

Pathways to Adult Success (PAS): A Next Generation of K-12 Indicator and Response Systems to Increase Students' Post-Secondary Readiness and Persistence

Workgroups

Overarching purpose of the workgroups is to respond to the question:

“What are the human and technical challenges to - and opportunities for - the development, use, and scaling of a next generation of indicator and response systems aimed at increasing post-secondary persistence and success for all students? How shall these be addressed?”

Overarching desired outcomes and products of the workgroups:

The workgroups will make recommendations to the initiative for developing a framework organizing the next generation of effective student success indicator and response systems. The framework will bring consistency and quality control to the emerging field by codifying effective practices and lessons learned from existing users and the research base, so that new users can base their efforts on shared definitions and accurate understandings. Workgroups and staff will curate implementation tools, resources, and a glossary for the next generation of indicator and response systems aimed at increasing both high school graduation and college and career access and persistence.

Workgroup Framing Questions

Workgroup 1: Data Displays and the Technology Infrastructure for Indicator and Response Systems

Core Questions:

- What are the best ways to represent indicator data for various users (e.g. educators, parents, students)? What visual strategies are most likely to encourage appropriate use of indicator data? What general principles should govern the design of indicator data displays?
- What technology constraints do states and districts face in developing usable data dashboard and indicator displays? What data barriers exist (e.g. data availability, existing structures to

merge relevant information together for indicators and outcome measures, software for indicator testing and development)?

- What lessons can K-12 education learn from business and higher education information systems and data displays? What lessons can be learned from higher education on how to effectively use "big data" to improve student outcomes? How can the field continuously learn and use feedback to improve data displays over time?
- How should districts display information on interventions/responses? How should the efficacy of previous responses be assessed and displayed?

Additional Questions:

- What are the best ways to disaggregate indicator data? What cuts of the data are most useful for which users? How important are drill down/analysis capabilities for the typical indicator system user?
- What information is best displayed by state-level indicator systems? What information in district-level indicator systems? What about networks and other intermediary organizations that work with groups of schools? How can states and others help low capacity districts/schools create usable real-time data dashboards/displays?

Workgroup 2: Expanding Indicators Beyond the ABCs

Categories:

- What kinds of college readiness and workforce indicators do educators feel they need?
- What kinds of social-emotional indicators do educators feel they need?
- What kinds of indicators do educators need in the elementary grades?

Start out focusing on just one set of indicators – either college readiness or SEL:

- For each indicator, why do they feel it is needed, and how will they use it?
 - For assessing students' progress in areas other than academic performance?
 - For diagnosing reasons for low performance on the ABCs and responding appropriately?
 - For adding to the prediction of educational attainment, beyond the ABCs?
 - For helping teachers think about their classroom practice in different ways?

Are there existing indicators that capture the areas where there are gaps?

- If not, how could such an indicator be developed?
 - Are there existing databases that could be leveraged?

- Are there informal assessments that could be made with teacher training, rather than formal measurement?
- If so, what is the strength of the evidence about the usefulness of the indicator?
 - How accurate is the indicator as a measure?
 - How strong are the observed relationships with educational attainment or the ABCs?
 - Are the indicators known to be malleable?
 - What are effective classroom or school approaches to improve students' scores on the indicator?
- Would educators have easy access to the indicator to use for assessing change?

Expanding Indicators:

- How would the new indicators interact with accountability systems?
- How would the new indicators complement existing ABC indicator systems?
- What are the trade-offs from the benefits of adding the additional indicators, and the problems that could come from making the system more complex?

Workgroup 3: Response and Intervention Systems

Definitions:

- How should we define “response” and “intervention”? Do they mean the same thing, or not, what are the differences and similarities, and which is preferred?
- What is the difference between a response or intervention program and a response or intervention system?

Decisions:

- What are the characteristics and components of the present most effective “response” and/or “intervention” programs/systems?
- What are the implications for response and intervention programs/systems when the bar is moved from high school graduation to post-secondary attainment and persistence?
- Should such systems (be) sourced in K-12 schools and districts only, or are there roles for the community, employers and higher education (currently and ideally)?

- To what extent are there inherent challenges and opportunities related to the need to transform “response” or “intervention” programs into positive, pro-active systems? If so:
 - What is the leadership required?
 - What are the beliefs needed?
 - Who are the people needed?
 - What other input is needed? From whom?
 - Are there structural/organizational changes required for greatest effectiveness?
 - Are there financial implications (and if so, what?)
 - What is the likely time frame for a shift from program thinking to systems’ thinking?
 - What are the challenges and opportunities in integrating indicator and response/intervention systems with A) existing students support/intervention efforts- RTI, MTSS, PBIS, Special Education, B) instructional improvements and data based decision making (formative assessments, etc.) and C) whole school improvement efforts/frameworks?
 - Are there must haves-for effective indicator and response/intervention systems that need to be taken into account when building whole school improvement frameworks, e.g., teacher teams, scheduling collaborative work time, etc.?
- How can K-12 data systems be better used (and refined) to play a bigger role in developing a next generation of “response” and “intervention” systems?
 - Uncovering patterns?
 - Predicting outcomes?
 - What can K-12 learn from higher education and employers?
 - Data based decision making?