



# NOBLE

## Non-Cognitive College Completion Standards

IACAC Conference

May 1, 2014



Think of a student you've served. One who you invested lots of time and energy and had the academic preparation to succeed in college and yet they still struggled or dropped out? **What happened?**

Share with your neighbor.



# Objectives for this session

1. Outline the four broad “non-academic” areas important to college success—our standards
2. Share how these were developed
3. Reflect on how well these areas are addressed at your institutions
4. Deliver these as a concrete tool-kit for you to use at your institutions



# Nationally, only 10% of low income students graduate college

Family income quartile	% of population that graduate HS	% of population that goes to college	% that complete college if they attend	Overall college attainment (4 year)
Top (over \$105k)	91%	82%	87%	71%
2 <sup>nd</sup> (\$63k-\$105k)	88%	68%	44%	30%
3 <sup>rd</sup> (\$33k-\$63k)	83%	59%	25%	15%
4 <sup>th</sup> (under \$33k)	72%	44%	23%	10%

Source: Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2011." <http://www.postsecondary.org>. Underlying data sources: Current Population Survey, U.S. data for 2011 compiled with assistance of Kurt Bauman, Chief, Education and Social Stratification Branch, U.S. Census Bureau. ; Roderick, Melissa, et al. "From High School to the Future: A First Look at Chicago Public School Graduate's College Enrollment, College Graduation, and Graduation from Four-Year Colleges." 2006

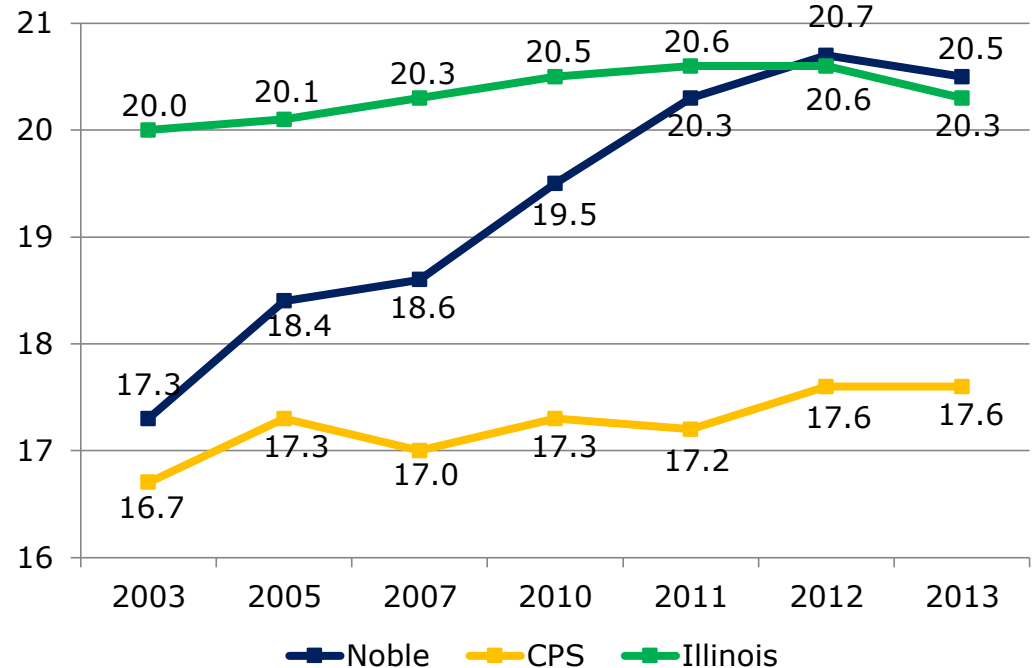


# Quick introduction to Noble

Noble was founded by two Chicago Public School teachers and is the highest performing network of open-enrollment public high schools in the city.

- Founded in 1999
- 14 campuses
- 9,000 students
- 3,500 alumni
- 91% college enrollment
- 84% first generation college students
- 98% minority
- 89% low income
- 14% SpEd

Noble's ACT scores has shown significant improvement over the last decade, while CPS' and Illinois' scores have remained stagnant.



CPS ACT score includes selective enrollment schools.



