



INSTITUTE *for* EVIDENCE-BASED CHANGE

Informing Decisions · Improving Practice · Increasing Student Success

Beyond Graduation Rates: Leading and Lagging Indicators for Concurrent Enrollment Partnerships

Jordan E. Horowitz, Vice President
Institute for Evidence-Based Change

Presented at the NACEP 2017 Western Regional Conference



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

Today's Learning Objectives

Upon completion of this workshop, participants will:

- **Understand the concept of leading and lagging indicators**
- **Identify the leading and lagging indicators for concurrent enrollment partnerships**
- **Begin to develop a set of indicators for your partnership**

Who's in the Room?

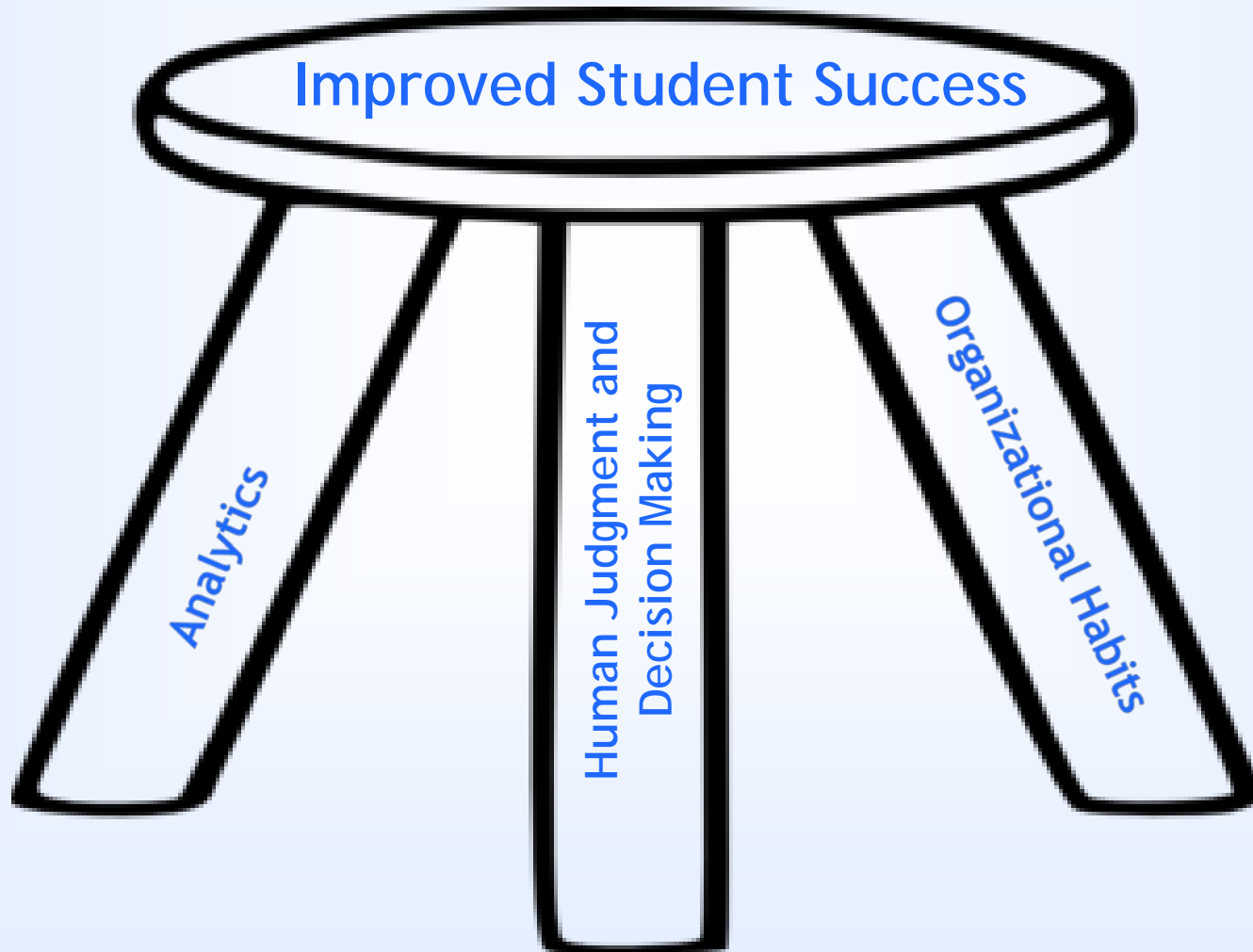
K-12

Postsecondary

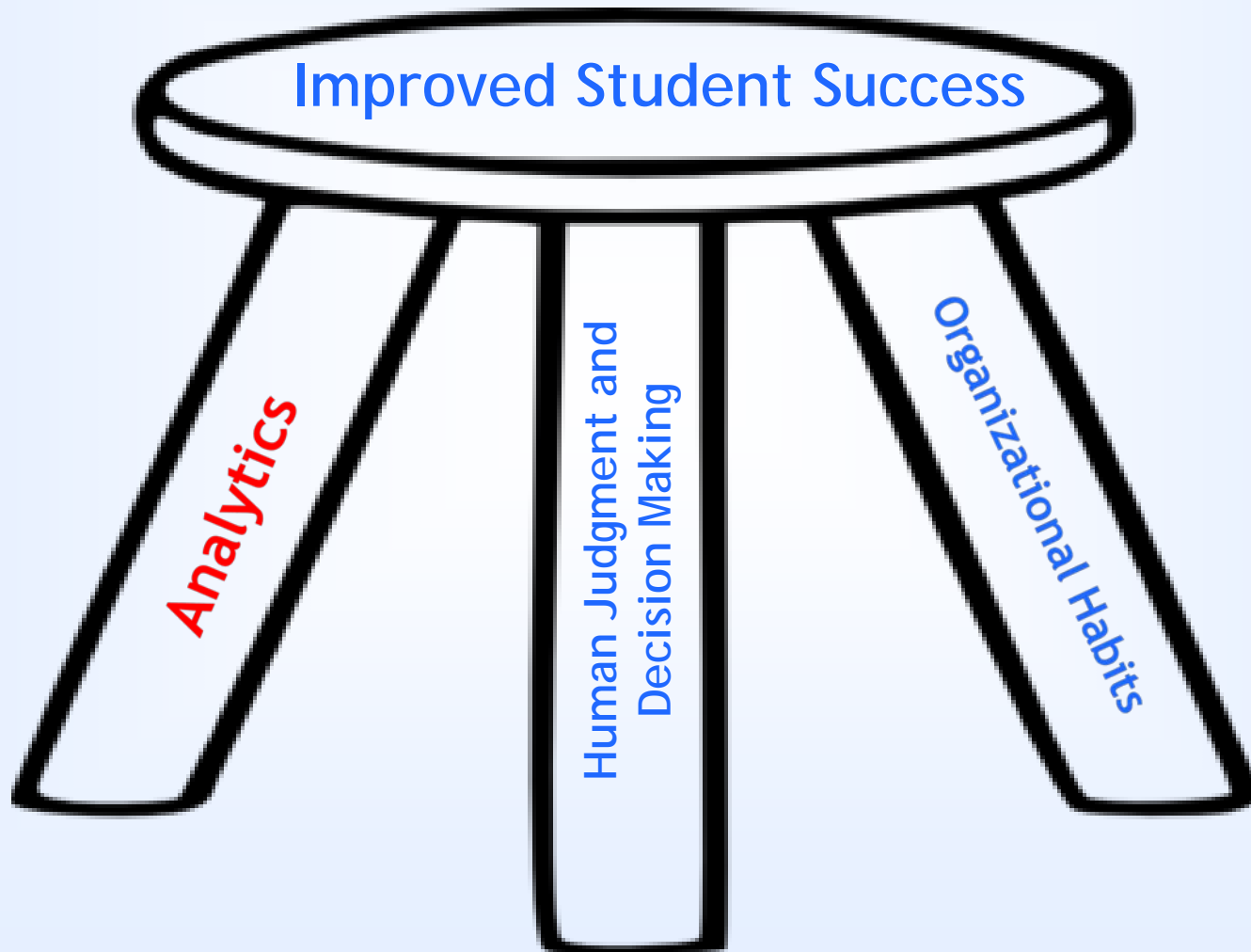
Other



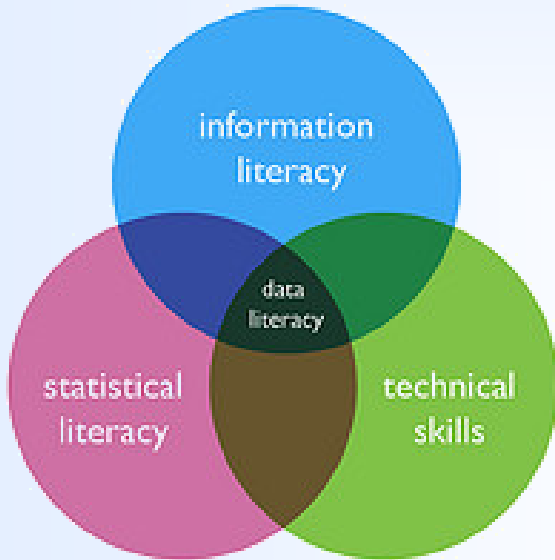
IEBC's Model of Data Use™



IEBC's Model of Data Use™



IEBC's Model of Data Use™



- (1) Response categories for the question include uses computer for homework, games and internet.
- (2) In Wave 1 and Wave 2, "n" indicates the unweighted number of respondents who answered the question.
- (3) In Wave 1 and Wave 2, "**" indicates fewer than 10 unweighted respondents in a cell.

SEELS Wave 1 Parent Survey
Health Table 104

	Speech Impairment	Mental Retardation	Physical Impairment	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf/Blindness
Excellent (18)	13.2%	56.4%	37.1%	39.6%	41.1%	44.6%	37.6%	28.1%	17.8%		
