Measuring for Impact
Putting Your Data to Work

May 13, 2020
The National Postsecondary Strategy Institute (NPSI) helps school districts support every student toward attaining a successful postsecondary pathway through district policy and systemic changes.
Webinar Objectives

1. Discuss how to establish goals and set intermediate measures to track your progress toward student postsecondary success.

2. Share strategies for sharing and communicating your data in a friendly format.

3. Discuss how to support the work of district and school-level practitioners.
1. Please remember to mute your phone.
   • We will also manually mute participants, until the question and answer period.
   • Please leave your microphones muted, if you are not speaking.

2. Please refrain from sharing your video.

3. If you have questions during the webinar, please enter them in the chat box (please find chat box at the bottom of your screen).

4. The webinar will be recorded and posted on the 2020 Delaware Student Success Conference website:

   https://delawarestudentsuccess.org/conference/
## NPSI Core Building Blocks

### Approach
- Holistic approach based on the integration of 3 critical components:
  - A district postsecondary framework & strategy
  - A data strategy
  - Engagement of counselors as leaders
- All consultants have first-hand experience working within a school district

### Principles
- Equitable outcomes for all students
- All students should be prepared for postsecondary success, and students are then empowered to choose their own path
- The district is the unit of change
- Building internal capacity is necessary for sustained, long-term outcomes
NPSI Engagement Districts

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Polling Question

Do you know your district mission?

1. Yes
2. No
Example Theory of Action

**District Goal**

Students enroll in college

**Intermediate Measures**

Seniors complete the FAFSA before enrolling in college

Seniors complete FAFSA early in school year

**What does research tell us?**
Data: Wide and Deep

Senior Survey | 8th-9th Transition | Employment | College & Career Exploration
Student Transcripts | College Enrollment | FAFSA

Demographics
GPA & ACT/SAT
Program Participation
Course Taking
Survey Responses

District
Network
School
Grade

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Where Do We Start?

• Depends on your Theory of Action
  • Must be tied to a framework
  • Must be something you can change

• Be prepared to embrace the data and to take action

| Data Strategy Principles | • Don’t measure just to measure  
|                         | • Identify what is important and stay focused  
|                         | • Measure what you can change |
Polling Question

How many stated data goals does your district have?

1. 8 or more
2. 5 to 7
3. 1 to 4
4. None
Data: Wide and Deep

- Senior Survey
- Student Transcripts
- 8th-9th Transition
- College Enrollment
- Employment
- College & Career Exploration
- Demographics
- GPA & ACT/SAT
- Program Participation
- Course Taking
- Survey Responses
- District
- Network
- School
- Grade

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Communicating Your Data
Strategic Approach to Using Data

Static Data Delivery

- Make Data Available
- Design and Implement Programs

- Data exists
- Data generic and not focused on user needs
- Users not clear how to use the data

Engaged Data Delivery

- Data
- Program Design & Implementation

- Data focused on the user
- Data timely and targeted to needs
- Users clearly connect action and goals

IMPACT ???

IMPACT

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Polling Question

Who is the primary user of your district data reports?

1. Superintendent
2. Principals
3. Counselors
4. Teachers
5. Other district staff
Data Conversations

When new data is available, who do you share it with?

- Teachers
- Counselors
- Other School Support
- Principals
- District Leadership
- External Partners
- Families
- Students

Data Strategy Principles

- Have the right people in the conversation

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How Should We Report the Data?

- Real-time, web-based reporting
- Action-oriented reporting
- Weekly improvement reports
- Announcements sent from leadership
- Year-end reports & Trend reports

Data Strategy Principles
- Clearly tie data to solutions
- Use data to make work easier

Data System ≠ Data Strategy
Example Theory of Action + Metrics

Students enroll in college

Seniors complete the FAFSA before enrolling in college

Seniors complete FAFSA early in calendar year

= Monitor college enrollment

= Monitor FAFSA completion

= Check daily that students complete their FAFSA

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This report contains confidential student information and can not be shared publicly. Please note that information is only available for seniors that have a valid Social Security number in IMPACT.