# 33% of our first five classes earned a bachelor's after 6 years

## Our first five classes (2003-2007) as of Dec 2013:

- 423 high school graduates
  - **141 bachelor's degrees (33%)**
  - 18 associate's degrees (4%)
  - 24 still in college (6%)
  - 151 attended college with no degree (36%)
  - 89 never attended college (21%)

These numbers are lower than if we only focus on students who started college.

**Of the 222 alumni who started a bachelor's program the fall after graduating, 125 (56%) earned bachelor's degrees within six years**



# From our alumni: What do you wish your HS had done differently? (2 of 2)

I wish that there were effective time management classes or seminars that could be taken to improve productivity.

I wish that my high school would have allowed students to be more independent. It was hard to transition to being an adult and making independent and individual decisions.

Continue to challenge students not only in their studies but also through their performance in group work and/or clubs. Have activities that strengthen their knowledge so that they can be just as successful with their grades as with becoming successful leaders and team players.

I think besides encouraging me that I could GO to college, I wish Noble prepared me more with the skills needed to be successful IN college. Although I graduated with a 3.87 GPA in high school, it was a rough transition to a big university where lectures are of 300 people or more. I felt challenged once I got to college and I wish I would've taken school more seriously.

Help us prepare for note taking in college and do not provide us with guided notes because it is a difficult transition to go through once you get into college.

Focus on the idea that "studying" and "doing homework" are two different things a student needs to learn in college.

Much more required reading. Read or fail. That is something that you need to push.

# Conley's four dimensions "encompass all areas for which high schools...take primary responsibility"

**Contextual Skills and Awareness (College Knowledge)**

**Academic Behaviors (Self Management)**

**Key Content Knowledge**

**Key Cognitive Strategies**

- Privileged information necessary to understand how college operates as a system and culture (e.g. specific knowledge of norms, values and conventions of interaction in college context)
- A range of behaviors that reflects greater student self-awareness, self-monitoring, and self-control
- Overarching Academic Skills: reading and writing
- Core Academic Subjects Knowledge and Skills: English, math, science, social sciences, world languages, the arts
- Intentional behaviors students must employ situationally (patterns of thinking): problem formulation, research, interpretation, communication, precision and accuracy



# How we have (historically) addressed Conley's Four Dimensions at Noble

Contextual Skills and Awareness (College Knowledge)

Academic Behaviors (Self Management)

Key Content Knowledge

Key Cognitive Strategies

- We have addressed these via our tenets (Scholarship, Discipline, & Honor), advisory system, senior college seminar, and some facets of classroom instruction
- However, we believe we have been less effective here than our core academics
- **The College Completion Standards (CCS) were developed to create a structured tool and language to serve students better in this area**

This is the focus of CRS and our EPAS process and has led to some of the highest growth in the country on ACT scores and overall academic readiness



# College Completion Standards: How they were developed

## Sources we used:

- David Conley (Four Dimensions of College & Career Readiness)
- William Sedlacek (Noncognitive variables for admissions)
- Martin Seligman (PERMA framework and 26 "KIPP character" traits)
- U of C 6to16 readiness framework
- Savitz-Romer and Bouffard (Developmental approach to college access and success)
- Chicago Consortium on School Research's meta-analysis of non-cognitive factors
- *7 Habits of Highly Effective Teens*
- Experience of Noble and peer network counselors
- Noble alumni survey (414 alumni responded)

## Process we followed (6 Noble counselors over most of July):

- Grouped all framework elements (~200-300 total) into four major categories
- Eliminated duplication
- Ensured all major alumni responses were reflected
- Mapped elements to grade level expectations based on
  - Estimates of what typical Noble scholars at each grade level are capable of
  - Level of skill required for college
  - Fit to certain processes (e.g. college and summer program applications)
- Began to develop daily objectives and descriptions of assessment techniques



# College Completion Standards

← Main focus of advisors & instructors (1&4) →

← Main focus of College Counselors (2&3) →

- A. Goals
- B. Personal strengths
- C. Passions & interests
- D. Current & future self
- E. Perseverance

1. Internalize  
College & Life  
Vision

2. Social,  
Academic, &  
Career  
Integration

- A. Social support system
- B. Effective communication
- C. Positive personal relationships
- D. Diversity and dominant system of power