Very good (16)	24%	22.1%	23.6%	25.1%	25.0%	29.1%	18.7%	27.9%	41.5%		
Good (14)	19.6%	22.0%	13.6%	19.7%	21.7%	20.0%	27.1%	24.0%	*		
Fair (12)	7.3%	6.2%	5.6%	11.6%	10.0%	5.1%	13.4%	13.9%	27.1%		
Poor (10)	1.5%	1.5%	*	4.0%	2.1%	1.2%	3.2%	6.2%	*		
n	6,677	871	724	73	647	913	1,003	313	829	41	

* Too few to reliably report (fewer than 10)

Weighted percentage of respondents in a category who answered the question in this way. Here, 13.8 percent of students with speech impairments nationally were reported to be in good health.

SEELS Wave 1 Parent Survey
Health Table 104

	Total	Learning Disability	Speech Impairment	Mental Retardation	Physical Impairment	Hearing Impairment	Visual Impairment	Orthopedic Impairment	Other Health Impairment	Autism	Traumatic Brain Injury	Multiple Disabilities	Deaf/Blindness
Excellent (18)	(1.3)	(2.3)	(2.5)	(2.7)	(2.8)	(2.5)	(2.7)	(5.0)	(2.4)	(14.7)			
Very good (16)	(1.1)	(1.9)	(2.1)	(2.2)	(2.2)	(2.4)	(4.1)	(2.4)	(19.0)				
Good (14)	(1.0)	(1.9)	(1.7)	(2.3)	(2.1)	(2.1)	(4.6)	(2.3)	*				
Fair (12)	(0.7)	(1.1)	(1.1)	(1.8)	(1.5)	(1.2)	(3.5)	(1.9)	(17.1)				
Poor (10)	(0.3)	(0.6)	*	(1.1)	(0.7)	(0.6)	(1.8)	(1.3)	*				

* Too few to reliably report (fewer than 10)

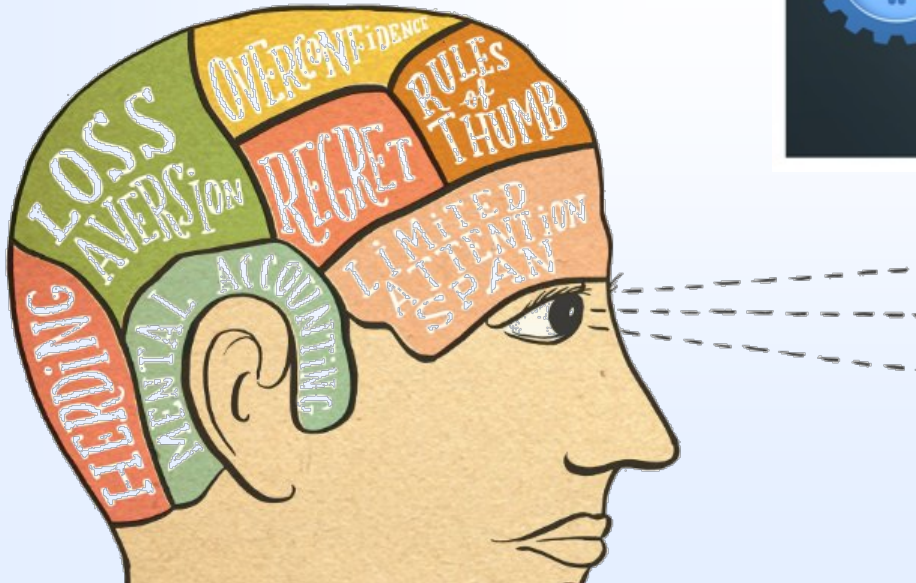
Standard error associated with the percentage estimates in the table above. Here, the standard error of 1.7 applies to the estimate of 13.8% and suggests the population value to be between 12.1% and 15.5%. Smaller SEs indicate greater precision.

