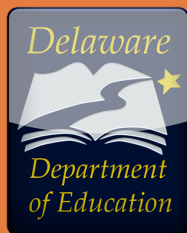


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Monitoring Progress for Post- Secondary Advisement Plans

April 27, 2020



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Today's Discussion

Objective for Today's Presentation:

Understand the Performance Measure tool and how to monitor the progress of your Post-Secondary Advisement Plans

Agenda:

- Reporting Process and Timeline
- Recap of Post-Secondary Advisement Plan Components
- Deep Dive into Performance Measures
- Progress Monitoring

Key Terminology

Post-Secondary Advisement Planning Team- District team that consists of key stakeholders such as CTE, Curriculum, School Counselors, Special Ed to review district and school-based supports to help every student develop informed career and educational goals. Teams monitor progress of students in setting and refining goals, revise plans as needed and develop annual reports

Post-Secondary Advisement Plan (PSAP) - District plan to provide the activities, experiences, lessons and advisement for every student to inform their SSP; includes targeted supports for students as required to enter 12th grade readiness to start the transition process to their post-secondary goals

Student Success Plan (SSP): Defined as the post-secondary goals developed by a student over the course of 8th-12th grade informed by activities, experiences, lessons and advisement

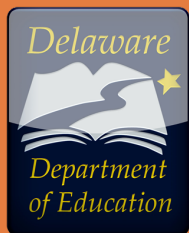
Preparing the PSAP Annual Progress Report

- Review the PSAP District Feedback Report with the PSAP team members from your district/charter.
- Determine if you will be making changes to your PSAP plan based on your data and/or feedback in the District Feedback Report.
- Gather the data collected for your performance measures and review the data story with your PSAP team.
- Submit responses to the questions in the Annual Progress Report and any updates to your PSAP to the Nicholas.buono@doe.k12.de.us by August 15, 2020 (one report per district/charter)

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Recap: What's in a PSAP?



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Advisement Plan Template Examples

Targeted Grades (Grade for opportunity)	Targeted Schools (Schools in district or charter school)	Required Criteria Supported (Listed by Required Criteria Letter A, B,C D)	Type of Opportunity or Service Delivered (Opportunity briefly described in this area)	Lead (Person Leading Activity)	Targeted Population (If applicable, e.g. race/ethnicity, income status, first generation, EL status, etc)	Performance Measures (How will success be measured)
Grade 8	Springer Jr. High	Criteria B	Students take US Army ASVAB Interest Inventory	T. Jones	military-bound students	1
Grade 9	M.O.T. Charter	Criteria A	Integrate Major Clarity lessons into 9th grade Social Studies	P. Dunn	all students	2
Grade 10	Brandywine H.S.	Criteria E	Create skinny period for additional supports for AP	J.Smith	Students with GPA 2.0-3.0	3
Grade 11	Brandywine H.S.	Criteria E	Career speakers for 9th graders to showcase non-traditional representative	N.Buono, P. Dunn, J. Smith	all students	4

Performance Measures

Setting performance measures and comparing baseline data with benchmarks will help districts and charters to know if they have accomplished the goal of providing opportunities for all students.

Consider performance measures on several levels:

Interim:

Individual activity

Student group impact

Long Term:

Cohort impact

Measuring Impact

Number	Performance Measure	Baseline Data (Last Year)	Benchmark (For 5Y r. Period)
1	Number of military bound students with 50 or higher on ASVAB	60	100
2	Number of students participating in career exploratory course	75	125
3	% increase of students achieving college credit (3 on AP exam, B in dual enrollment, 4+ IB)	40%	70%
4	10% increase in non-traditional students in CTE pathways	50 Students	55 Students

PSAP District Feedback Report

Post-Secondary Advisement Plan Feedback Report 2019-2020

Name of District: Your School District

Contact Person: Point of Contact

Grades Included: 6-12

Goal for 12th grade readiness: Based on your plan, by 12th grade students will

Strengths:

Opportunities

Measuring Success

Targeted Students

Parent/Family Engagement

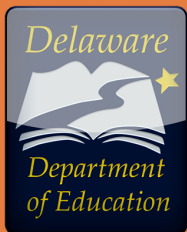
Professional Learning Considerations

Resources to further support you

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Review your Data Story



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Where do I begin?

Step 1: Pull this year's data for each of your performance measures (where relevant disaggregate the data by student population (race/ethnicity, income, grade levels, schools))

Step 2: During your initial PSAP team meeting, ask critical questions about the data to craft your data story:

1. What surprised you? Why is it surprising?
2. What is the greatest opportunity for growth? Why?
3. What other data is needed? Do we have access to this data?
4. Where are we now? Where do we want to be next year/five years?
5. How will we get to our ultimate goal?

Step 3: With your PSAP team meeting, review the questions that will be included in the Annual Report narrative. Reflect on what the data tells you in response to these questions. What's missing? What's not clear from the data available? What themes emerge?

Step 4: Discuss your observations based on Steps 2 and 3. Determine if more data is needed and/or if changes are needed to your plan. We recommend fleshing out your changes before writing the Annual Report as this will inform your responses.