- A. Time management
- B. Studying and learning
- C. Problem solving
- D. Balance

4.  
Unstructured  
Environments

3. College  
Knowledge &  
Unwritten  
Rules

- A. College application process
- B. College navigation
- C. Financial literacy



# Example Standards: 1A (Goals)



Level	Setting goals	Achieving goals
<b>9<sup>th</sup> grade</b>	Creates realistic and manageable short term goals (e.g. no detention, do homework)	Possesses emerging awareness that daily actions and consequences have an impact on successfully completing freshman year and access to other opportunities (e.g. connecting fact that LaSalle means no sports)
<b>10<sup>th</sup> grade</b>	a. Understands the connection between promotion requirements and developing passions & interests/goals (p/i/g) b. Develops own vision for their future, independent of family expectations or experience	Understands that decisions made today can eventually impact broader future options available to them
<b>11<sup>th</sup> grade</b>	Sets realistic, manageable, yet challenging long term goals (that are aligned with his/her strengths)	
<b>12<sup>th</sup> grade</b>	Sets appropriately ambitious goals in context of his/her current reality (not over-focused on negatives in current reality, nor the excitement of the future goal)	Understands that there are multiple ways to achieve a given goal and constructs his/her goals explicitly with alternative plans in mind (if first plan doesn't work, student can still robustly meet goals)

