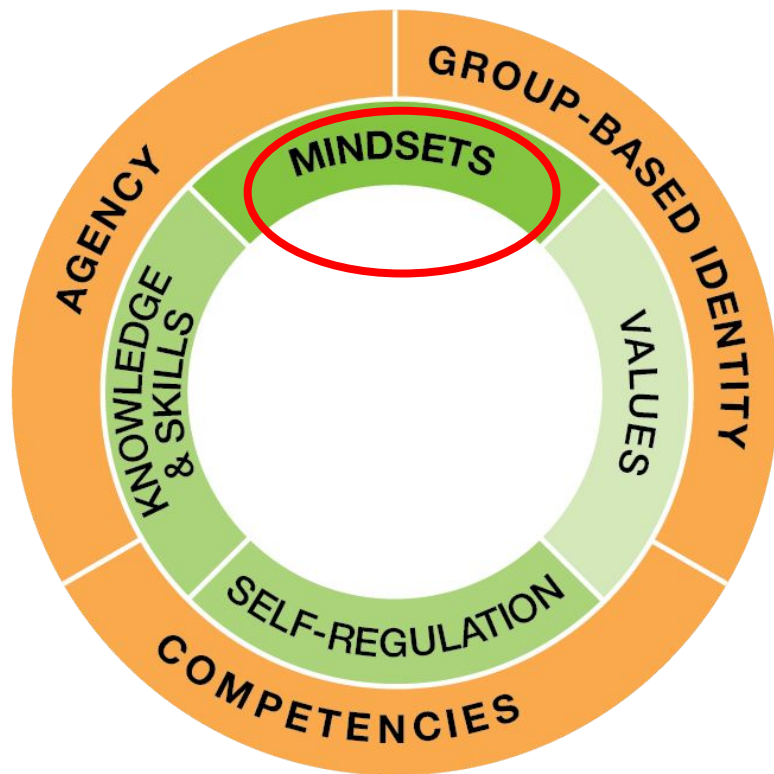# Defining Young Adult Success

From: Foundations for Young Adult Success. Nagaoka, Farrington, Ehrlich, Heath, Johnson, Dickson, Turner, Mayo, Hayes, 2015.

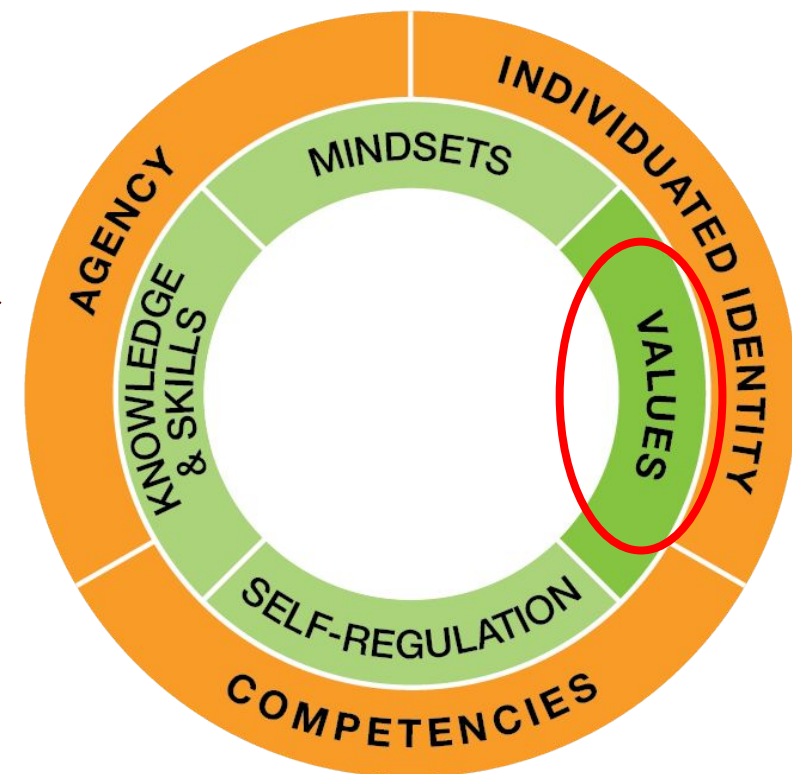# High School Students Experience at Least Two Distinct Developmental Phases

From: Foundations for Young Adult Success. Nagaoka, Farrington, Ehrlich, Heath, Johnson, Dickson, Turner, Mayo, Hayes, 2015.

