

**Welcome!**  
**What is a data tool you use or wish  
you used often?**  
(Drop answer in chat)

## **Actionable Data: OneGoal's Postsecondary Leadership Network**

GRAD Partnership Community of Practice

**January 11, 2023**

**THE GRAD  
PARTNERSHIP**

**GRADPARTNERSHIP.ORG**

Advancing Student  
Success Systems



# GRAD Partnership Organizing Members



# GRAD Partnership Community Members

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*Who is here today?*

In the chat, share  
your name, location,  
organization



# Our Mission

Partnering with communities to use **high-quality student success systems** so that schools are empowered to graduate all students ready for the future.

THE GRAD  
**PARTNERSHIP**

Advancing Student  
Success Systems

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# Student Success Systems

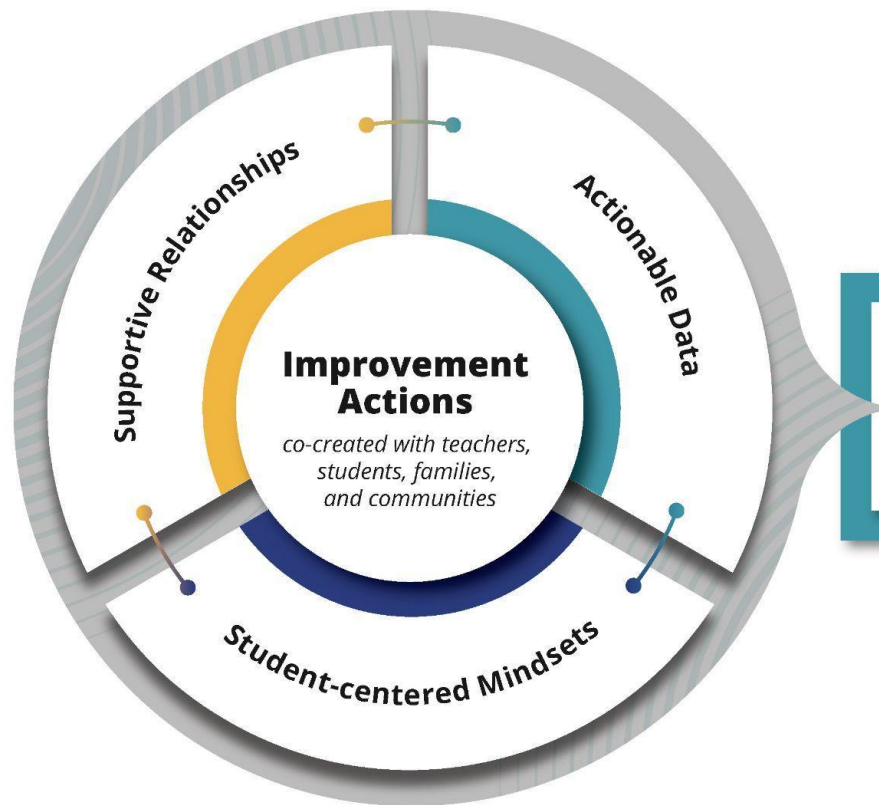
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Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students.

They

- **combine a focus on building strong relationships**
- **with real-time, actionable data,**
- **are guided by improvement science, and**
- **shaped by student-centered mindsets.**

By integrating these four elements they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.



## **Student Success Systems**

Enabling all students to thrive.

# Why Student Success Systems Now?

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Pandemic has shown us we need integrated systems that...

- Focus on school connectedness and its importance for academic achievement
- Show us leading indicators like student agency, belonging, and connectedness
- Allow us to track academic gains in real time
- Allow us to know if interventions are indeed improvements - and for whom under what conditions
- Show students *and* teachers that schools, not just some individuals are working to make sure students succeed
- Focus on post-secondary preparedness, not just graduation

# Our Community of Practice

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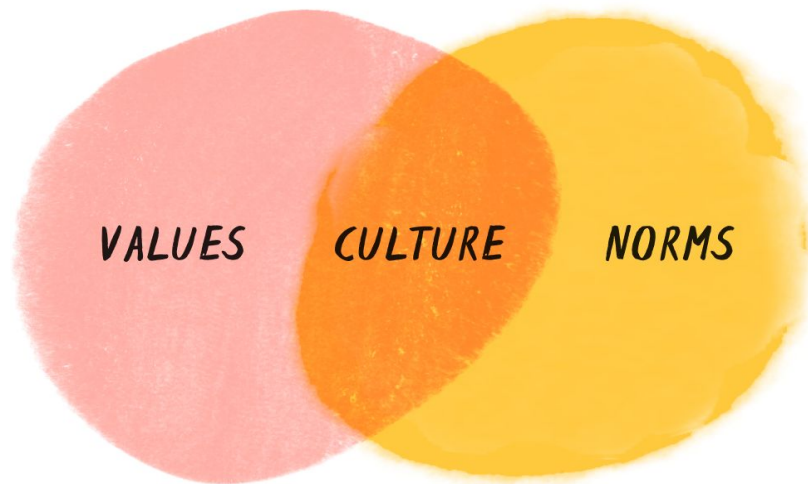