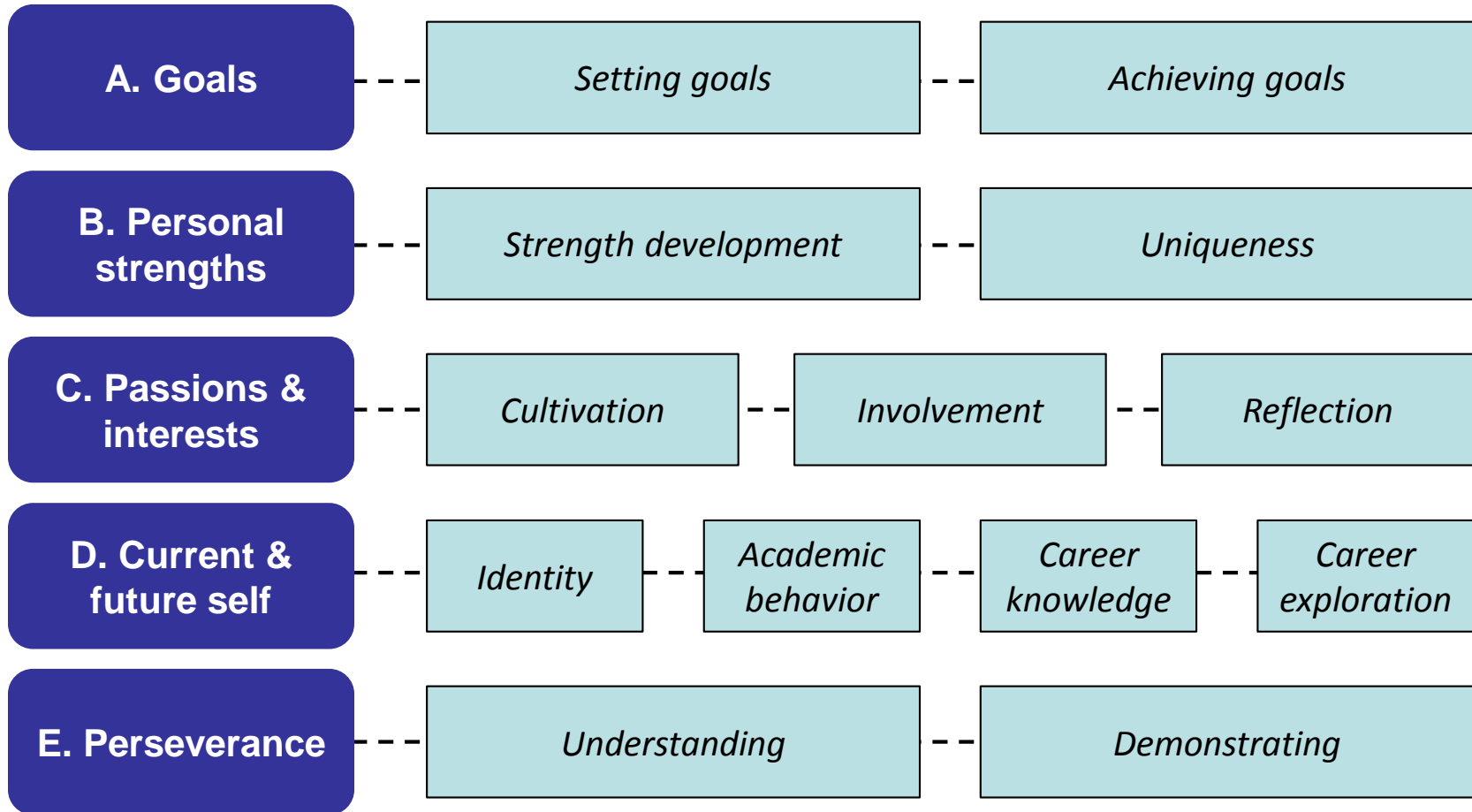


Look at the standards in the first section, “Internalize College & Life Vision.” **What is your institution doing well in this area?**

Share with your neighbor.