IEBC's Model of Data Use™

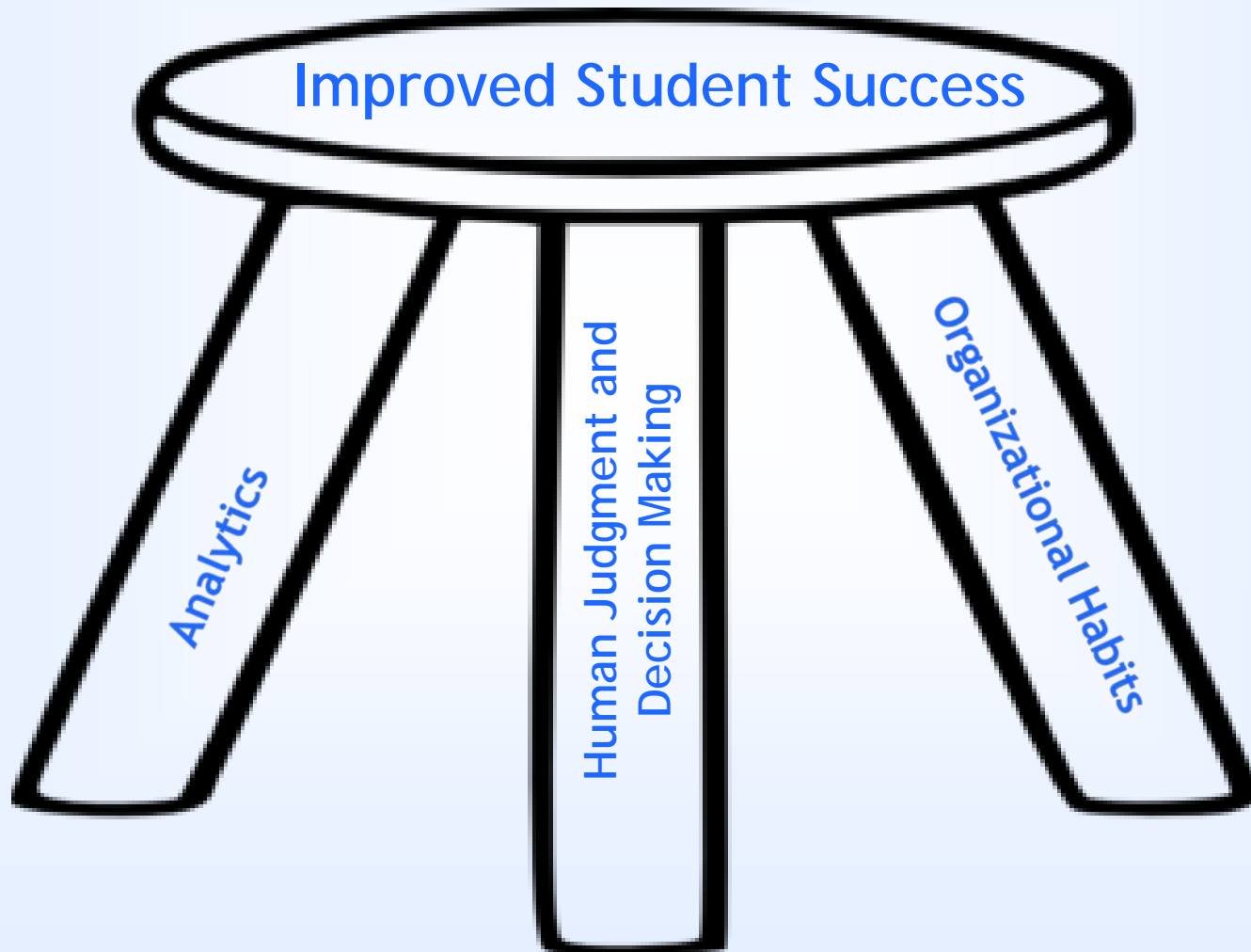
Interactive



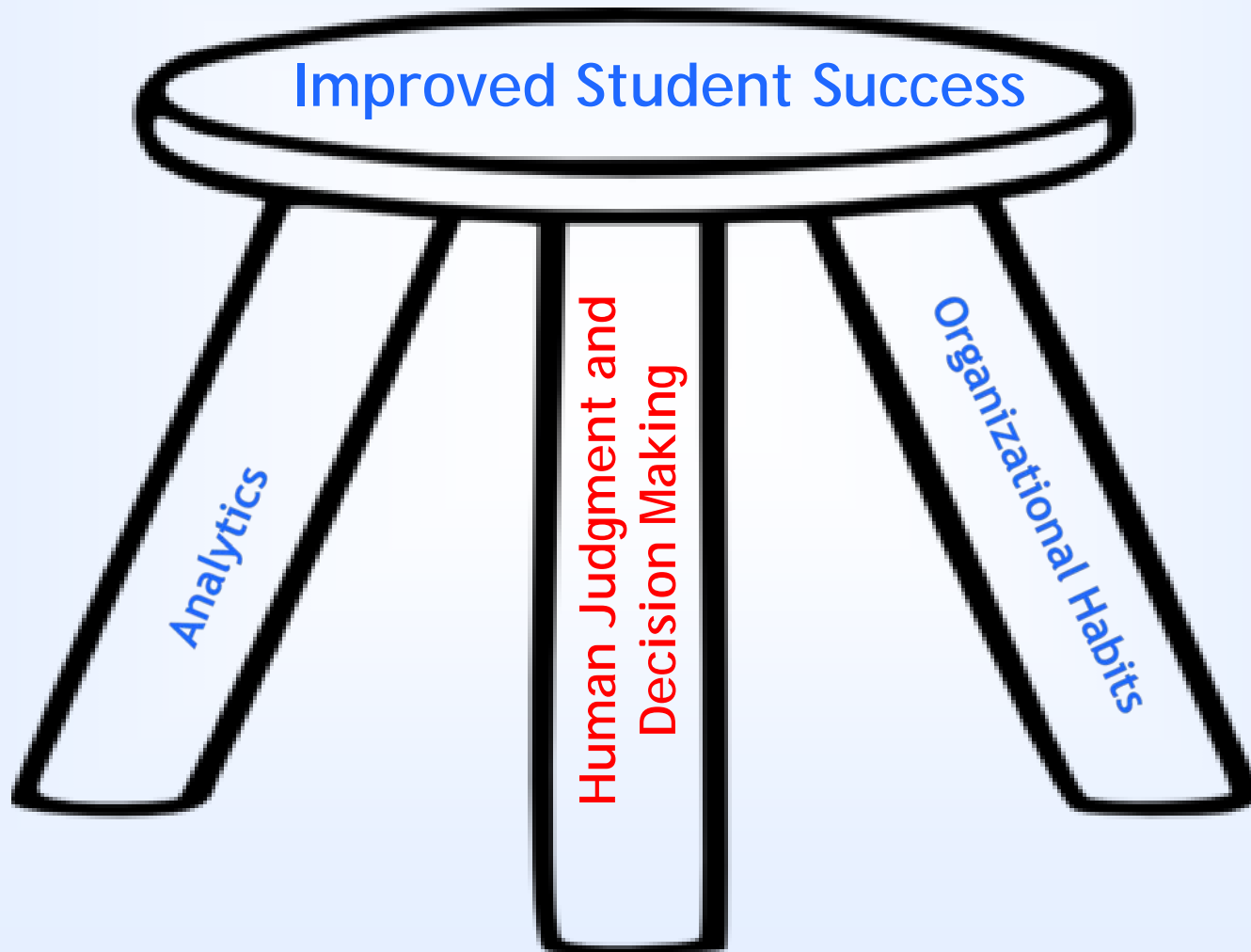
Grounded in Research