- Connects people who want to implement, improve, and innovate Student Success Systems
- Enables shared learning
- Generates motivation and inspiration
- Defined by our mutual engagement



# Community Agreements

- **We, not me:** Share stories and air time
- **Accept non-closure**
- Chatham house rule: **Use the ideas, keep details in the community**
- **Share to learn**
- **Make room for joy**



**Values** are the beliefs, philosophies, and principles that drive a group.



**Norms** are the ground rules that dictate how people interact.



**Culture** is the interaction between the two; the beliefs and the behaviors of the group.

# *And introducing: OneGoal*

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Advancing Student  
Success Systems

# Working with Actionable Data: OneGoal's Postsecondary Leadership Network

I am. I can.  
I will. I dream.  
I belong.  
I believe.

# General Session Overview ▾

## Goal //

Share with participants how OneGoal's Postsecondary Leadership Network supports districts' use of actionable data on their alumni and current students by leveraging continuous improvement cycles

### 1

10 min

#### PLN + Postsecondary Readiness Rubric

- What is the PLN?
- In what ways are data systems central to postsecondary readiness?

### 2

20 min

#### Persistence Dashboards

- How have we leveraged postsecondary data on the alumni of current district partners?
- What has continuous improvement around this data looked like?
- What are our lessons learned and challenges experienced?

### 3

15 min

#### On-Track Work + Support

- What is the relationship between an on-track indicator and postsecondary readiness?
- How have district partners improved their use and analysis of on-track data in support of postsecondary readiness?

# PLN Overview + Postsecondary Readiness Rubric

Period.



Graduation.





Only ↘

**41%**

of principals report that students receive support for their transition from high school to college.