# 1. Internalize College & Life Vision



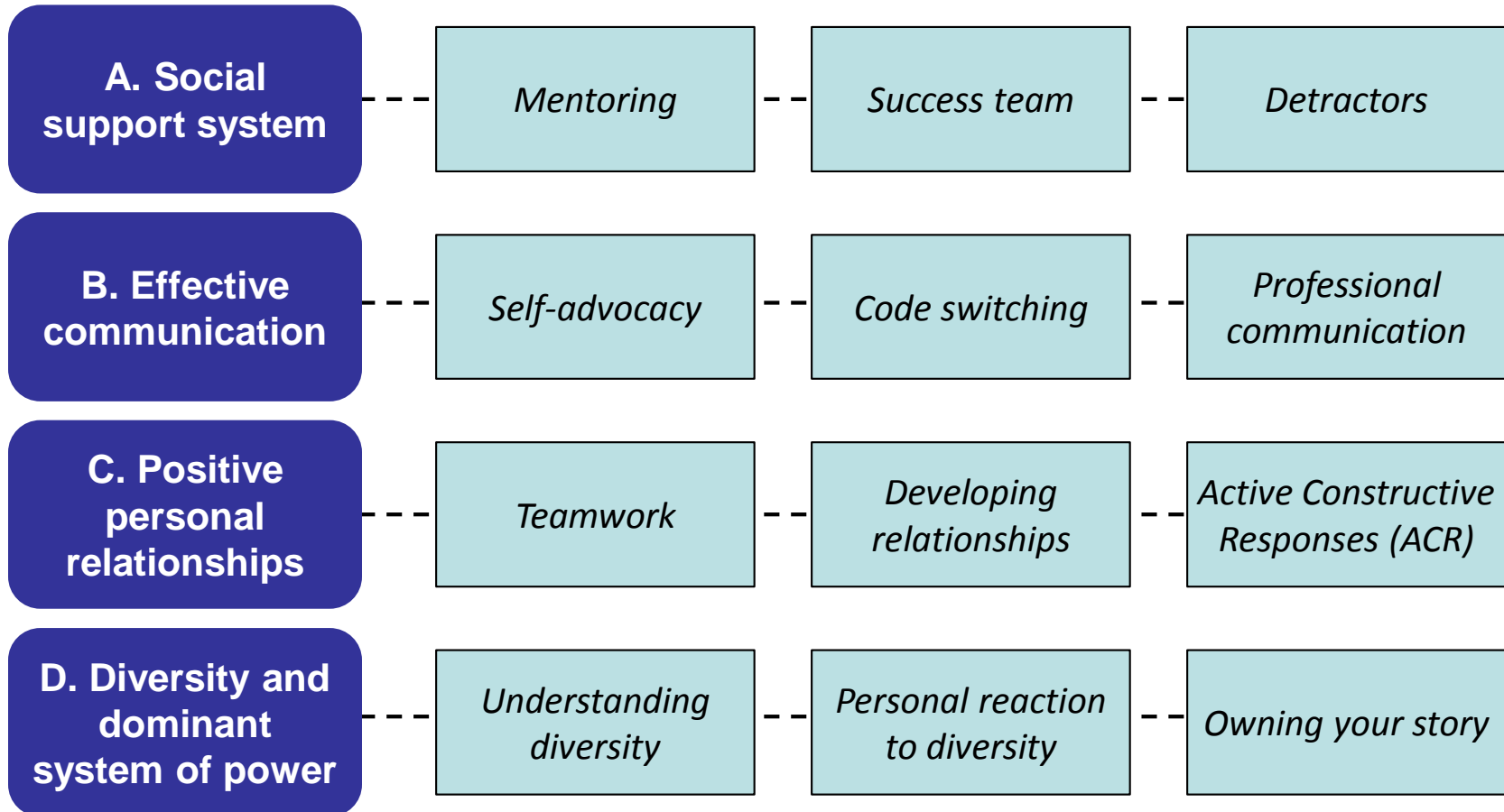


Look at the standards in the second section, “Social, Academic, and Career Integration.” **What is your institution doing well in this area?**

Share with your neighbor.