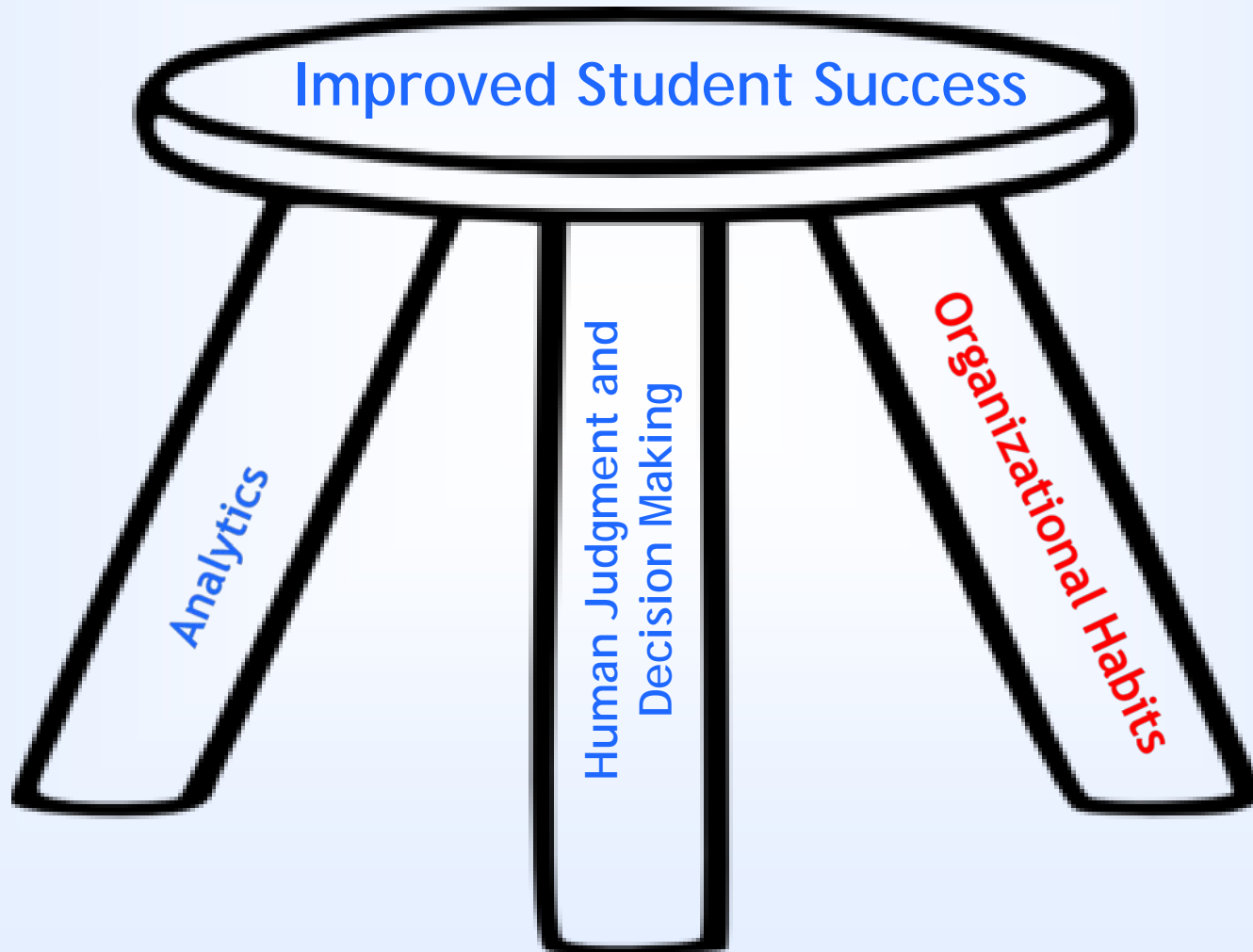
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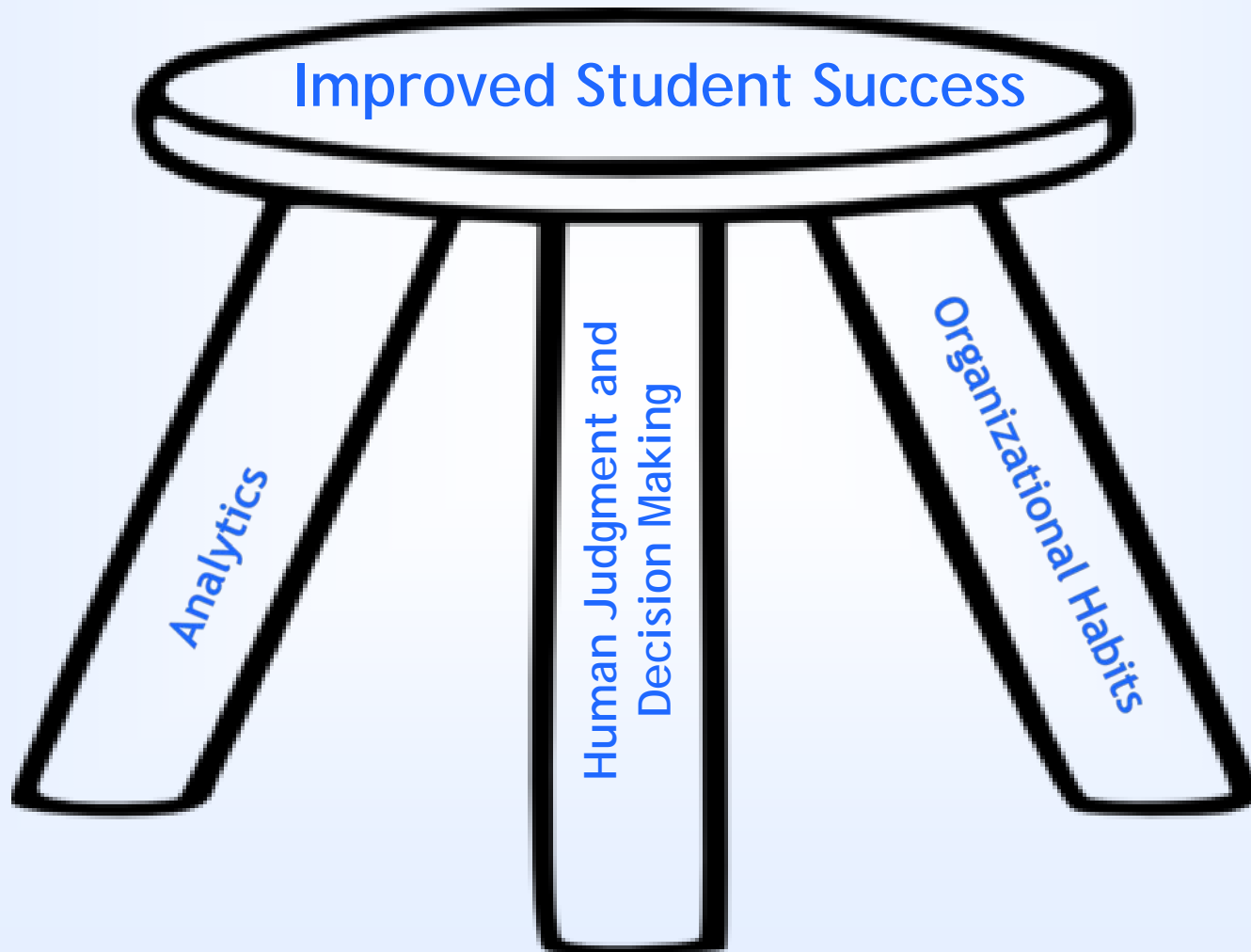
IEBC's Model of Data Use™