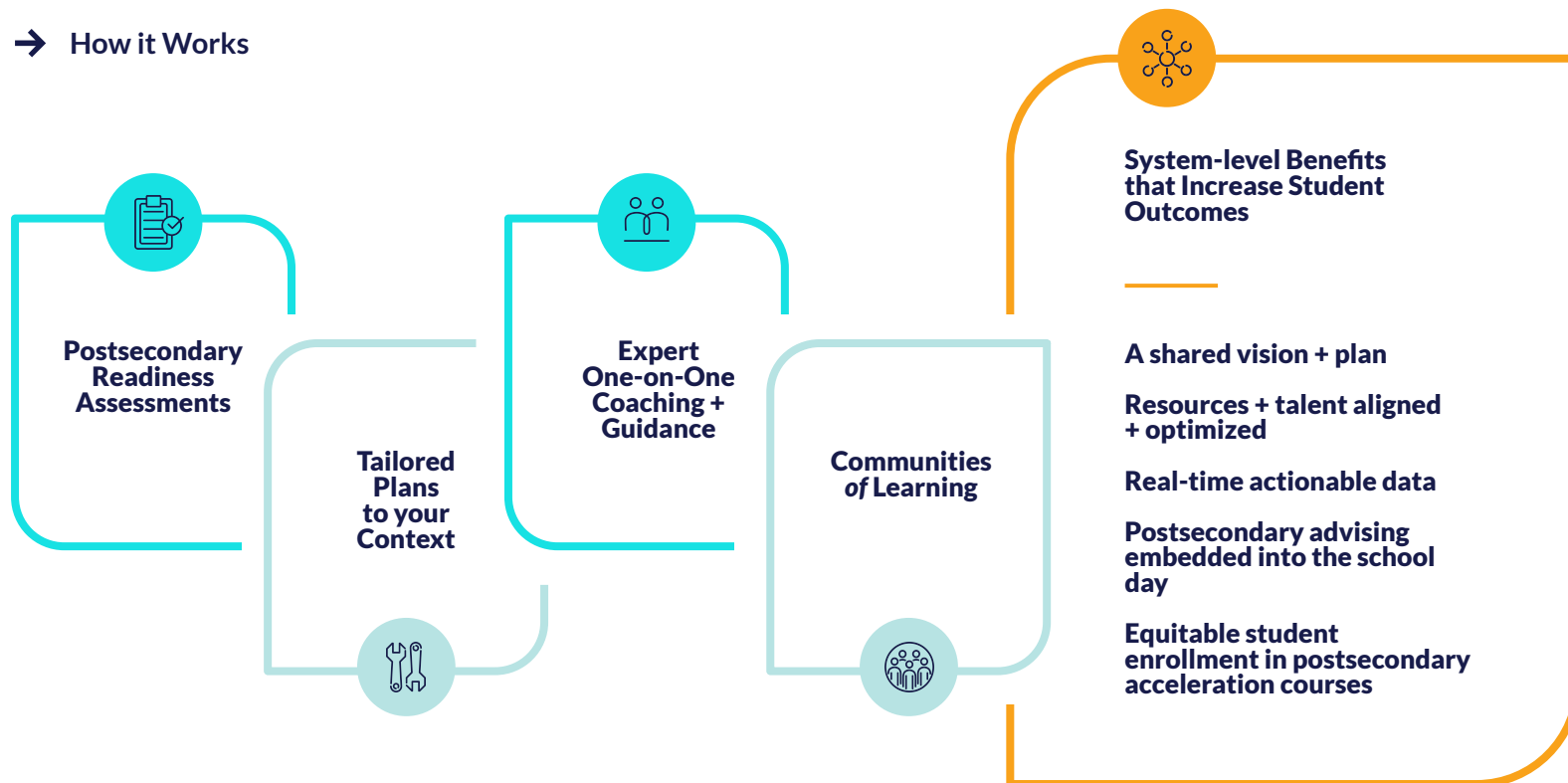
Only ↘

**35%**

of district leaders agree it is easy for their district to tell if students are on or off track to be college and career ready.



## → How it Works



# PLN Districts ▼

## 1

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### Illinois Districts Network 1

- Frankfort, East St. Louis, Sparta, Cahokia
- Waukegan, Round Lake, Freeport, Harlem
- Joliet, Champaign, North Mac
- Proviso Township, Taylorville, Vienna, Rochester CUSD
- Peoria, Kankakee, Dupo, Rich Township
- Elgin

## 2

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### Illinois Districts Network 2

- North Chicago, Cairo, Jersey 100, Staunton
- Lake County Safe School, Regional Alternative School, Thornton Fractional, Limestone CHSD, Illini Bluffs
- Glenbard Township, Thornton Township
- North Lawndale College Prep

## 3

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### Kentucky Districts Network 2

- Christian County, Clark County, Warren County, Allen County Schools
- Danville Independent Schools, Ludlow Independent, Cumberland County Schools, Harlan Independent, Monroe County Schools
- Washington County, Frankfort Independent Schools, Lincoln County Schools, Barren County Schools, Jenkins Independent



Inputs

Activities

Outputs

Outcomes

Period.

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Graduation.

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### Short-term

## Changes in Leader Behaviors & Practices

- Leaders build knowledge & skills critical to advancing postsecondary readiness
- Leaders' confidence & self-efficacy improves
- Leaders, staff & teachers elevate & are guided by the shared vision, goals & plans
- Leaders & staff use real-time data systems to analyze the metrics that matter most for postsecondary success

### Medium-term

## Changes in Culture & Structure

- Districts & schools develop a culture that engages all students in planning for life after graduation, fostering high expectations & encouraging collective responsibility
- District & school policies, programs, offerings & partnerships align with the shared vision for postsecondary success & goals
- District & school practices facilitate equitable enrollment in postsecondary acceleration courses & embed postsecondary advising structures within the school day

### Long-term

## Changes in Students

- Postsecondary access leading indicators improve as measured by improvements in FAFSA completion, dual credit enrollment, best fit list & applications submitted
- Gaps in postsecondary enrollment & persistence among student groups close

# Student Success Systems

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Student success systems are a way of organizing a school community to better support the academic progress and well-being of all students. They

1. combine a focus on building strong relationships
2. with real-time, actionable data,
3. are guided by improvement science, and
4. shaped by student-centered mindsets.

