

HARNESSING THE POWER OF POSTSECONDARY DATA

A Framework for Success



The K-12 Postsecondary Framework is a tool for district leaders who want to develop and ingrain a student-focused and data-driven postsecondary culture into their districts. The model builds on the work and best practices of districts that have adopted postsecondary success as a measure of their own success.

ENCOURAGE

The model will encourage innovative leaders to consider strategies to evaluate their current postsecondary support model, coalescing organizations and community leaders in support of the effort. Ultimately, the model serves as a blueprint to move the work forward in a thoughtful, student-centered, and data-driven way.

ENGAGE

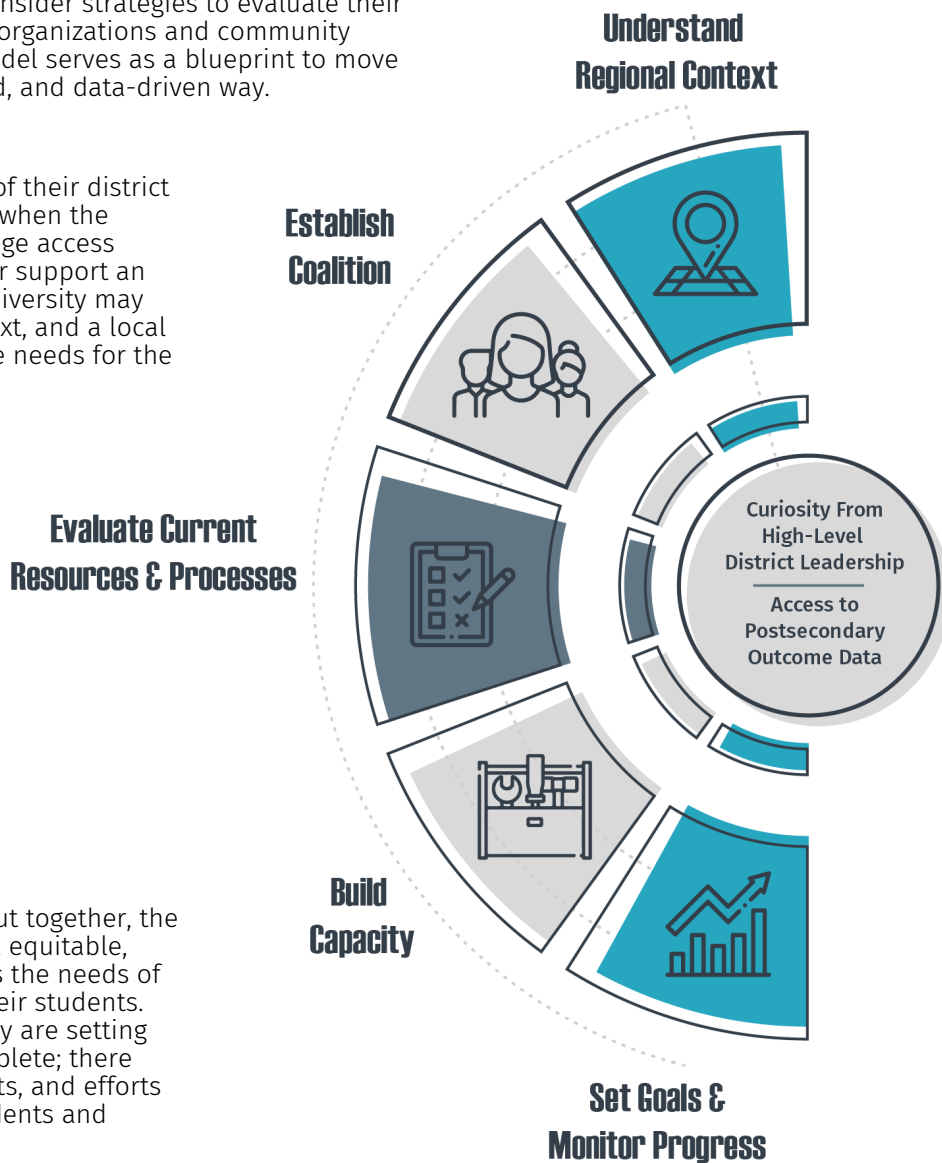
For those who are working to increase the buy-in of their district leadership, there are opportunities to prepare for when the district leader is ready to engage. A proactive college access organization may begin work to build a coalition or support an evaluation of the current resources available. A university may take the lead on understanding the regional context, and a local chamber of commerce may research the workforce needs for the future of its community.