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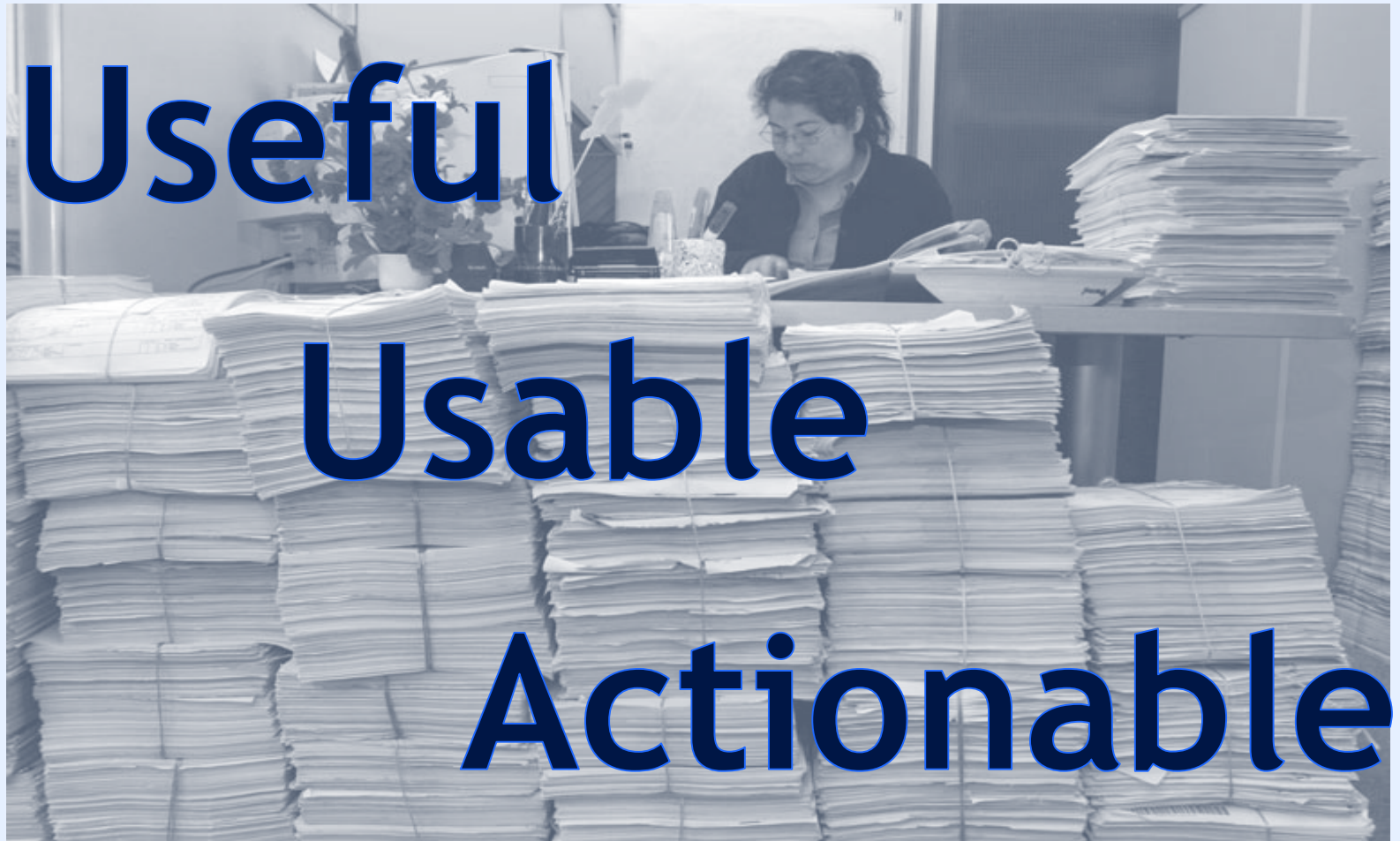
IEBC's Model of Data Use™



Data vs. Information



Data vs. Information



Leading and Lagging Indicators: Introducing the Concept



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Leading & Lagging Indicators