**FAFSA Directions (PDF)**

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**SUMMARY**

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<tr>
<td>Total</td>
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<td>FAFSA</td>
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<td>37.70%</td>
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<td>% IL</td>
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<td>% MAP</td>
<td>60.56%</td>
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<td>% IIA</td>
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**LegacyUnit SID** | **Last Name** | **First Name** | **FAFSA** | **MAP** | **Pell** | **IIA** | **GIE** | **Avd** |
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### 2011 FAFSA Completion Report for All Graduates

#### FAFSA Completion Rate

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Completed FAFSA</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>16,108</td>
<td>14,780</td>
<td>91.8%</td>
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</table>

#### Grant Eligibility of Those who Completed FAFSA

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Pell</td>
<td>12,674</td>
<td>85.8%</td>
</tr>
<tr>
<td>MAP</td>
<td>10,635</td>
<td>72.0%</td>
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</tbody>
</table>

#### FAFSA Completion Rates for All Graduates

##### By GPA Category

<table>
<thead>
<tr>
<th>GPA Category</th>
<th>Graduates</th>
<th>Number Completed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 or less</td>
<td>2,752</td>
<td>2,406</td>
<td>87.4%</td>
</tr>
<tr>
<td>2.0-2.4</td>
<td>2,827</td>
<td>2,624</td>
<td>92.8%</td>
</tr>
<tr>
<td>2.5-2.9</td>
<td>2,591</td>
<td>2,477</td>
<td>95.6%</td>
</tr>
<tr>
<td>3.0-3.4</td>
<td>2,120</td>
<td>2,043</td>
<td>96.4%</td>
</tr>
<tr>
<td>3.5 or higher</td>
<td>3,372</td>
<td>3,245</td>
<td>96.2%</td>
</tr>
<tr>
<td>Missing</td>
<td>2,446</td>
<td>1,985</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

##### By ACT Category

<table>
<thead>
<tr>
<th>ACT Category</th>
<th>Graduates</th>
<th>Number Completed</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 or less</td>
<td>8,527</td>
<td>7,859</td>
<td>92.2%</td>
</tr>
<tr>
<td>18-20</td>
<td>3,193</td>
<td>2,989</td>
<td>93.6%</td>
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<tr>
<td>21-23</td>
<td>1,800</td>
<td>1,692</td>
<td>94%</td>
</tr>
<tr>
<td>24-26</td>
<td>1,024</td>
<td>958</td>
<td>93.6%</td>
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<tr>
<td>27 or higher</td>
<td>788</td>
<td>717</td>
<td>91%</td>
</tr>
</tbody>
</table>

Source: Chicago Public Schools
FAFSA Increased Dramatically

Percent completing FAFSA

Source: Chicago Public Schools
Polling Question

Does your district have a calendar of when data reports are available?

1. Yes
2. No
Making Communication Happen

Communication Strategies
- Monthly meetings to review data
- Data team included in program/department meetings
- Data team provided opportunity to engage at school level

• Data focused on the user
• Data timely and targeted to needs
• Users clearly connect action and goals

Data

Planning

Program Design & Implementation

IMPACT

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Data Team Responsibilities

- Identify data sources—Think outside of the box!
- Clean and analyze data—Focus on accuracy & clarity
- Communicate with data users to identify metrics needed and data reporting
- Provide data trainings and professional development
- Be “on call” to answer questions—Customer service focus

Leadership protects data team’s time to focus on these tasks
Performance Measures for Your Post-Secondary Advisory Plan (PSAP)
Every Student College and Career Ready

- What vision did you outline? Theory of Action
- What are the steps to ensure students meet their educational goals?
- What data do you need to know if this happened?