Motivation is Developmental, Not a Personal Problem

- Most of our cultural narratives about motivation make it out to be a **personal problem** – a characteristic of successful people (or something lazy, unsuccessful people lack)

- Motivation is complex and cyclical
  - Context matters enormously; motivation varies situationally
  - Relationships are critical to understanding how and when people are motivated

College Going Identity

Envisioning

- Developing aspirations and goals that are consistent with other dimensions of one's identity

Believing

- Developing expectations that are based on beliefs about one's ability to go and succeed in college
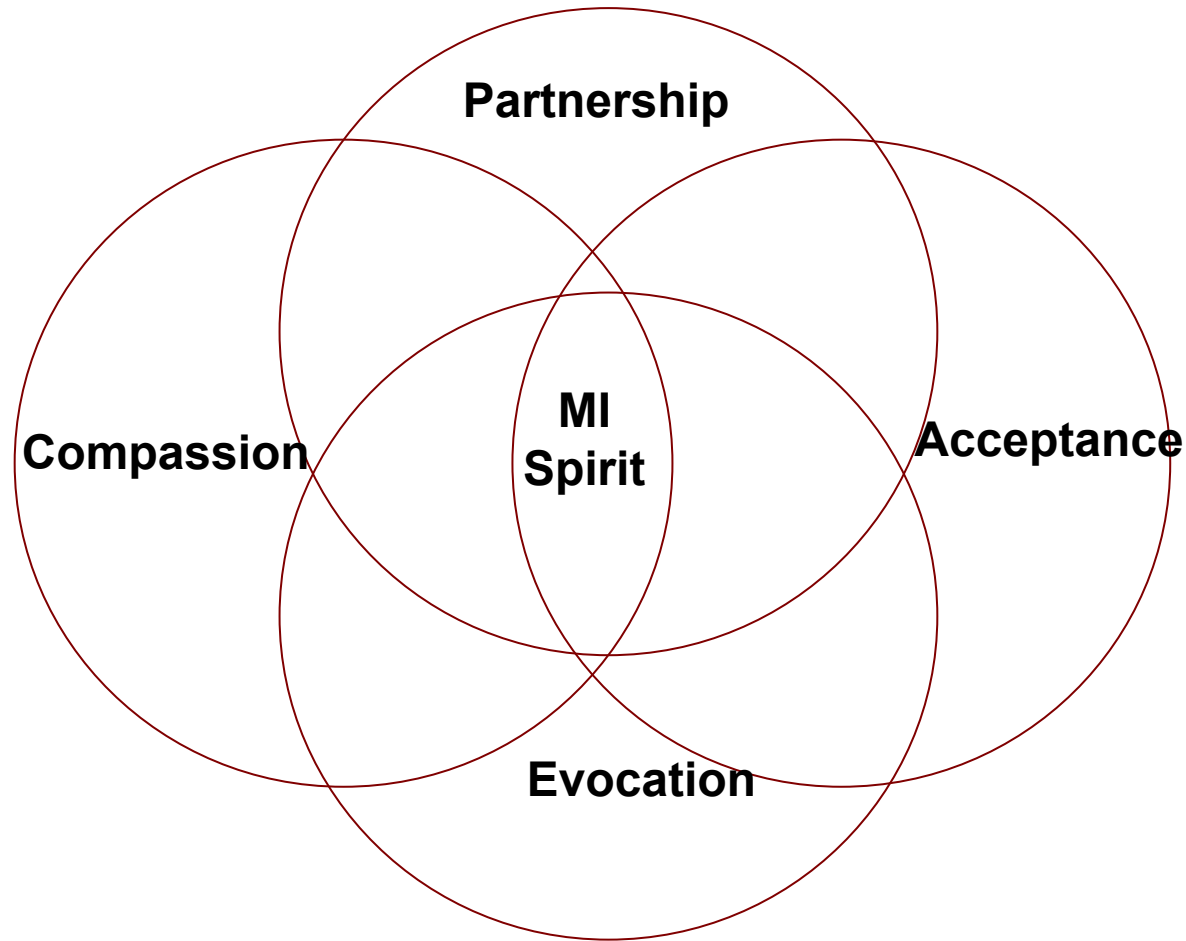
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Integrated Identity

- Integrating different parts of one's identity
- Considering the meaning students' attach to their identity
- Recognizing conflicts or misattributions
- Fostering Self Efficacy

From: Savitz-Romer and Bouffard, Ready, Willing, and Able: A Developmental Approach to College Access and Success, 2012.