## 2. Social, Academic, & Career Integration





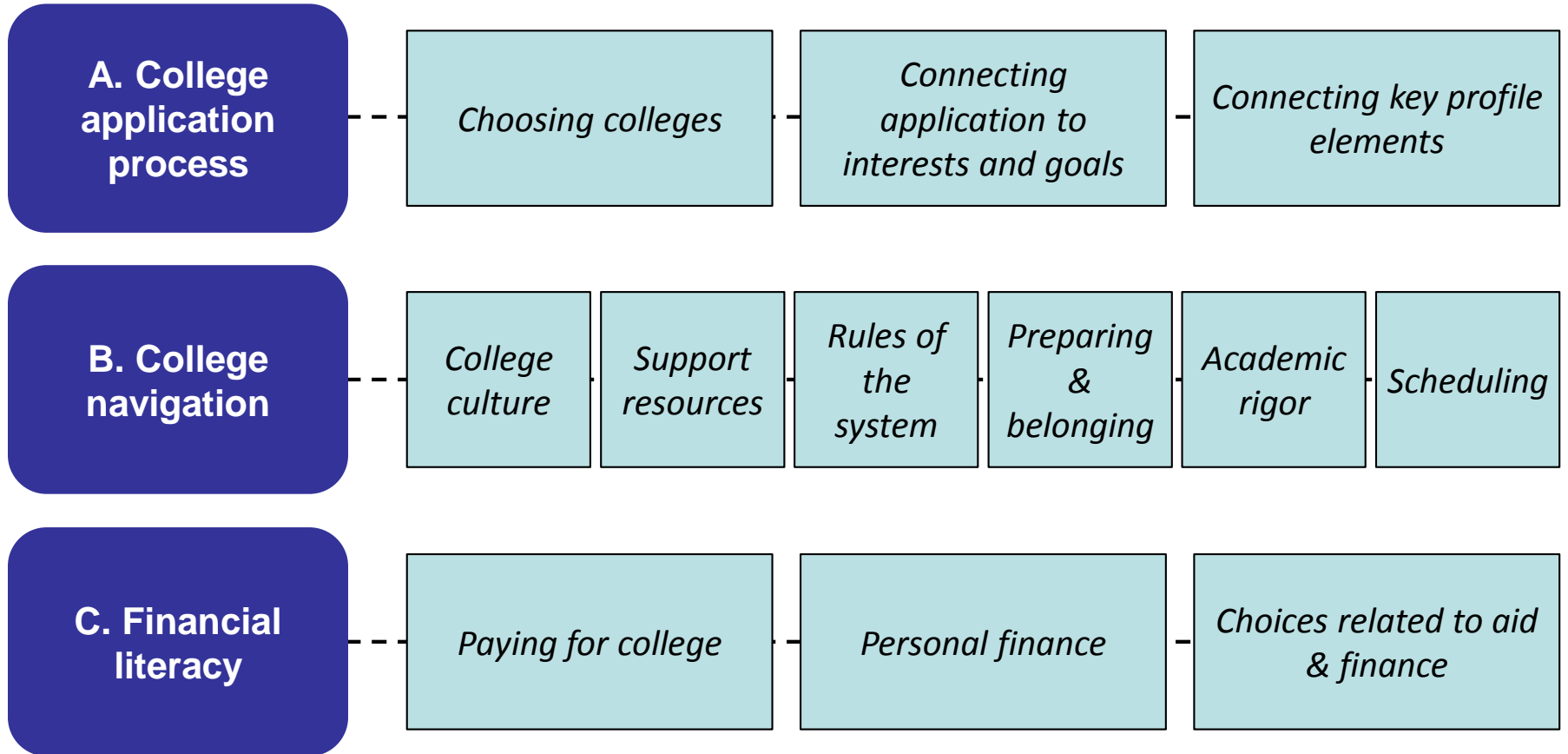


Look at the standards in the third section, “College Knowledge & Unwritten Rules.” **What is your institution doing well in this area?**

Share with your neighbor.