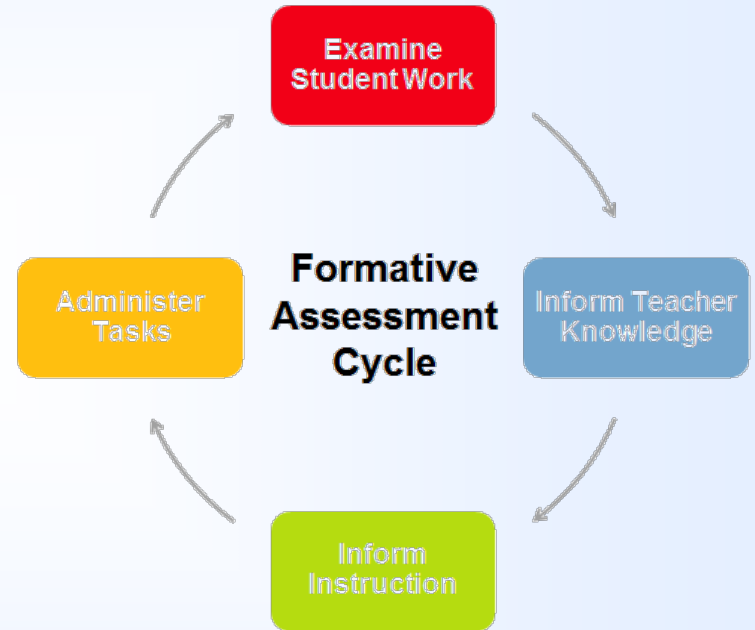
- Leading indicators are in your control and lead to your hoped-for success
- Lagging indicators are affected by what you do to influence your leading indicators

Lagging Indicators

Tend to be our drivers because they are what legislators and funders hold us accountable for.



Leading Indicators



Leading & Lagging Indicators

- Borrowed from the fields of economics and business
- Leading indicators are in your control and lead to your hoped-for success
- Lagging indicators are affected by what you do to influence your leading indicators
- What is leading and what is lagging depends on where you stand



**Persistence
Beyond
First Term
in College**



What Is an Indicator and What Isn't



Measurable



Directly related to student outcomes



Can be at the individual or group level

What Is an Indicator and What Isn't

To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.

What Is an Indicator and What Isn't

To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.

ACTIVITY

To make this an indicator:

90% of our high school seniors will have completed the FAFSA by the end of their fall term.

What Is an Indicator and What Isn't

To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.

ACTIVITY

Our high school will offer at least five courses in partnership with our local community college by fall term 2017.

What Is an Indicator and What Isn't

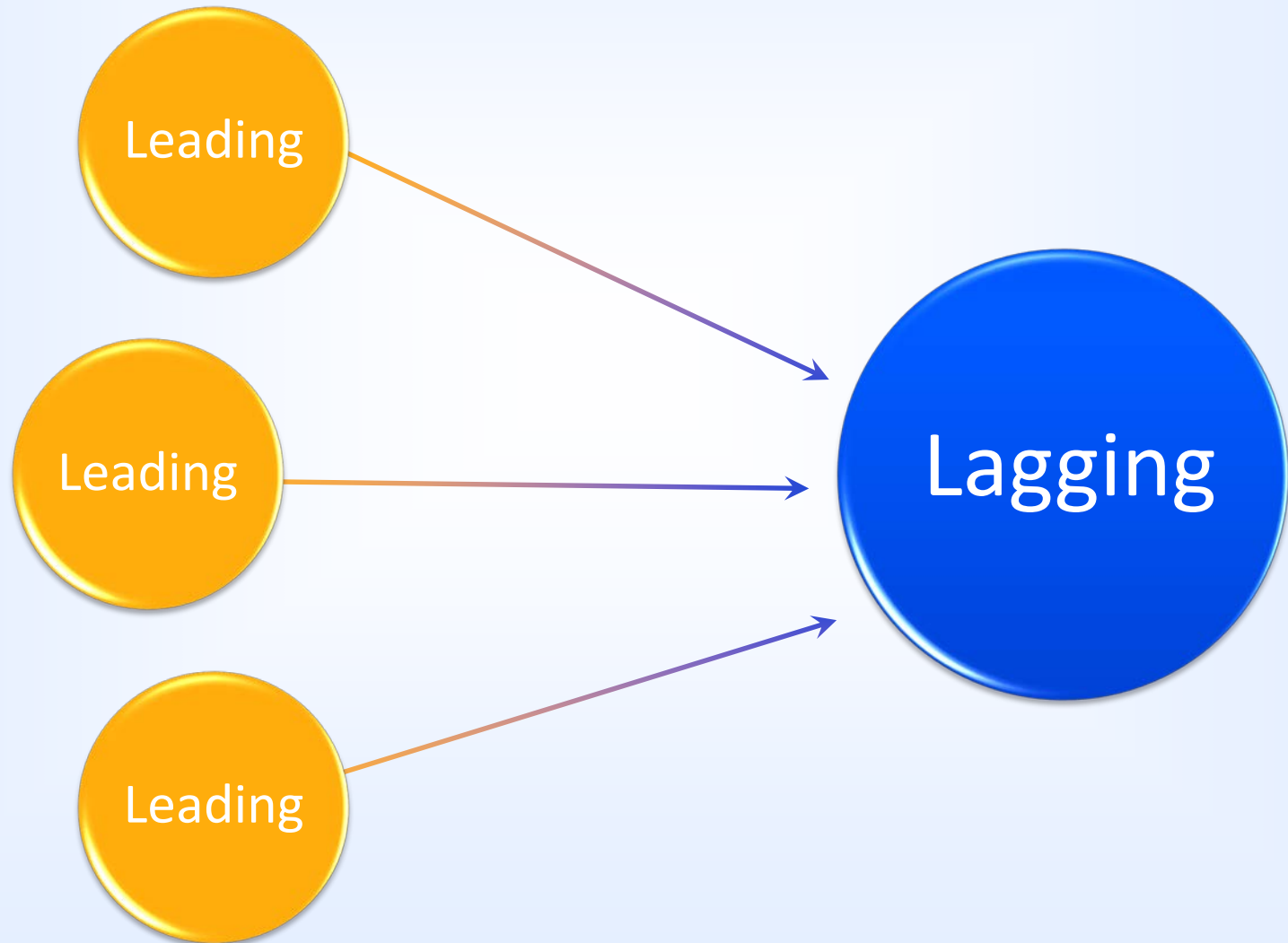
To provide FAFSA workshops to 100% of the high school seniors by the end of their final fall term.