Strategies Implemented

The Underlying Spirit of Motivational Interviewing

Partnership

Compassion

MI Spirit

Acceptance

Evocation

From: Miller & Rollnick, Motivational Interviewing, 3rd Ed., 2012, p. 22, Gilford Press.
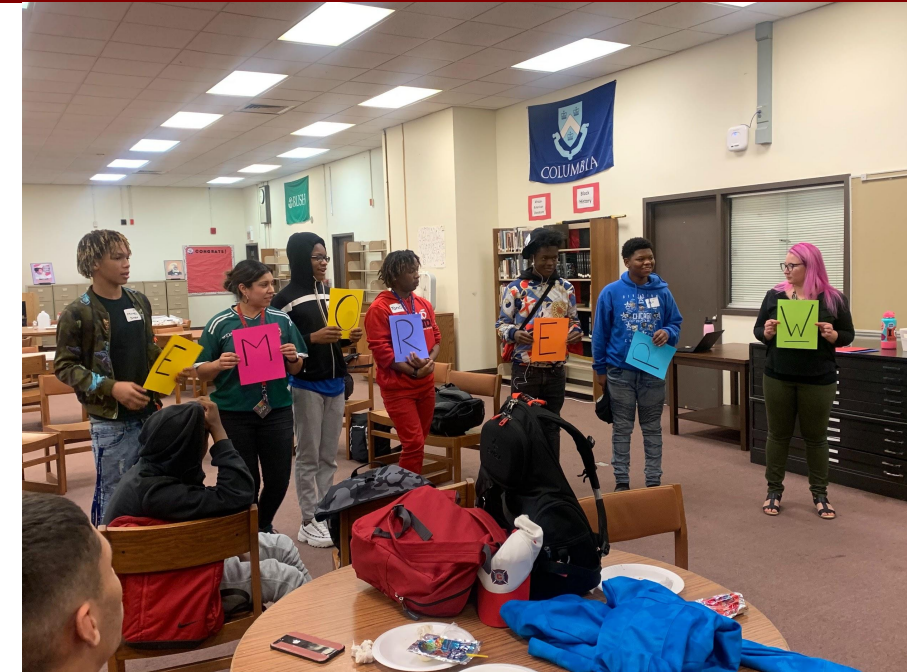
Motivational Interviewing Strategies

- Post Secondary Genograms

- College Match

- First Generation College Students

- Goal Setting & Resources

- Healthy Relationships

- Real Colors (Myers-Briggs)

Values & Mindsets

How can we can support identity development throughout the postsecondary process?

Student Voice as Data

Value of Student Voice

Project Plan-"Be Here, Be You, Belong"

Why?

Currently "postsecondary" is commonly associated with 12th grade and the tasks related to the college application process. It often does not span across grades 9-12. The student experience for 9th grade is typically focused on inputs around student behavior expectations for success (ie rules, regulations, and how to navigate the logistics of high school). The Network for College Success is working with a community of counselors and college coaches to redefine what postsecondary supports look like in high school. By collecting student voice as data we will support our coachees in reflecting on current practice and making changes for improving the high school experiences for students to include

- building and strengthening peer relationships
- developmental relationships with adults in and outside the classroom

Vision of Results

Short-Term Goal: (Systems Investigation) Collect student voice data to learn about school programming at two identified schools to observe what conditions exist for cultivating positive student experiences for Black and LatinX 9th grade males.

Long Term Goal: Support schools (adults) to recognize and set the conditions that cultivate student choice which will help them be informed and empowered to critically think about their postsecondary selves. Students will be able to use values as a springboard to identify goals for the future.