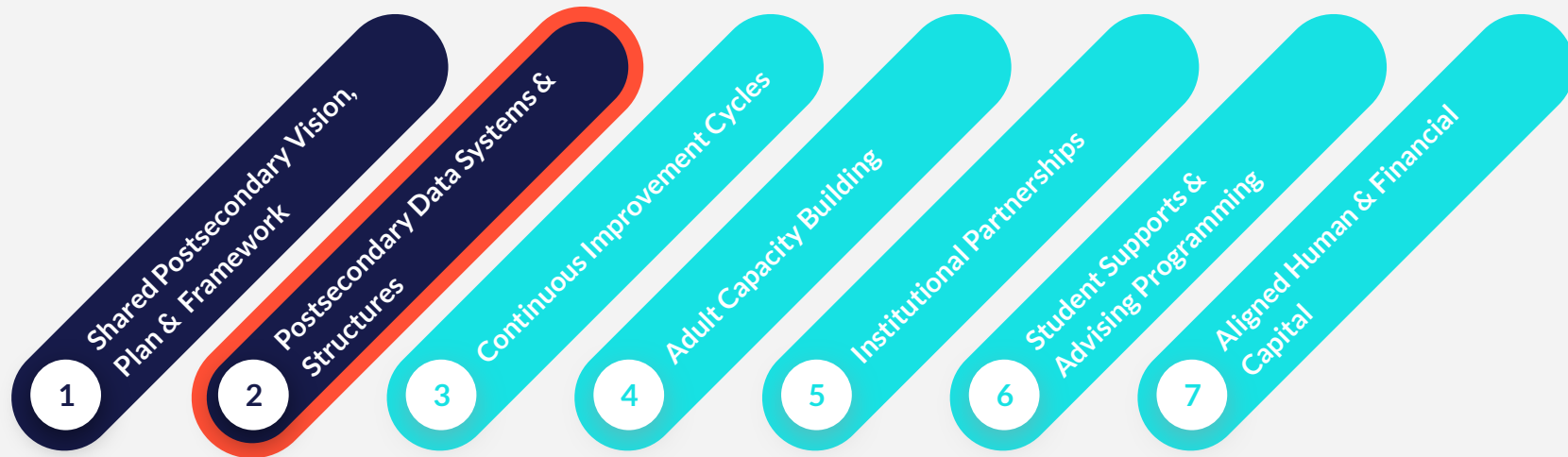
By integrating these four elements they help educators address school-wide achievement patterns and school culture issues, increase school connectedness and a sense of belonging among students, and meet individual student needs.

# Seven Focus Areas

● Core Areas

● Secondary Areas

for Districts →



Core Areas are those practices that must be in place in order to achieve comprehensive improvements in postsecondary outcomes. We encourage districts to focus on improving Core Areas before addressing Secondary Areas in order to ensure a strong foundation for success across all areas.

# Postsecondary Data Systems + Structures

District and school leadership utilize a user-centered comprehensive college readiness data and analytic platforms

## Beginning

- District student information system does not include data on key postsecondary pathway indicators
- Limited rules for capturing and cleaning data
- Little or no collaboration between district and postsecondary pathway providers around shared data
- Most data tools & dashboards are de-contextualized from user needs. Limited feedback from external stakeholders
- Little or no data collaboration between district and schools on key postsecondary pathway indicators
- The support and development of school-based data specialists and building leaders on postsecondary data analytics is limited or non-existent

## Practicing

- District has a student information system linked to key datasets (NSC, NCES, IPEDS); limited capacity to report on key postsecondary pathway indicators
- Some rules for capturing and cleaning data
- Informal data sharing between district and postsecondary pathway providers
- Most data tools & dashboards are user-centered; analytic design includes some feedback from external stakeholders
- Intermittent data collaboration between district and schools on key postsecondary pathway indicators
- Central office staff support and develop some school-based data specialists and building leaders on postsecondary data analytics through an opt-in approach

## Persisting

- District has a comprehensive student information system that has the capacity to report on key postsecondary pathway indicators and is linked to key datasets (NSC, NCES, IPEDS)
- Consistent and clear rules for capturing and cleaning data
- Formalized data sharing agreements between district and postsecondary pathway providers
- Almost all data tools & dashboards are user-centered. Analytic design is reflective of feedback from external stakeholders
- Data collaboration between district & schools that improves system efficacy
- Central office staff support and develop most school-based data specialists and building leaders on postsecondary data analytics through an opt-out approach

# Persistence Dashboards + Continuous Improvement

Period.

