

Section I: Data Elements of Interest

Data Element	Why it Matters	Your District / School Goals
FAFSA / TASFA Completion	In our work with districts, we have seen that historically students in each GPA quartile that complete the FAFSA / TASFA are ~2-3x more likely to enroll in college. In addition to being a critical step for many students to access college, FAFSA / TASFA completion is now a state graduation requirement	
College Applications	This is a leading indicator for students who may enroll in college the Fall after graduation. In addition to whether or not students apply, <i>where</i> they apply can be just as, if not more, important given large differences in college graduation rates, financial aid, etc.	
TSIA / SAT / ACT Scores	These test scores inform TSI Readiness. Students who are TSI Ready are able to access dual credit courses and avoid remediation when they enroll in college. In addition, for school districts TSI Readiness is a critical measure for accountability and helps districts access CCMR bonus outcomes funding.	
Advanced Course Participation	Similarly to FAFSA / TASFA completion, our work with districts has shown that students in the same GPA quartile who take more advanced courses are more likely to enroll, and then to succeed, in college. However, there are all too often stark differences in advanced coursework participation by race / ethnicity, income, gender, etc.	
Senior Intent / Exit Survey	Surveying students about their postsecondary plans can be a helpful tool in then providing targeted support to students with their plans the summer after HS graduation. Many of the HS's we have worked with see a 20-30% drop-off between the % of seniors who intended to enroll in college and the % that actually enrolled that Fall.	
IBCs or Level ½	Earning a credential can hopefully help students in securing a well-paying	

Certs	job after HS graduation. In addition, this metric informs CCMR outcomes bonus funding.	
College Enrollment	Enrolling in college is a significant indicator of students taking the next step in their journeys. <i>Where</i> they enroll can be just as important. In addition, this metric informs CCMR outcomes bonus funding.	

Section 2: Resources for Historical Data

Data Element	Resource(s) + Notes / Limitations	Other Notes / Limitations
FAFSA / TASFA Completion	<p>Educate Texas TxCAN Tracker - helpful quick / easy-to-use <i>comparison</i> tool, but often not the most <i>accurate</i></p> <p>Department of Education - not student-level, but accurate source with some historical snapshots</p> <p>ApplyTexas Counselor's Suite - can be more accurate and has student-level data, but will require the district to have saved historical data (deletes in portal automatically the next year); student-level data would allow you to merge with your data and compare completion by demographic groups, GPA, etc.</p> <p><i>Note - none of these sources include TASFA data which you will likely need to track manually</i></p>	
College Applications	<p>ApplyTexas Counselor's Suite - has student-level data, but will require the district to have saved historical data (deletes in portal automatically the next year); student-level data would allow you to merge with your data and compare apps by demo groups, GPA, etc.</p>	

<p>TSIA / SAT / ACT Scores</p>	<p>TAPR / TPRS - have TSI Readiness data by demographic subgroups, comparisons with state and regional averages, and can compare to other peers as well given that data is public</p> <p><u>CCMR Verifier / Student Listing</u> (video on how to access; passcode: *8^+Bv1T) - student-level data for 2020 graduates, including whether they met TSI Readiness, in what tests, and their specific scores</p> <p><i>Note</i> - can also look to internal SIS data for these scores, but there may be gaps compared to what the state has access to</p>	
<p>Senior Survey</p>	<p>Has your team historically offered a senior survey that you can analyze? Do all (or nearly all) seniors complete this survey?</p>	
<p>Advanced Coursework Participation</p>	<p>Both these resources have public data on different metrics that can be helpful (e.g. AP pass rate, dual credit completion)...</p> <ul style="list-style-type: none"> ● TAPR / TPRS ● <u>CCMR Verifier / Student Listing</u> (video on how to access; passcode: *8^+Bv1T) <p>...however, may need to look at internal data for more nuanced questions (e.g., what % of students took any AP / Dual Credit / IB / or Onramps course?)</p>	
<p>IBCs or Level ½ Certs</p>	<p>TAPR / TPRS - have certifications by demographic subgroups, comparisons with state and regional averages, and can compare to other peers as well given that data is public</p> <p><u>CCMR Verifier / Student Listing</u> (video on how to access; passcode: *8^+Bv1T) - student-level data for 2020 grads</p> <p><i>Note</i> - unlike test scores in which the state receives scores directly from vendors, in this case the state relies on data reported by districts. Your own internal SIS data is just as accurate and likely more recent (e.g., 2021 grads). In addition, the public sources above will not say <i>which</i> certificates students earned</p>	