COLLABORATE

With that said, district leaders should recognize that they are not in this work alone! Throughout the model, there are references to a number of potential partners to collaborate with and lean on for support. While developing the appropriate network of support is a step to building a coalition, it is the ongoing work to foster a sense of community within the coalition, bring in new voices and partners, and create real opportunities to allow for these individuals and groups to support the district in the work that solidifies it.

EVALUATE

Each component is powerful independently, but put together, the steps allow a district to create a student-centered, equitable, data-driven postsecondary support model that fits the needs of their District, region, and — most importantly — their students. Additionally, once a district is at a point where they are setting goals and monitoring progress, the work isn't complete; there should be ongoing evaluation of initiatives, projects, and efforts to determine if they are meeting the needs of students and continuously working to refine practice.



REQUIRED ENABLING CONDITIONS

- Access to the most updated postsecondary data for your state/city, which could include:
 - National Student Clearinghouse (college enrollment data; available to all districts at \$425 per high school)
 - State-specific data from the state's higher education oversight body (Certification completion (obtained from individual certifying bodies))
 - Employment data
 - Military enlistment data
- District leader is seeking to develop a clear strategy to increase postsecondary enrollment and completion and has expressed commitment to the work.
- District leader has assigned a senior-level team member to take the lead on postsecondary/college and career work.
- Strategic plan that has a high-level goal around college and career preparedness.

EVIDENCE OF SUCCESS



UNDERSTAND THE REGIONAL CONTEXT

- Working knowledge of the regional economic growth and employment trends, often provided by the workforce development office. (The Georgetown Center for Education and the Workforce shares excellent resources, and there is a strong example of local research from Metro Denver Economic Development Corp.)
- Understanding of regional postsecondary institutions, along with admissions requirements and financial aid.
- Evaluation of historic postsecondary outcomes, along with an evaluation of equity gaps in outcomes, specifically considering: gender, race/ethnicity, socio-economic status, college enrollment based on "match", etc. (The Houston ISD team shares incredible research using their new data each year.)
- Common understanding of existing regional/district priorities and college and career-related measures (AP, Algebra, In Seat Attendance, etc.) and, when possible, an evaluation of how postsecondary outcomes correlate/connect to those college and career readiness (CCR) measures.



ESTABLISH A COALITION

- District has identified a staff member (or team) who is taking the lead on the postsecondary engagement and partnerships.
- Principals have working knowledge and access to student-level and school-specific postsecondary data.
- Cross-sector coalition members have been gathered and feel a sense of partnership and engagement. (StriveTogether is a national network focused on improving educational outcomes through collective impact, and their partnerships, such as Thrive Chicago, can provide great starting points.)
- Coalition members are considering ways they could use the postsecondary data to evaluate their work.



EVALUATE CURRENT RESOURCES & PROCESSES

- District has a process map for how the postsecondary application and enrollment process works, along with staff members who are responsible for ensuring its success.
- Job descriptions include postsecondary-related milestones and supports.
- District has a common set of postsecondary milestones that are used by all schools and college access organizations.
- District has a system in which the milestones are tracked: whether Student Information System (Powerschool, Infinite Campus, etc.), C&C platform (Naviance, SchooLinks, Scoir, etc.), or shared Google Docs.
- External college and career support organizations have a formal agreement to provide support to students within the district.



BUILD CAPACITY

- School staff have a postsecondary lesson plan/scope and sequence to provide a framework and common set of expectations for students. School staff have actionable postsecondary student-level information and understand what to do with that information.
- Principals have a clear and full understanding about where and when their support is needed.
- District has identified gaps in support, staffing, and funding — and has ensured schools have the tools needed to meet the postsecondary lesson plan/scope and sequence.



SET GOALS & MONITOR PROGRESS

- Public postsecondary goals, along with regular updates to data about progress toward goals, which are disaggregated by race, gender, and other vulnerable subgroups.
- Adopted practice of a continuous improvement model to evaluate efforts and initiatives that are working in service to the postsecondary goals.
- School leadership and staff can clearly articulate how their work connects to the postsecondary goals and outcomes.
- District budgeting prioritizes staffing and support needed to meet the postsecondary goals.