ACTIVITY

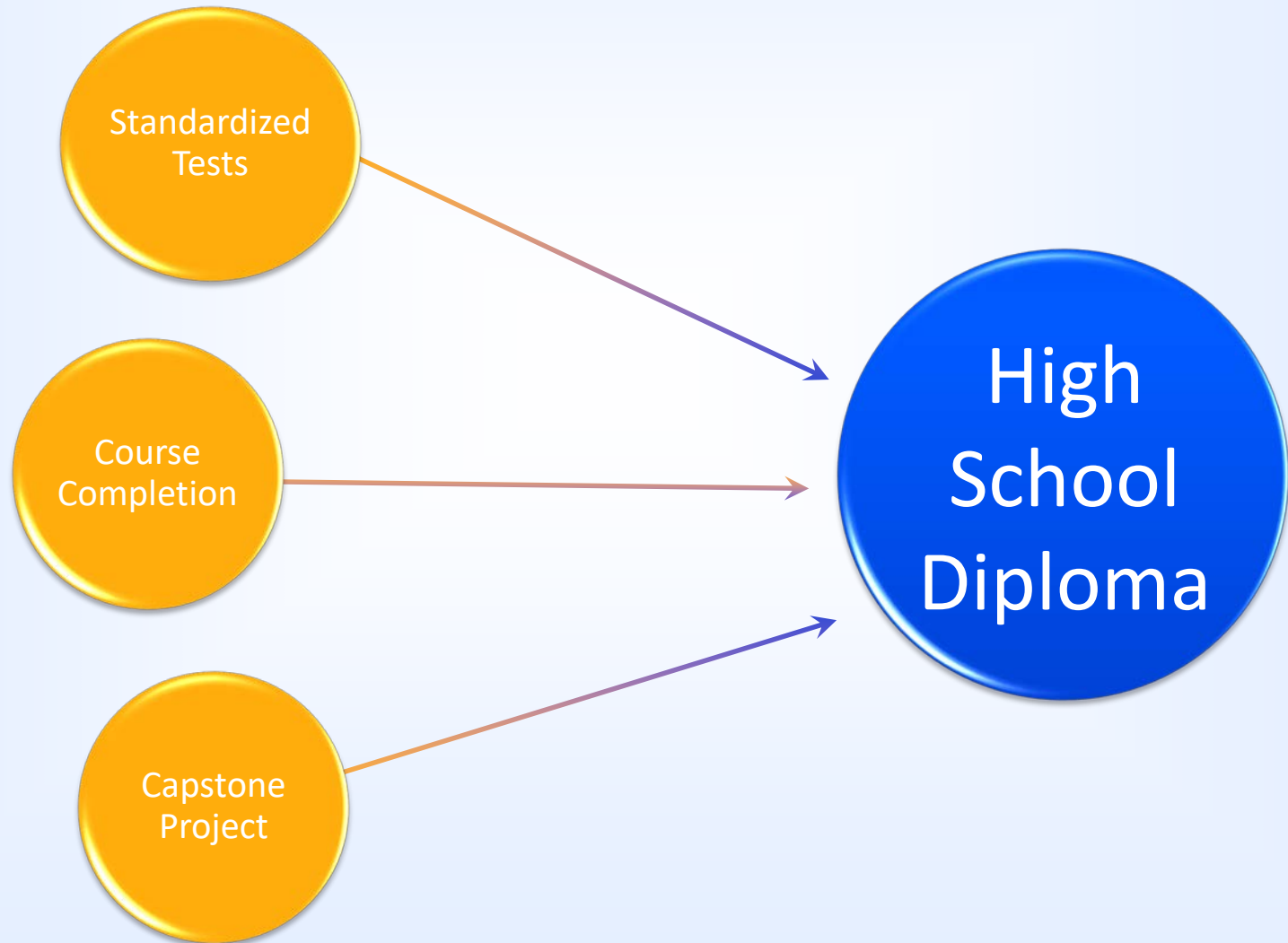
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OBJECTIVE

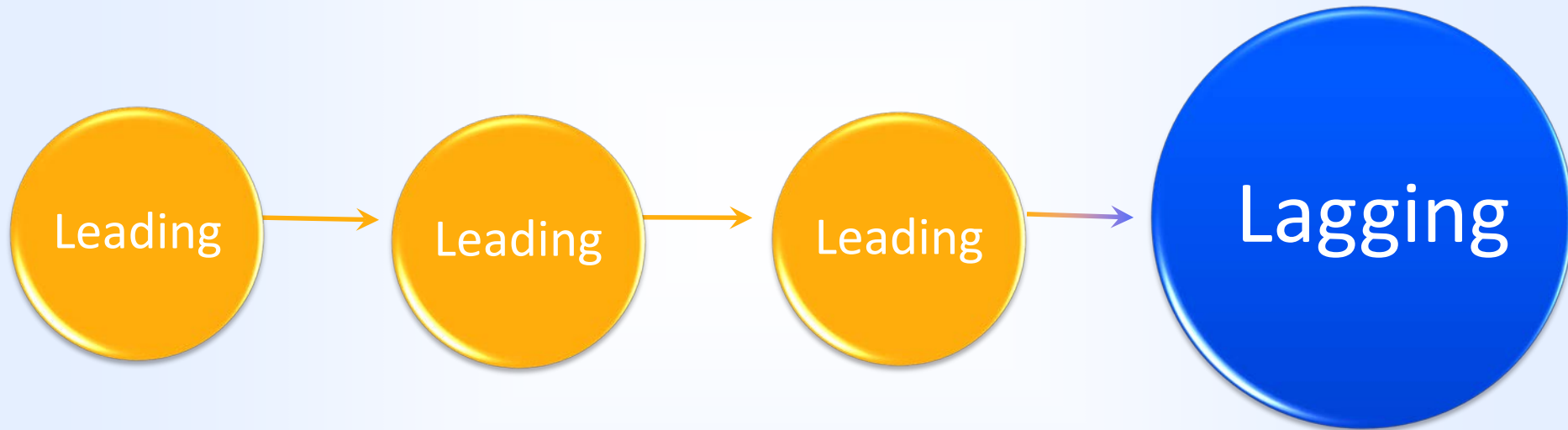
Leading and Lagging Indicators: Relationships



