Question 1 (Purpose)

How are you helping your communities focus on postsecondary and workforce success and not just high school graduation?

Systems: Our systems are not designed to place every student at the center of our work. We can't see a real time 360 view of students to help everyone supporting that student make better decisions and then "case manage" to better outcomes by design. When you go into schools and really dig into the work with teachers, advisors, and administrators who are committed to student success, they are still building spreadsheets because they need data from many different places in one place in order to make good decisions for students. We have a cycle with our data and technology leaders that plays out in the following way. Districts purchase more technology. District technology leaders are appropriately focused on student safety and security and require the technology vendors to build more data walls and processes. The walls to access the data become higher. The actual outcome of this cycle is that student data becomes less secure because educators still need the data, but now they pull it out into spreadsheets and begin to share that student–level data across emails, thumb drives, and shared files to help students.

The EdFi Alliance has been working across the country to help K12 leaders improve student data security AND help the data to become more interoperable across systems. What this looks like in practice is our systems begin to organize and move data in a more consistent way to allow us usable access to the data. Instead of every district figuring out how to move data, there is a consistent way that it moves so we can help each other use the data to support students. Texas school districts will soon be able to set up an operational data storage (ODS) with support from the Texas Education Agency to provide a path to improved data security and interoperability. Once data is able to be moved and matched safely and efficiently, we now need to talk about case management. Educators have too many places to log in. We must pursue a place where we can see a 360 view of the student and work together to support that student.

> **SYSTEMS: DATA SECURITY AND INTEROPERABILITY + CASE MANAGEMENT**

Question 2: (Systems)

When our purpose changes to more deeply include college, workforce, and community partners in executing the work, our K12 systems hit some real roadblocks. Can you discuss those system roadblocks and how you have been planning to address them to be able to see, empower, and support students across this increasingly more complex student journey?

Leadership: Leading high schools has fundamentally changed over the last two decades. We must think about developing a plan to execute personalized pathways for ALL students and we must also think about how to develop partnerships with higher education, community, and workforce partners to execute on this vision and plan. In addition to training secondary leaders to "rewire" high schools to personalized pathways for all, the throughline of executing on these pathways is DATA. If a high school principal has dozens of new pathways for students, how do they know if students are on track in partnership with higher ed, community, and workforce partners? Pathways now happen in a community context and not a school context. Data must come from sources outside the school to create a single source of truth for every student on their pathway.

As school leaders, we know the framework of setting expectations for learning, we progress monitor to know when there are learning challenges. Then, we intervene with professional learning communities (PLCs) to outline strategies and interventions to ensure all students grow and perform. This is the same approach for personalized college and workforce pathways. The challenge here is that data must inform a "macro professional learning community" that now includes colleges, communities, and workforce partners.

This is new work that will require training and technical assistance to operationalize real–time data in new systems to help administration understand needs (see), help students develop pathway agency (empower), and help frontline teachers and advisors understand a 360 view of students to intervene (support).