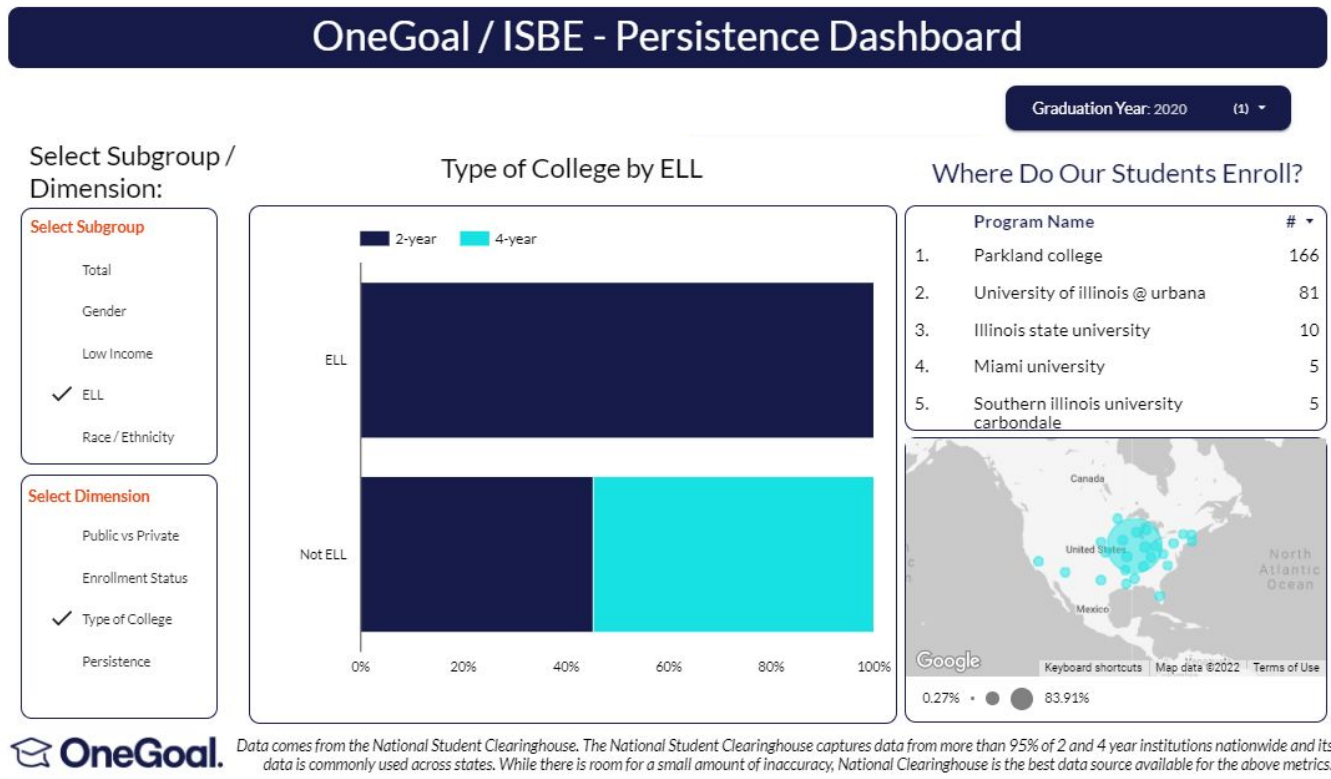


Graduation.



# Persistence Dashboard

- **Purpose:** To provide partners with an opportunity to analyze enrollment and persistence outcomes of alumni students, identify equity related trends, and help set goals during our coaching plan conversation or communities of practice



**Purpose****Assemble /  
Cross-District  
Communities of  
Practice**

Our cross-district community of practice sessions occur both **in-person and virtually 5-6 times** per year. These sessions bring together each team from participating districts and teams engage in professional learning, centered on adult-learning principles, that complement the one-on-one coaching. Last year, we started this community with an analysis of data from the Persistence Dashboards.

**Part 1 → Postsecondary Enrollment and Persistence (Alumni)**

ACTIVITY	TIME	GUIDANCE
Access	10 min	<p><b>Part 1:</b> Access the data on your <a href="#">IL report card</a> on postsecondary enrollment. Examine the aggregate trends on enrollment over the last several years</p> <p><b>Part 2:</b> Access the data from the link on your <a href="#">google data studio dashboard</a>. Examine the trends on enrolled students: % of students in public vs. private, % of state/out of state, enrollment status, and 2 year vs. 4 year, and persistence. Use the "Dimensions" tab to filter different reports</p>
Explore	20 min	<ul style="list-style-type: none"> <li>Take notes on what you noticed and what was: Surprising / Affirming / Consistent / Frustrating</li> <li>In what areas have outcomes increased from previous years? In what areas have outcomes decreased?</li> <li>What do you notice about the distribution of enrollment patterns using the filters? What is the story about where enrolled students are going based on the distribution of these patterns?</li> <li>What do you notice about the persistence trends for the class of 2019 and 2018?</li> </ul>
Discuss	10 min	Shared learnings and reflections with the whole group.