How do I make changes?

Post-Secondary Advisement Plan Changes:

- Using the PSAP template excel document that you submitted last year, modify the activities directly in the document. Use a different color font so the change is clear to the review team.
- In the response to Question 4 in the Annual Report narrative, describe the changes and the rationale for the changes.

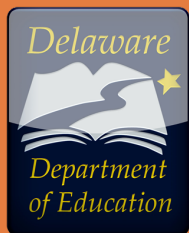
Performance Measure Changes:

- Using the Performance Measures excel document submitted last year, modify the impact measures, include baseline data and your 5-year target
- In Question 2 in the Annual Report narrative, describe the changes and the rationale for the changes.

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Monitoring Progress of your Post-Secondary Advisement Plan



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Purpose of the Annual Report

Purpose of Annual Report: In your initial plan, you identified performance measures for the Purpose of monitoring the progress of your plan. The Annual Report guides you through reviewing those performance measures and to share a detailed overview of your progress towards your goal. The narrative responses to the questions are designed to allow your team to provide context behind the numbers themselves. It also provides insight for how our team can best support you in reaching your goals. Please be as specific yet brief as you possible.

Sections in the Annual Report

Section A: Team members and role in the PSAP team

Section B: Performance Measure data (baseline and 2019-20 data), identify any changes to measures

Section C: Identify any changes to your overall plan activities and respond to the 6 questions in narrative form.

Measuring for Impact

The questions included in Section C help you to reflect on both the quality of your selected performance measures and the story the data tells you. As you write your report, you will complete this data analysis:

1. What is your vision?
2. Who will need additional supports to reach the vision?
3. What are the milestones where you can assess if you are on track?
4. How can you measure if students are meeting these milestones?
5. Are your activities aligned to your milestones?

E.G. These 4 activities will support students to enter HS with at least 2 possible career goals to inform their course selection. Students will include their career goals in their schedule survey submitted to their school counselor.

6. Monitor progress and determine where adjustments are needed

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Question 1: Every Student College and Career Ready

Our state's goal is for every student to enter 12th grade with informed career and educational goals and ready to begin the transition to the next steps to work towards those goals.

Our work is to INFORM those goals through the activities in your PSAP and the state supports provided from DOE

By defining high school readiness, 12th grade readiness and graduation readiness for your students you can use defined milestones to review the activities in your plan and your performance measures to monitor the progress of students entering 12th grade ready to begin their transition.

Question 2: Overall Progress

Your performance measures should tell the story of where your students are in meeting your established milestones. Your data should not be a participation report for your planned activities. Instead it should tell the story of student progress towards the key milestones (HS Ready, 12th grade ready, Graduation)

Include in your narrative a synopsis of where students are for each of these milestones: HS Ready (9th grade), 12th grade ready (end of 11th grade), Graduation (Class of 2020)

If your performance measures are missing data needed to inform this synopsis, please utilize other data and consider how you will update your performance measures moving forward.

Question 3: Targeted Supports

One of the requirements in your PSAP is to provide targeted supports to student populations who may need additional support/advisement/resources to reach the key milestones successfully.

Some of those populations are the traditionally reported groups including income status, EL status, IEP status. You may also want to consider 1st generation college going students, 1st generation HS graduates, students with chronic absences or high rates of discipline referrals. There are no required groups. You will assess this based on your student population needs.

Based on the groups you've identified, share a synopsis of how they are reaching the milestones. Are the targeted supports adequate in helping them reach the established goals or do you need to make adjustments? Are there additional supports you need from us to help you adequately support this group(s) of students?

Question 4: Vertical Alignment

This is the section, where you will highlight any changes to your PSAP and provide the rationale for those changes.

In the initial question, you identified the key milestones for each of the transition points. In this question, you will assess your overall alignment of activities based on student success in reaching these milestones.

Are students entering HS ready? If not, are the activities identified for middle school sufficient to close the gaps?

Are the students entering 12th grade with informed career and educational goals? Are they prepared to transition towards the next step for those goals? If not, what additional activities are necessary to close those gaps

Question 5: Strengthening Supports

Your plan overall focuses on direct student support. However, in order to have effective supports for students, you will need to ensure your team has the knowledge and skills to deliver the program with fidelity.

Based on any gaps in student performance, what additional supports/resources does your team need? How can our team better support you in meeting your goals?

Question 6: Continuous Improvement

We are working to increase the professional development resources available to support you delivering effective Post-Secondary Advisement Plans. Please let us know if any of the resources listed in this question were helpful for your team.

Resources

Visit www.delawarestudentsuccess.org/psap

All reference materials can be found here including:

- Post-Secondary Advisement Plan template
- Performance Measures template
- All webinars from 2019 and 2020 (to be posted)
- Regulation 507
- Annual Report template
- National resources

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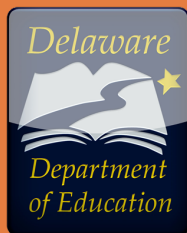


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