<p>College Enrollment</p>	<p>THECB Public College Enrollment data - shows what # of students in the district / HS are attending different TX colleges; does not include out-of-state colleges and does not have student-level data to be able to break out by demographic groups</p> <p>National Student Clearinghouse - this is not a free / public data source, but it will be the most robust resource for tracking college enrollment, persistence, and completion of your students. It also contains student-level data to ask questions such as how does college enrollment (and degree attainment) vary by demographics, etc.</p>	
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Section 3: Resources and Tips for Real-time Data

Data Element	Resource(s)	Notes / Limitations	Other Notes / limitations
<p>FAFSA / TASFA Completion</p>	<p>ApplyTexas Counselor's Suite</p>	<p>Will need to develop an internal system to track TASFA completion. Should combine this data with student-level data to track which students have completed throughout the year</p>	
<p>College Applications</p>	<p>ApplyTexas Counselor's Suite</p>	<p>Should combine this data with student-level data to track which students have completed throughout the year</p>	
<p>TSIA / SAT / ACT Scores</p>	<p>Internal SIS / district data</p>	<p>We have consistently seen <i>significant</i> data gaps specific to TSIA scores for districts due to students testing at their local college - districts should look to either 1) ensure all students test on-site or 2) ask colleges to share data</p>	
<p>Advanced Course</p>	<p>Internal SIS / district data</p>		

Participation			
Senior Intent / Exit Survey	Survey to be developed and tracked by district	Could consider offering an additional intent survey at beginning of senior year and tracking change by the end of senior year through Spring survey. Also, should compare stated college interest with actual fall college enrollment to ascertain degree of summer melt	
IBCs or Level ½ Certs	Internal SIS / district data	Consider developing a way to determine which students are on-track / eligible to sit for certification exams based on courses they have taken as an add'l leading indicator	
College Enrollment	National Student Clearinghouse	In addition to November in which NSC reports fall enrollment data, districts / schools can also request data for Spring and Summer enrollment (in April and August) to see how students are persisting in college	

Data Dive Protocol

Adapted from the National School Reform Faculty's "Data Driven Dialog" ([link](#))

Phase I: Predictions

(2 minutes to write)

Reflect privately and record your preliminary thoughts about the data.

- *I assume...*
- *I predict...*
- *I wonder...*
- *My questions / expectations are influenced by...*
- *Some possibilities for learning that this data may present are...*

Phase II: Observations

(7 minutes)

- Engage with actual data and note only the facts that you can observe in the data.
- Conjectures, explanations, conclusions, and inferences are off-limits.
- Make statements about **quantities** (i.e. over half the students...), the presence of certain **specific information and/or numerical relationships** between ideas (i.e. over 90% of the students reported that...)
 - *I observe that...*
 - *Some patterns / trends that I notice...*
 - *I can count...*
 - *I am surprised to see...*

Phase III: Inferences

(5 minutes)

- Generate multiple explanations for your Phase II Observations.
- Identify additional data that may be needed to confirm / contradict your explanations.
- Propose solutions / responses.
- Identify data needed to monitor implementation of your solutions / responses.
 - *I believe the data suggests... because...*
 - *Additional data that would help me verify / confirm my explanation is...*
 - *I think the following are appropriate solutions / responses that address the needs of the implied data...*
 - *Additional data that would help guide implementation is...*