**Part 2 Analyzing Equity Trends  
(Alumni)**

Using the "SubGroup Filter" section of the Google Data Studio Visualization, independently reflect on the questions in your handout



How do student experiences differ by student priority group?



What trends, themes, and patterns do you notice across student characteristics?

How have these patterns, at both the enrollment and persistence level, changed over time?



Filter by different demographics and consider:

- 1 Race/ethnicity
- 2 Gender
- 3 Low Income
- 4 ELL
- 5 Home Language

Independent Review: 10 min // School & District Team Breakout Room Share: 7 min // Whole Group Discussion: 10 min



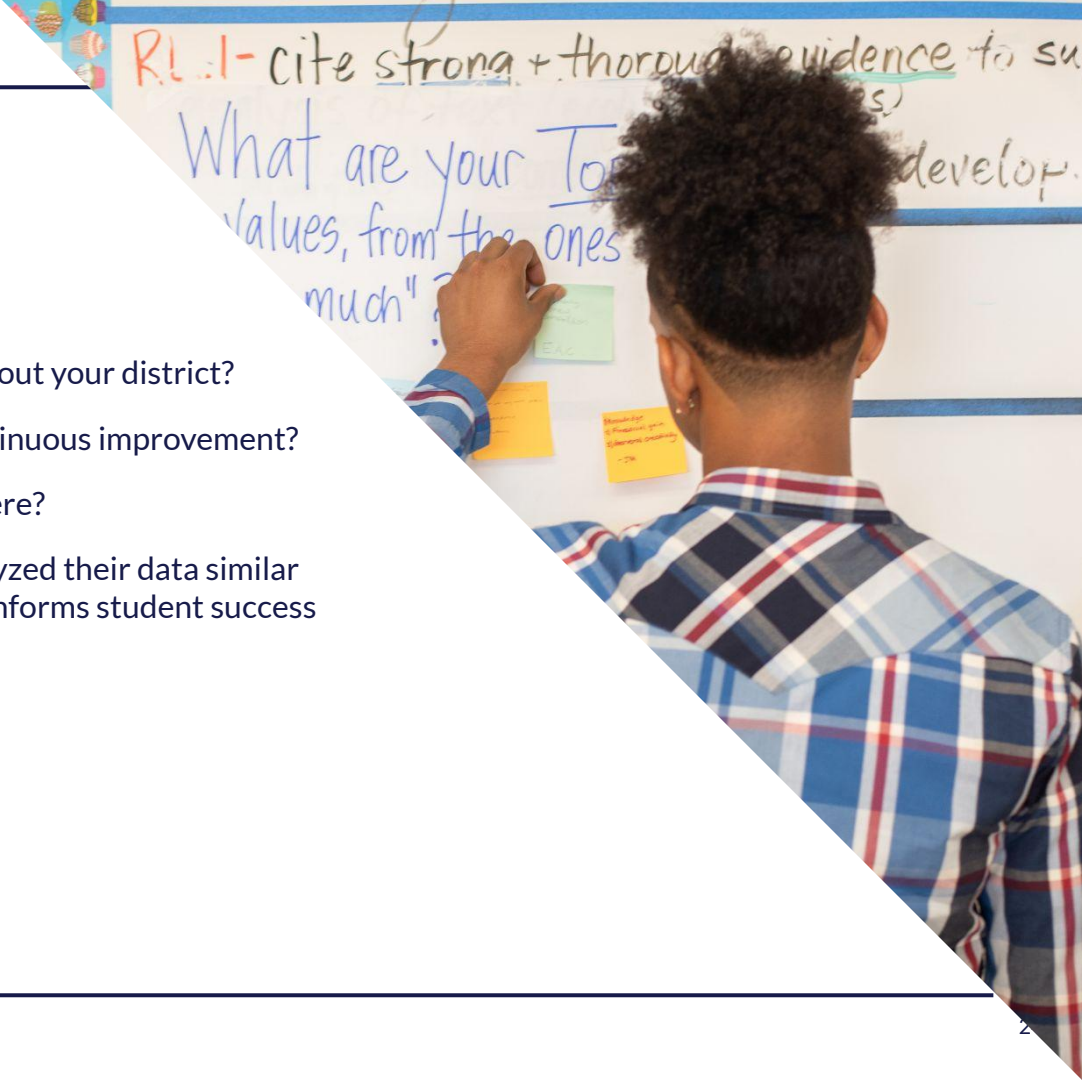
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## Breakout Rooms:

### Discuss:

- What from this dashboard catches your eye about your district?
- How does this data visualization facilitate continuous improvement?
- What do you wish was on this view that isn't here?
- How is the way our partners engaged and analyzed their data similar or different to how you've analyzed data that informs student success systems?

