

**Interoperability System Council
Update on P20 Data Workgroup Questions**

High Priority Questions

Success after High School

General: Information to School Districts about Student Success in Post-secondary Education

12. What happens to high school graduates by school district?
- How many students enter post-secondary institutions? Immediately after high school? Within 2 years of graduating high school?
 - Which institutions are they entering?
 - How many are persisting to their second year?
 - How many are graduating? Within 3 years for 2-year degrees? Within 6 years for 4-year degrees? Within X year from occupational schools?
 - How many high school graduates go directly into the labor force v. postsecondary education? What fields do they enter?

Update: The strategy that allows us to answer these questions in an expedited manner is contracting with the National Student Clearinghouse (NSC). The NSC will match student record data provided to them to their database that includes information on students' enrollment and completion from postsecondary institutions that are Title IV eligible. Once they have the student records from the state, they will turn around the results within 72 hours. Currently, DHE is in the process of developing a contract with NSC to move the work forward.

The data we get back from NSC will not allow us to disclose the specific institutions students attended nor provide any information about workforce participation. Part of the process will include providing the data to DOL to run the student records through their employment records for this information.

Timing – This is dependent on the contracting process.

System Characteristics: K-12 District Characteristics Related to Student Success in Post-secondary Education

- 21 & 24. What are the characteristics of the schools with successful outcomes for students? Are there different student outcomes for districts in CT that have similar characteristics?
- Where success means students enrolling in, persisting to second year, and being graduated from higher education institutions, what are the characteristics of these graduating school districts?
 - Breakouts by DERG and district level.

- What are the stories for these school districts? How are they able to be successful compared to similar schools with lesser outcomes?
 - Breakouts by DERG and district level.

Update: These questions are dependent on the results of the NSC data matching project. Data exists at SDE related to characteristics of districts.

Remediation

2. Why is there so much need for remediation?

- How many students are testing as needing remediation upon entry into college? (math, English, both)
 - Breakouts at the statewide, DERG, district levels

Update: Community Colleges are compiling data on the number of students, by high school and community college, that have been assessed via the Accuplacer as needing developmental/remedial coursework in math, English, or both. CSU is compiling the same information by high school and CSU campus for students being “recommended” for remedial math, English, or both. The student population used for this will be those students that just graduated the previous spring, and it will include three years of data. In other words, this will include the fall '07 students that graduated in spring '07, fall '08 students that graduated spring '08, and the fall '09 students that graduated in spring '09.

Timing – This information is estimated to be ready for analysis within 6-8 weeks.

School Preparedness

15. How ready are 2009 entering kindergarteners compared to 2008?

- What are the characteristics of those scoring “not ready”?

Update: DHE and SDE have just started to discuss this issue. Over the next couple weeks, the conversation will continue to discuss the best data to use that will help further the agenda toward building cross-agency data systems to address school preparedness.

Additional Questions

Outcomes of Students of Specific Characteristics

9 & 10. Are educational outcomes for DCF-involved youth significantly different from their non-involved peers?

25. What is the impact of family mobility on student success? What are the costs of mobility to the district, classroom?

- What is the college-going rate of students with high mobility?
- Is there a district or handful of districts that we can look at this by?

26. Do magnet schools do better than non-magnet schools?

8. What are the educational outcomes of students that participated in Birth-to-3 services compared to their peers?

Dropouts

6 & 7. What happens to dropouts? How well do high school graduates do in the labor force?

- How many high school dropouts return to get their high school diploma/credential?
- Of those that obtain their high school credential, how many go onto post secondary education?
- Of those that do not return, how many are in the workforce?

Success after High School

General: Information to School Districts about Student Success in Post-secondary Education

22 & 23. Why are there fewer males in higher education than females? Where are males going after high school? Are there workforce needs that require less than a postsecondary degree that are geared more toward males than females?

Individual Characteristics

13. Do math course enrollment and outcomes relate to math outcomes in higher education?

- At the district level, what math course-taking behavior leads to successful math taking in college? (i.e. 4 years of math in high school; particular math courses at particular years in high school)

11. What are the differences between dropouts and graduates?

19. How does financial aid impact the success of students in higher education?

System Characteristics: K-12 District Characteristics Related to Student Success in Post-secondary Education

1. *Why is there such a mismatch between high school and postsecondary curriculum alignment?*
 - *Rephrased: What are the high school course taking characteristics of students going onto college needing remediation?*

14. *How do technology challenges/deficiencies in districts impact student learning?*
 - *Rephrased: What are the technology characteristics in districts compared to student success?*

20. *How does knowledge of resources impact college-going?*
 - *Rephrased: Are there school/system characteristics or practices related to information sharing about resources present at schools with high levels of college-going students? Are these present at schools with low college-going rates?*

Issue Development Questions

27. What is the mindset of 5th graders, 8th graders, 12th graders, parents, higher education faculty, labor force? Is there a disconnect with expectations?
 - These stories may help us to build our messages.

Others

3. *What does it take to get high school students to enroll in appropriate higher education? (Need to understand “appropriate.”)*

4. *What does it take to get college goers to succeed to graduation?*

17. *How are schools doing with teaching critical thinking?*