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Aim & Measures (Phase 1/School Year 19-20)

AIM	MEASURES
By June 2020, we will see an increase the use of student voice data for the purpose of supporting the developmental experiences of 9th grade Black & Latinx male students in two partner schools.	1) We will see an increase in the % of students agree with "feeling like I belong/I feel like I am a part of my school" 2) We will see an increase in the % of students who agree with "my school puts effort into making the school a welcoming place for me" 3) We will see an increase in the % of students agree with" Teachers and other adults at my school believe all students can succeed" 4) In response to findings, 9th grade team members will identify a change idea based off report findings 5) In response to findings, 9th grade team members will test a change idea

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Summary of Methods

- Invited 60 Black and Latinx 9th grade males from 2 partner schools (30 from each school) to participate in focus groups

- 54 males participated in focus groups in Fall 2019

- 54 males completed online survey

- With support of NCS Data Team, developed a "coding system" for evaluating the qualitative data collected during focus groups

- Created a summary report of findings

- Shared summary report with 9th Grade Team members, and facilitated a reflection process leading to the development of *change ideas* to their practice based on student voice data

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Sample Focus Group Questions

- In what ways does your school encourage students to be themselves?

- In what ways does the school or your classes encourage students to be part of decision-making? For example, giving students a voice in what you are learning in class or a rule or school policy.

- How do your teachers/the school show students they believe all students can learn?

- What are 1-2 things that motivate you to do well in your classes?

- In what ways does the school/your teachers show respect for/understanding of your/culture? Your identity? Your values and interests?
- What are some of the ways your school helps students get along with other students?

- What are some ways you handle your emotions?

Systems Investigation Results

3 Key Themes		
Student Agency	**Developmental Relationships**	**Postsecondary Aspirations**
"Agency is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values." -**Foundations for Young Adult Success**	*"Developmental experiences are most supportive of youth's needs when they occur within what the Search Institute calls developmental. Development is nurtured in the context of strong, supportive, and sustained developmental relationships with adults and peers."* - **Foundations for Young Adult Success**	*"The rising aspirations of urban students demands that high school educators see themselves as playing a new and important role in students' lives…Ensuring that students effectively participate in the college search and financial aid processes is not just important for students' college outcomes. It may also be a critical component of any larger high school reform effort."* —**Interpretive Summary, From High School to the Future: Potholes on the Road to College**

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Student Agency

- Students value time when they can build and strengthen peer relationships

- Students can connect through shared family values and experiences

- Adults taking an interest and acknowledging student experience is very influential to students

- Adults show they have high expectations for students through the exploration of new topics and encouragement

- Students value when adults help students build skills to communicate with other adults

- Family and postsecondary aspirations are a motivation for doing well in school—students like being given multiple opportunities to complete classwork

- Engaging in hobbies and extracurricular activities help students manage stress.

Developmental Relationships

- Support from teachers and opportunities to excel academically are noticeably crucial for students

- Student exposure to traumatic events, life events, and family dynamics and how that has shaped their perspectives are all factors that play a role in the developmental relationships that students learn to foster and appreciate.

- Students value opportunities for students to mingle with other students/grade levels

- Students are aware of differences in how adults interact with students based on gender

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Postsecondary Aspirations

- The primary motivation for most students to pursue their postsecondary aspirations is their family.

- Students also feel that a lot of the adults at their school want successful now and later in life because they take the time to talk to them, ask them how they are doing, talk about how they overcame their struggles, etc.

- These adults are often not just teachers, but security guards, police officers, lunchroom attendants, community partners, etc.

- Students who are genuinely interested in the medical field or sports feel connected to their school. Still, students would like additional opportunities to explore other interests inside and outside of school (i.e., art, music, college tours).

BOY Online Survey Results

I feel like I belong/I feel like I am a part of my school.	% of Total Responses
Completely true	42.59%
Mostly true	22.22%
A little true	11.11%
Somewhat true	14.81%
Not at all true	9.26%
Grand Total	**100.00%**

| My school puts effort into making the school a welcoming place for me.	% of Total Responses
Completely true	38.89%
Mostly true	27.78%
A little true	3.70%
Somewhat true	22.22%
Not at all true	7.41%
Grand Total	**100.00%**

Teachers and other adults at my school believe all students can succeed.	% of Total Responses
Completely true	46.30%
Mostly true	33.33%
A little true	3.70%
Somewhat true	14.81%
Not at all true	1.85%
Grand Total	**100.00%**

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Next Steps/Phase II

- Develop our own change ideas for how to apply what we learned from Systems Investigation to our own coaching and professional development

- Socialize Data with our Counselor and Coaches Community

- Continue collecting Student Voice Data from same cohort of students next year as 10th graders