[Jamboard Link](#)





# On-Track Indicator - District Profiles



## Purpose

# Coaching Plans & Postsec Leading Indicators

The coaching plan is designed to ground our coaching area(s) of focus for the duration of the district/OneGoal partnership. These goals include goals around a Postsecondary Readiness Leading Indicator that predicts student enrollment and persistence.

## Postsecondary Readiness Leading Indicator Goals // Current Students

Use the discussion from the above data review, outline specific, measurable goals as a team.

**Examples //** Only 50% of our seniors complete the FAFSA  
Early college coursework rates vary by gender  
75% of our students submitted applications to at least 2 match schools

### Goals //

- List the postsecondary access leading indicators that matter most to your community.
- Given the context above, what is your goal for this metric for SY 22-23 / 22-23
- What specific goals can you set to improve equity gaps?

**<Instructions> Using the list below, copy your two priority metrics and associated goal %:**

1. Priority Indicator #1: \_\_\_\_\_ / Goal % (22-23): \_\_\_\_\_ Goal % (23-24): \_\_\_\_\_
2. Priority Indicator #2: \_\_\_\_\_ / Goal % (22-23): \_\_\_\_\_ Goal % (23-24): \_\_\_\_\_

### Describe how you will address any equity gaps within these goals

*Master List of Postsecondary Readiness Leading Indicators (select a sub-bullet as your Indicator #1 and Indicator #2)*

- **Graduating High School Ready for College Level Instruction**
  - High school graduation (% of students graduating high school)
  - 9th grade on track (% of students meeting 9th grade on-track expectations)
  - Composite metric (eg CCRI [IL]/Postsecondary Readiness [KY]), [% of students meeting the CCRI/Postsecondary Readiness
- **Accelerated Toward a Career Area of Interest**
  - Career interest designation (% of students with a relevant career interest area by the end of sophomore year)
  - Pathway participation (% of students participating in a pathway or earning concentrator status)
  - Pathway completion (% of students completing a pathway)
  - CCPE Attainment (% of students attaining college and career pathway endorsement)
  - Apprenticeship (% of students participating in an apprenticeship program)
- **Earning College and Career Credentials**
  - Early college credits earned (% of students earning college credit through AP/IB or dual credit/enrollment courses)
  - Dual credit/dual enrollment pass rates (% of students earning an A/B/C in dual credit/enrollment classes)

## On-Track District Examples



### Analyze + Discuss

In small groups, discuss your responses to the following questions:

- How does this parallel your work on other early warning or on-track indicator systems?
- What barriers have you seen leaders encounter when trying to institutionalize early warning/on-track indicator work across their community?
- What questions do you have about the examples?
- What's one idea you can take back to your community?

Period.