# 3. College Knowledge & Unwritten Rules



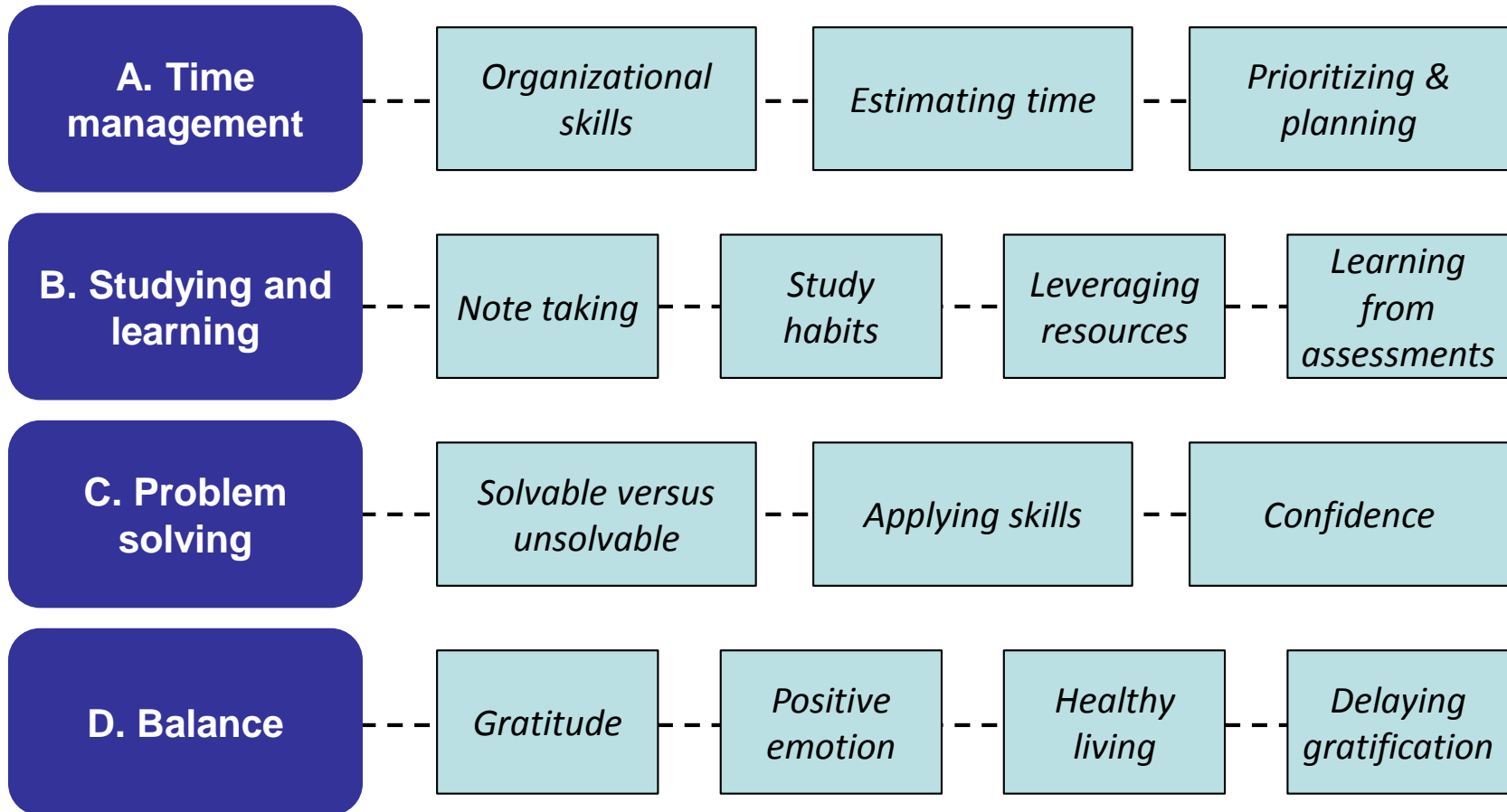


Look at the standards in the fourth section, “Unstructured Environments.” **What is your institution doing well in this area?**

Share with your neighbor.



# 4. Unstructured environments





# Questions & Answers

For softcopies or further questions, please contact us!

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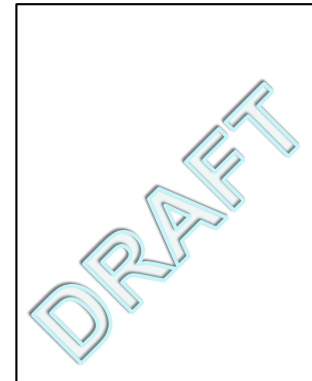
# What the CCS are and are not

- **CCS are:**

- An attempt to create a comprehensive structure defining everything we need to cover Conley's first two dimensions with Noble scholars
- A reflection of the best available research on college completion
- Inclusive of the main challenges our Alumni Coordinators hear from our alumni
- A first working draft to provide a language and a structure for working on this across all of Noble
- A guide to aid in assessing these traits

- **CCS are not:**

- A final product (we want your feedback to improve it)
- A comprehensive tool for assessment (this might come in future years)
- A curriculum (Noble campuses need to drive innovation)
- A mandate on what to teach (this is a tool to address an existing need more effectively)





# Example Assessments: 1A (Goals). Setting goals (9/10)

Grd	Standard	Potential lesson/ daily objectives	Assessments	Potential tools
9 <sup>th</sup>	Creates realistic and manageable short term goals (e.g. no detention, do homework)	-SWBAT define parts of a SMART goal -SWBAT create and use a tracker to create a SMART goal	Student creates goal contract or SMART goals tracker with goal and progress to goal (LaSalle's, demerits, merits, GPA targets, Lexile, etc)	Agenda/tracker
10 <sup>th</sup>	a. Understands the connection between promotion requirements and developing passions & interests/goals (p/i/g) b. Develops own vision for their future, independent of family expectations or experience	-SWBAT list promotion requirements and explain the importance of them for their future	a. Essay or 1:1 conversation explaining promotion requirements and how they connect to p/i/g b. Conversation or reflection potentially including timeline of events and if applicable can articulate ties to family	(reference 1C. Passions & interests)





# Example Assessments: 1A (Goals). Setting goals (11/12)

Grd	Standard	Potential lesson/ daily objectives	Assessments	Potential tools
11 <sup>th</sup>	Sets realistic, manageable, yet challenging long term goals (that are aligned with his/her strengths)	-SWBAT state his/her strengths -SWBAT identify his/her progress on 5 things colleges look for (“5 things” are: 1. transcript (GPA/course rigor), 2. ACT/EPAS, 3. essays, 4. recommendations/relationship w/ teachers, and 5. extracurriculars /enrichment/CS/electives )	SMART tracker for long term goals (e.g. “5 things colleges look at”) aligned to shorter term goals	(reference 1B. Personal strengths and 3A. College application process) -Common app: <a href="http://www.commonapp.org">www.commonapp.org</a>
12 <sup>th</sup>	Sets appropriately ambitious goals in context of his/her current reality (not over-focused on negatives in current reality, nor the excitement of the future goal)	-SWBAT identify their “current reality” -SWBAT define appropriately ambitious goals	1:1 conversations	