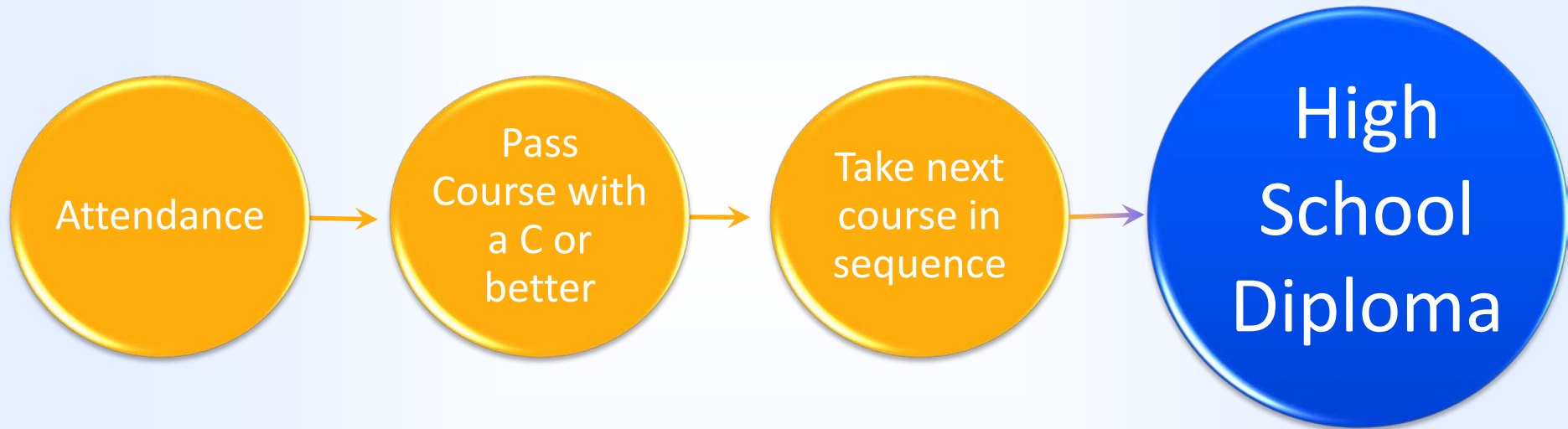
Leading and Lagging Indicators: Relationships



Leading and Lagging Indicators: Relationships



Leading and Lagging Indicators: Relationships



Leading

or

Lagging



Leading or Lagging

78% of our students who earned their high school diploma in June 2015 enrolled in a postsecondary educational institution within one year of graduation

Leading or Lagging

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Leading or Lagging

The percentage of 10th grade students in our school scoring level 3 or 4 on the SBAC increased by 14% over the prior testing year

Leading or Lagging

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Leading or Lagging

The percentage of students taking and passing Algebra 1 with a grade of C or better in ninth grade increased by 6% over three years

Leading or Lagging

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Leading or Lagging

The average number of days missed by students in our school increased by 1.4 days since the prior academic year

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Leading or Lagging

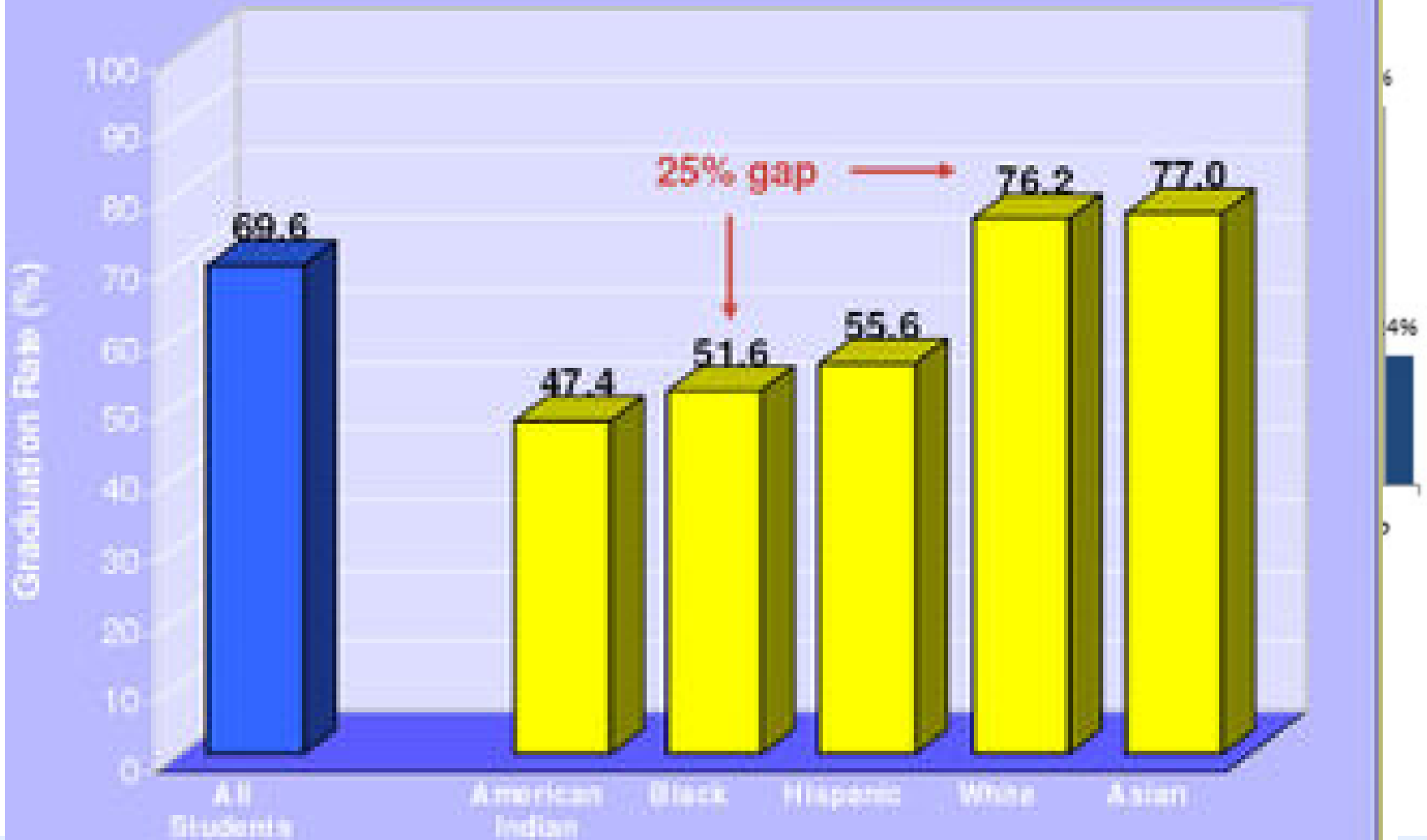
The proportion of our high school graduates placed into remedial math at college decreased by 4% over a two year period

Leading or Lagging

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Leading & Lagging Indicators

National Graduation Rates 2002-03



Leading & Lagging Indicators



LAGGING

Leading & Lagging Indicators for Concurrent Enrollment Partnerships

Indicator	Type	Source	Availability (When & Frequency)	Disaggregate by:
	Lagging			
	Leading			
	Leading			

Leading & Lagging Indicators for Concurrent Enrollment Partnerships



Leading & Lagging Indicators for Concurrent Enrollment Partnerships



Time to Work



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Jordan E. Horowitz, Vice President

Institute for Evidence-Based Change

jhorowitz@iebcnow.org

562.743.7920