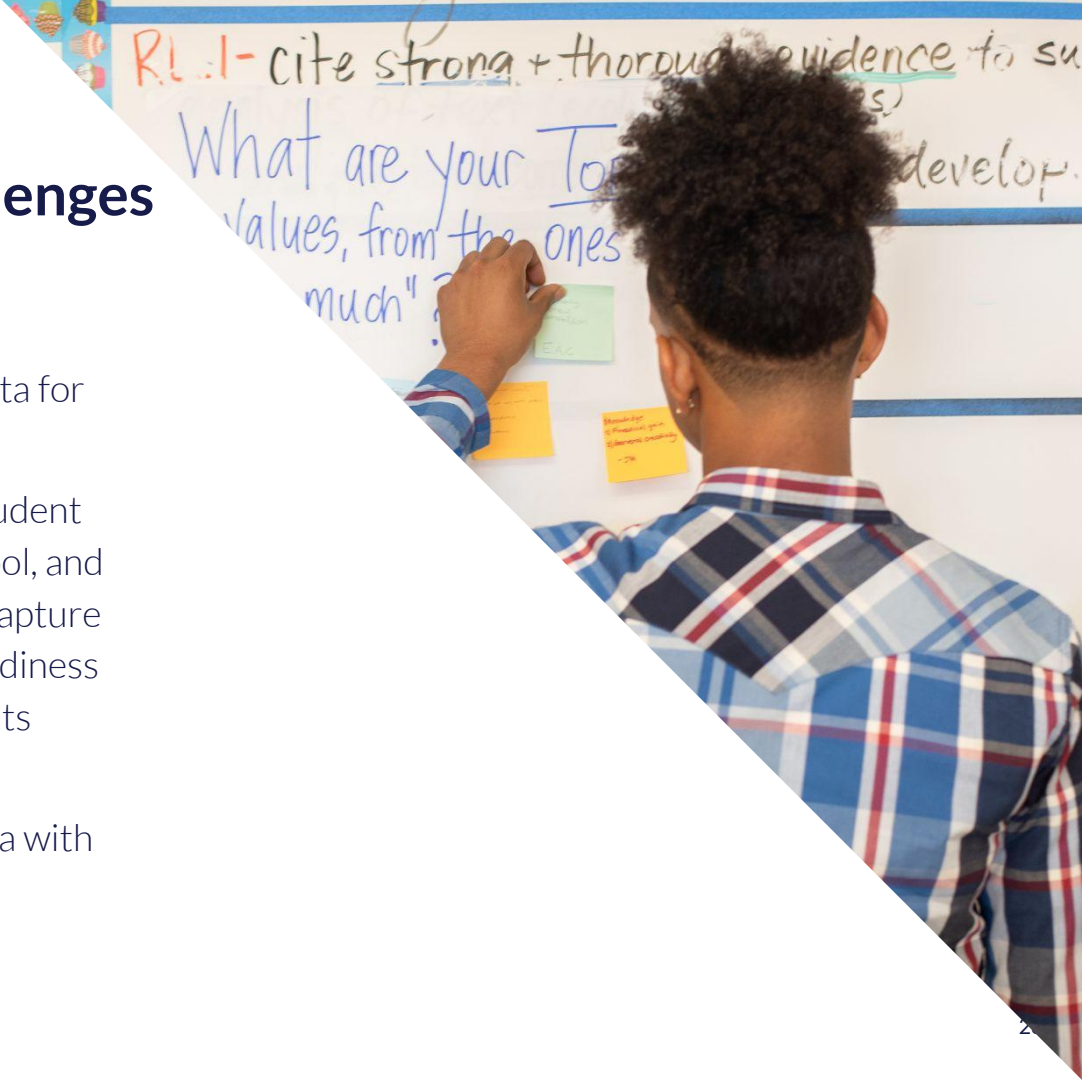


Graduation.



## Lessons Learned + Challenges

- Data skepticism
- The timeliness of NSC and alumni data for district/school leaders
- Lack of data systems that capture student enrollment in the military, trade school, and the workforce as well as those that capture different types of postsecondary readiness leading indicators for current students
- Capacity of leaders to leverage improvement science on postsec data with the same level of intentionality and frequency as academic or SEL data



**Thank you!**

*What questions  
do you have?*

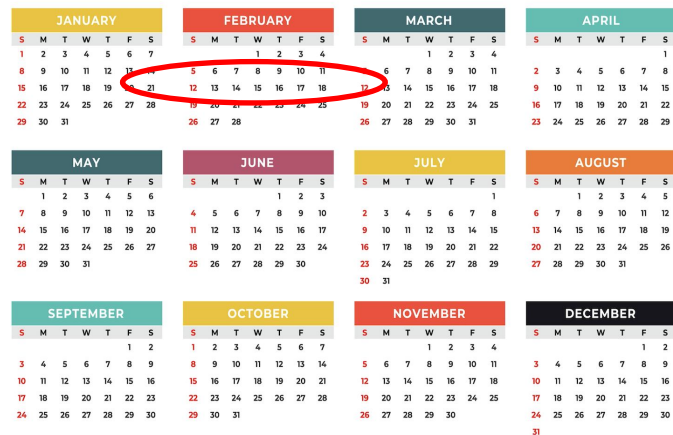




# Looking forward...

Our next  
Community of Practice  
meeting will be  
Wednesday,  
**February 15, 2023**  
2:00-3:00p ET

Speaker: Camille Farrington



# Team Reflection Tool

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We are inviting schools to pilot the Team Reflection Tool and help us learn:

- [Sign up here](#) if you are interested in piloting the Team-Reflection Tool or want to know more (link is also in the chat!)





# Shape Our Community

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Please share  
your feedback  
and input.



## Grad Partnership Community of Practice

Thank you for being part of our community - and for offering honest feedback and input to help us shape our future meetings.

# Thank you.

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