Overall Progress

- Commonly called “progress monitoring”
- Based on the goals you outline in your vision, what are the intermediate pieces of information you need to know you are on track?
- Sub-group analysis of data
Critical Postsecondary Metrics

- Attendance rates
- On-track to graduation indicators (middle grades and high school)
- 9th graders passing algebra
- % of students participating in college visits
- % of students enrolling and earning college credit in dual enrollment courses
- % of students demonstrating AP potential
- % of students participating in employment, internships, and job shadows
- Rigorous course enrollment (Honors, AP, IB, Dual Enrollment, Cambridge)
- ACT/SAT registration completions
- College applications completed per senior
- FAFSA completion rates
- High school graduation rates
- College enrollment immediately following high school
- College remediation rates
- College persistence
- College completion
- Postsecondary participation rates (2-year college, 4-year college, industry certifications)
- Postsecondary completion rates
- Employment rates and earnings
- Percentage of counselors earning advanced degrees
| Targeted Student Supports | • What supports are you providing that contribute to your goal?  
|                          | • Document and count your activities and match them to the data you are monitoring |
| Vertical Alignment       | • Are you covering the full progression from 8th grade to postsecondary education and career? |
| Strengthening Supports   | • Is your plan effective? Is the Theory of Action right?  
|                          | • What are the gaps?  
|                          | • Where are improvements needed? |
| Continuous Improvement   | • Are these aligned to your vision outlined in the PSAP? |
Practitioner Data Strategies
School Counselor PSAP Data Strategies

**Professional development** resulting in school counselors understanding the postsecondary advising process and expectations.

**Identify Postsecondary Tracking Indicators**

**Focus on use of data and establish critical indicators** and measures to guide postsecondary advising progress.

**Work interactively** with administrators, faculty and other district leaders. Help stakeholders understand the appropriate roles of school counselors and repurpose the school counselor role as collaborative CCR leaders.

**VISION - School Counselors Support PSAP**

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PSAP DATA ALIGNMENT

- Superintendent
- Central Office Directors
- Principals
- College Access Providers
- CBO’s
- Parents
- Students

Common Accountability Measurement

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Which stakeholder group do school counselors regularly discuss data?

1. Superintendent/Central Office Leadership
2. Principals
3. Teachers
4. College Access Providers
5. Parents
6. Students
Postsecondary Advisory Plan (PSAP)
6 Collaborative Action Areas

- Every student college and career ready
- Overall Progress
- Targeted Student Supports
- Vertical Alignment
- Strengthening Supports
- Continuous Supports

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Every Student College and Career Ready

Use DATA

School Counselor Work Plan

Identify 9th Grade Milestones

Identify 12 Grade Milestones

Identify Graduation Milestones

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Overall Progress

Use DATA

School Counselor Work Plan

9th Grade On Track

12th Grade On Track

12th Grade To Postsecondary

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Targeted Student Supports

Use DATA

School Counselor Work Plan

- Identify Target Groups
- Disaggregated Data – Year 1
- Closing The Gap Action Steps
- Disaggregated Performance Measures

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Vertical Alignment

Use DATA

School Counselor Work Plan

Grade 8 – 9 Transition Process

Grades 9 – 12 Transition Process

Graduation To Postsecondary Process

Intervention Plans

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Strengthening Supports

Use DATA

School Counselor Work Plan
Calendar of Student Support Activities
Calendar of Parent Support Activities

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Continuous Improvement Supports

Have You Used Any of The Following Supports?

- NCAN Sallie Mae
- Texas OnCourse
- DDOE Webinars
- Delaware Student Success Collaborative
- Other Supports

Use DATA

Other Needs

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Polling Question

What training do you need to help support PSAP development and implementation?

1. **Identifying Milestones** (Grades 9 – 12 and Graduation)
2. **On Track Monitoring Strategies** (Grades 9 – 12)
3. **Data Disaggregation Techniques**  
   (Design Grades 9 - 12 targeted interventions)
4. **Vertical Alignment/Transition Training**  
   (Grades 8-9, Grades 9-12, Grade 12 to postsecondary)
5. **How To Develop Student & Parent Supports**
6. **Time To Engage With Continuous Support Learning**
Questions?
Contact Information

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Complete this Post-Webinar Survey to Earn Clock Hours

https://forms.gle/sN5K1UoaecZTV9CfA