- Socialize data with other NCS staff/teams to redefine what it means to provide postsecondary support our schools and students

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Resources for Districts and Schools
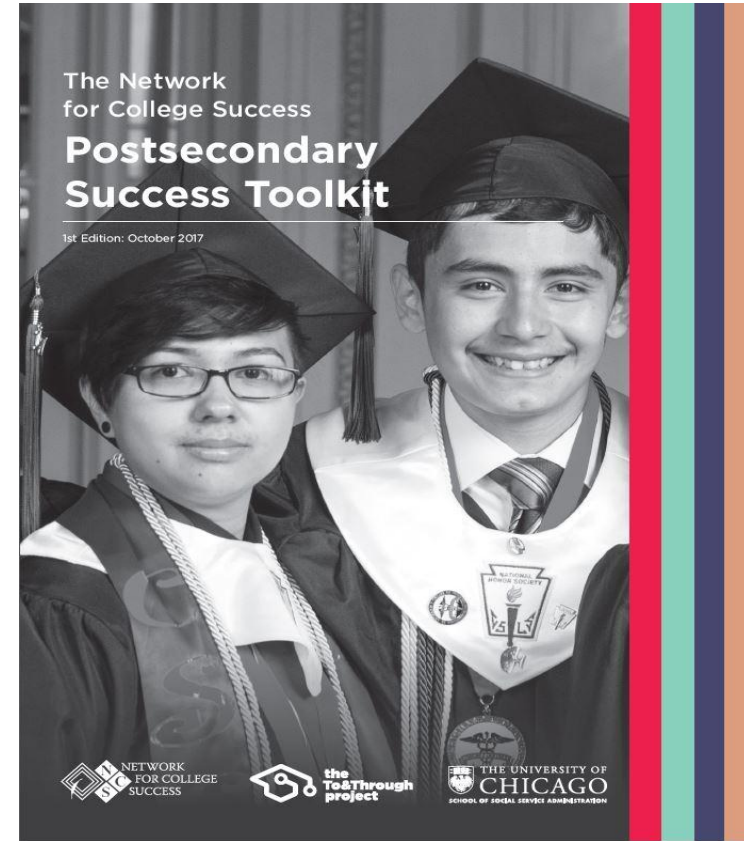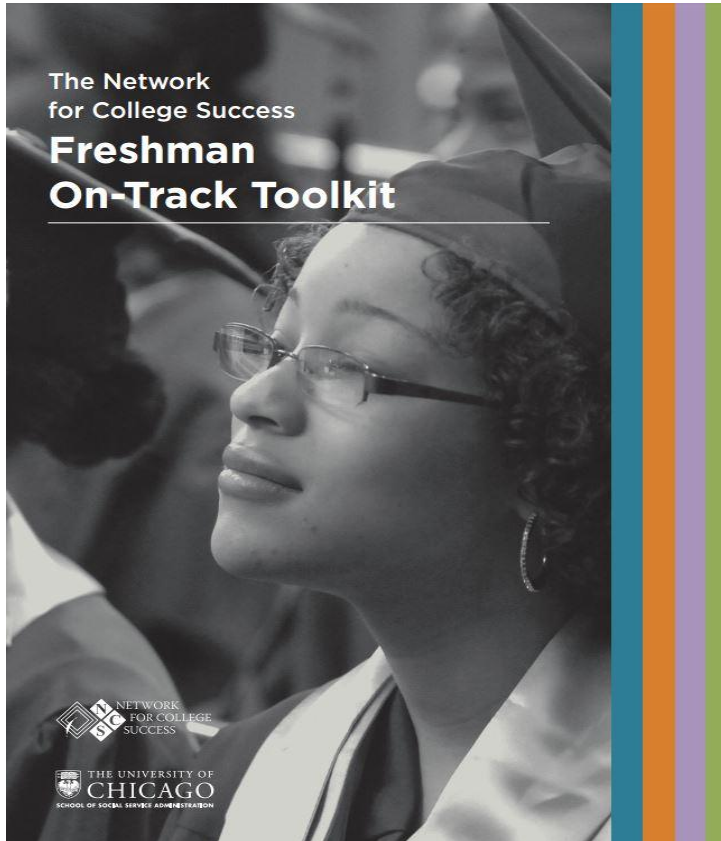
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